

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#)





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Details with regard to funding

Please complete the table below.

Total amount allocated for 2021/22	£19,770
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,770

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	86.7%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	76.6%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/ No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22	Total fund allocated:	Date Updated:		
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>			Percentage of total allocation:	
			69%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
All pupils to enjoy being active and want to increase their own physical activity and fitness levels.	Ensure that children in Reception-Y5 complete WUSU daily and Y6 children to complete a mile at least 3 times per week. All staff to promote good activity levels during these activities to act as positive role models to the children and inspire them to achieve more	£2000	Children in reception - Y5 are taking part in daily WUSU. Some members of staff are very enthusiastic with WUSU. Y6 are doing the mile although 15 minutes needs to be timetabled in to ensure it takes place more regularly.	Ensure that all staff are enthusiastic with WUSU and model being physically active during this. High movement levels of feet must be evident, not just arms. Y6 mile needs to be timetabled in for 3 sessions a week to ensure it takes place. My suggestion is 11.45.
Develop provision for physical activity at lunchtime. By Year 5 and 6 pupils being trained as playground leaders.	All children in KS2 will be taught through the use of ACES how to be an effective sports leader. Provide the children with the Playground marking activity cards so that play leaders are able to maximise physical activity at lunchtime.	£9200	On a Friday afternoon these sessions have been used so that ACES could provide every KS2 class with training to become sports leaders. This has been successful and some of the children have demonstrated excellent skills with this. Y6 children were then able to use these skills when leading the Owlcotes Cup for children from the	

<p>Ensure PE resources are fit for purpose and allow pupil's to be challenged in PE lessons (e.g. challenge for more able pupil's though size of ball, size of hoop etc)</p>	<p>Buy resources such as; indoor only foam balls, different sizes of air-filled balls, different sizes of footballs and basketballs.</p>	<p>£2500</p>	<p>MAT. Over the course of the year there have been two lunch time clubs. The first being boys football on the top playground where years 3,4 and 5 play football together. The 2nd club girls football on the field. The club started with 8 year 5 girls, this has quickly increased to 16 girls. Fewer playground incidents, increased activity levels and high quality skills shown within PE lessons. Increased participation levels and student activity under constructed managed games</p> <p>New equipment has been purchased to support the delivery of PE lessons. Discussions were had with staff to see what they required to improve their delivery and these requests were met. Javeloins, frisbees and hurdles were purchased in addition to a range of balls.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
8% (+ costs set out in K11)

Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>PE and school sport to be celebrated in assembly. Encourage all pupils to aspire to being involved in assemblies – including sharing successes out of school.</p> <p>Staff now have access to a PE intent which incorporates all aspects of PESSPA. This has been written with the PE LTP in mind.</p> <p>Continue to use the document which has been created to record assessment in PE – so that all pupil’s abilities are monitored in the different areas of PE.</p>	<p>Achievements in PE and school sport to be celebrated in assembly, in the school newsletter and the school twitter feed. Successes out of school to also be celebrated.</p> <p>Introduce the new PE intent as part of staff meeting/training. Ensure staff are aware and understand the intentions for PE and how the curriculum lends itself to deliver this successfully providing the children with a broad and balanced curriculum which is engaging and provides the children with a range of opportunities.</p> <p>Remind staff to use the new PE assessment document to ensure that the progress of their children is monitored and then gaps in their learning can be addressed where appropriate. Staff to ensure they know what pupils can do and what they need to do next to improve.</p>	<p>£1500</p>	<p>Achievements have been celebrated on Newsletters, twitter, school website PE section as well as on a display in school for all to see.</p> <p>All staff are aware of and have been following the new PE intent and LTP. This has ensured a broad and balanced curriculum which provides staff and children with a basis and skill set which are transferable to a range of more traditional sports.</p> <p>This is completed but needs further development to ensure it is used consistently.</p>	<p>This needs looking at again in terms of perhaps now using the new O track system that school has bought into.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10% (+ costs set out in K11)
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Ensure that staff confidence and knowledge is to a high standard therefore CPD will be provided to teaching staff who are RQT's, ECT's or request additional support.</p> <p>The children should become competent using specific relevant vocabulary to the PE learning both in lessons and when applying any of the skills to physical activity and school sports.</p> <p>Improve the delivery and consistency of the PE provision across school. Ensure that pupils are being taught a varied and balanced curriculum that is suited to their level of development.</p> <p>Subject Lead to be aware of any updates and new initiatives which can be used to support the delivery of PE.</p>	<p>ACES, Rhinos staff and PE lead to provide CPD for RQT's, ECT's and any other staff who request or show the need for additional support.</p> <p>Key vocabulary progression document has been created and introduced to the staff through the use of CPD/subject training sessions.</p> <p>All staff to be more competent in the delivery of the school PE curriculum.</p> <p>Monitoring of lessons and planning will take place by PE lead to ensure the teaching is consistently to high standard.</p> <p>Subject lead to attend meetings and training sessions held by Leeds West Leeds School Sport and Well School Partnership West Leeds.</p>	<p>£1000</p> <p>£1000</p>	<p>ACES and Rhinos staff to provide CPD opportunities for staff who are less experienced or those who have requested the support in specific areas</p> <p>Vocabulary progression document has been created and displayed on PE display in the hall. Reference to this should be made during the lessons and the key vocabulary for the lesson should be added to the display.</p> <p>Lessons taught have been done to a good standard.</p> <p>Pupil Voice questionnaire carried said that children enjoyed their lessons.</p> <p>Meetings attended and updated information which is relevant discussed and passed on to staff.</p>	<p>In the process of getting display boards for the MUGA and KS2 playground so that learning challenges and key vocabulary can be shared during all lessons.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 5% (costs set out above)
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved and engaged.</p> <p>Provide pupils with the opportunity to experience working alongside specialist coaches from clubs in the local area.</p> <p>Expose pupils to a wide range of sports and activities during 'National School</p>	<p>Additional Sports on offer – curriculum time to engage all pupils – Dance, climbing, OAA, sailing and Skipping.</p> <p>Extra-curricular – Dodgeball, Netball, Football, Multi Skills, fitness.</p> <p>Communicate with local clubs to secure relationships with them and then provide the children with a wider range of experiences which can in turn lead to more competitions.</p> <p>ACES offering alternative activities as well as staff in school such as Dance, YOGA and cross country running.</p>	£1000	<p>There have also been many different after school clubs this year such as Multi Skills (Y1, Y2 & Y3), Dance (Y3 & Y4), Hockey (Y4), Basketball and Netball (Y5), Football (Y5 & Y6) and Futsal (Y6).</p> <p>In addition to these there have also been many different sporting events for children to take part in such as Y2 Multiskills, Y3 Dance/Cheer and Rugby, Y4 Athletics, Benchball and Hockey, Y5 Basketball and Triathlon, Y6 Cricket and Rounders.</p> <p>Y6 have taken part in Junior Warrior and City Centre Cycle.</p> <p>This year, children in Primrose Hill have had the opportunity to work with experts through ACES, Rhinos Foundation, Skipping Schools (Y2 & Y4), Balance/Bike Ability (Y1 & Y6) and a Cricket coach in Y4 as part of their PE curriculum.</p> <p>There has also been a mini Olympic event where children across school could be selected to compete.</p>	<p>To be able to maintain the number of sporting events attended through the Pudsey Cluster other staff will need to support the running of this.</p> <p>Staff should attend with their on year groups etc or a key designated member of staff paid to do this should be provided.</p>

Sports Week' 18 th -24 th June 2022.			In the Summer term every child has competed in the Owlcotes cup against children from 3 other schools in athletics style activities.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9% (+costs set out above)
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure competition is accessible to all pupils in all Key stages.	Organise competitions for both KS1 and KS2 Team fixtures/friendly competitions and School Games competitions, plus competition through Local authority support package as above, and school games competitions. This will also Improve links with other schools at the same time providing excellent competition opportunities for children in all year groups.	£500	There have also been many different sporting events for children to take part in such as Y2 Multiskills, Y3 Dance/Cheer and Rugby, Y4 Athletics, Benchball and Hockey, Y5 Basketball and Triathlon, Y6 Cricket and Rounders.	
Ensure that competition is included in PE SOW so that all pupils access competition situations within lessons.	Use the competition element included within SOW to ensure that pupils take part in informal competitions as part of their PE lessons.		Term 2 provides children with multiskills and therefore the opportunity to compete against each other.	
Keep a record of pupils that have taken part in competitive sport so that all pupils have the opportunity.	A 'Whole school sports tracker' is used to ensure that all children take part in competitive sport. Children who have not taken part in competitive sport the previous year are a targeted for this academic year.	£800	129 of our pupils have taken part in sporting events through the Pudsey Cluster. 47 girls and 82 boys. A spread sheet shows the children across school who have taken part in competitive events. All children from Y1-Y6 took part in the Owlcotes Cup.	

<p>Pupils in Year 2 and Year 4 to have the opportunity to take part in a skipping competition.</p> <p>All children in Y1 and Y6 to be taught basic skills linked to cycling in Y1 and then in Y6 the safety aspects of being out on a bike on the local streets.</p>	<p>All pupils in Year 2 and Years 4 to learn different skips and be trained by Skipping School.</p> <p>Children in Y1 and Y6 will experience Balance ability and Bike ability training sessions. Y6 then complete the Saltaire/City Centre Cycle.</p>	<p>£400</p>	<p>All Y2 & Y4 children took part in the training for Skipping Schools and received the sessions from the staff to prepare them and then 30 Y2 children completed and 30 Y4 children competed. Both year groups won some certificates from the events.</p> <p>Y1 children completed their balance ability training. 72% of children in Y6 completed the City Centre Cycle after achieving their cycle training in Y6</p>	<p>This has worked well but there is possibility for use to deliver balance ability to Y1, learn to ride in Y3, level 1 Bikeability in Y5 and Bikeability level 2 in Y6</p>
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Signed off by	
Head Teacher:	K. Dickson
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Subject Leader:	A. Wyatt
Date:	29.07.22
Governor:	G. Gibson
Date:	