

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> All children have access to a range of competitions and festivals through the Pudsey Cluster. Each year children’s participation is tracked on a ‘Whole school sports tracker’ so that participation of all children is a key focus and can be compared to the previous year (NB – this was the case until COVID-19 partial school closures in March) Skipping schools for both Year 2 and Year 4, ensuring skipping is promoted as a high quality exercise and children also take part in a city wide competition (NB – Year 2 Competition cancelled due to COVID-19 partial school closures in March) ACES provided CPD for every year group from foundation to Year 6. Teachers identified areas of focus for their own personal development in the teaching of high quality PE lessons (NB – this was the case until COVID-19 partial school closures in March) ACES provided after school clubs that targeted key groups such as; girls only netball and football, encouraging inactive pupils to participate in sport after school and introducing pupils to uncommon sports such as fencing and archery (NB – this was the case until COVID-19 partial school closures in March) ACES trained Year 5 and 6 pupils as lunchtime PE leaders to encourage active lunchtimes each day. This greatly increased physical activity at lunchtime and engaged children in fun sporting activities, whilst also encouraging teamwork, friendship and good sportsmanship. 	<ul style="list-style-type: none"> Support pupil’s transition back to school after the partial school closures and increase physical activity and fitness levels across the school. Identify pupils that have not had opportunities for physical activity during ‘lockdown’ so that they are prioritised for after school clubs and encouraged to increase their fitness levels during the school day. Ensure that all pupils in KS1 have access to festivals through the Pudsey Cluster and that all pupils in KS2 have access to a range of competitions. Use the previous years ‘Whole School Sports Tracker’ to target individuals – particularly in KS2 who did not have opportunities to take part in competitions. Use the children’s skills and engagement in skipping to promote skipping as high quality exercise at playtime and lunchtime – link to Year 5 and 6 lunchtime PE leaders. Provide more opportunities for sporting after school clubs for each year group throughout the year. These clubs will be taught by LSAs who are already part of the PE team with the PE subject leader. Using the ‘Owlcotes Elements’ provide OAA opportunities for all KS2 classes. These opportunities will include; The Depot, West Leeds Activity Centre, Yeadon Tarn and Junior Warrior.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

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.	
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 2021.	81.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	74%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
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?	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: 2020/21		Total fund allocated: £19620		Date Updated: February 2021	
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					Percentage of total allocation: 12.7% (+costings for other sections)
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?:
<p>All pupils to enjoy being active and want to increase their own physical activity and fitness levels.</p> <p>Develop provision for physical activity at lunchtime. By Year 5 and 6 pupils being trained as playground leaders.</p> <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>Implement the 'Weekly Mile' so that pupils are being given opportunities to be active on days other than their normal PE day.</p> <p>Year 5 and 6 Sports Leaders to lead activities for younger children in KS1 and LKS2. Overseen by PE subject leader. Create activity schedule so that play leaders are able to maximise physical activity at lunchtime</p> <p>Buy resources such as; indoor only foam balls, different sizes of air-filled balls, different sizes of footballs and basketballs.</p>		£2500	<p>Children in Year 6 completed this and at the end of the year over a 2-week period ran a marathon.</p> <p>Training has been provided to the children in Y5 and Y6. In particular, with the use of the playground markings.</p> <p>Wider range of balls have been purchased for both PE lessons and use at lunch times</p>
					<p>Increased use of playground markings and new equipment will support this ongoing focus on raising levels of activity</p> <p><u>Next Steps for 2021-2022</u></p> <p>Further develop pupils' role in playground leaders.</p> <p>Ensure all staff at lunchtime use their training to actively engage children in physical activity.</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: 27% (+ costings in other sections)
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:
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.	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.		Not many events took place outside of school due to Covid 19 but those which did, were celebrated on the school newsletter and Twitter.	
Introduce the new PE curriculum that has been written to staff which outlines clear progression through from EYFS-Y6.	Introduce the new PE curriculum as part of staff meeting/training. Ensure staff are aware and understand the logic behind the curriculum. Focus should be on developing and building on skills and then implementing these through a range of activities. Share with them the first blocks of planning completed for each year group.	£4300	Training for staff on the thought process behind implementing the new curriculum was provided to all teaching staff. Examples of plans for each year group were provided so that the staff could see how their planning should look.	New PE curriculum monitored by PE lead to ensure compliance and provide leadership and support as necessary, particularly to inexperienced staff.
Introduce 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.	Introduce new PE assessment on the staff training day. Staff to ensure they know what pupils can do and what they need to do next to improve.	£1000	The new assessment tool has been shared with staff and this was used for one of the terms however Covid then prevented staff from being able to deliver the correct curriculum due to lockdowns and then trying to close gaps missed from the year.	Re-launch in September 2021 with all staff. PE lead monitor use and suitability. 2021-2022 increased use of video etc evidence for assessment.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 47% (+costings in other sections)
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 that staffs confidence and knowledge is to a high standard therefore CPD will be provided to teaching staff who are RQT's, NQT's or request additional support.	ACES, Rhinos staff and PE lead to provide CPD for RQT's, NQT's and any other staff who request or show the need for additional support.	£9200	ACES and Rhinos have continued to provide CPD support throughout the past year. Physical activity levels during Year 2 PE delivery by JC Increased from an average of 55% when we first started to 74% towards the end of the half term with which I worked with JC. Miss C started off by shadowing and Team Teaching with an ACES Educator before slowly taking a lead on more of the session each week. ACES provided lessons linked to multiple sports including Hockey, Tennis and Tag Rugby delivered to children over 31 weeks, allowing children opportunities to explore various activities and learn new skills. Each class received an additional 45 minutes a week of P.E in these chosen activities for each half term.	Professional development of staff will be ongoing, and focussed on ECT for 2021-2022
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.	All staff to be more competent in the delivery of the school PE curriculum. Monitoring of lessons and planning will take place by PE lead to ensure the teaching is consistently to high standard.			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
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>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</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>Arrange a pupil survey to ascertain what pupils would like.</p>	£2500	<p>Live Dance sessions were provided for a Y3 and Y4 class through Yorkshire School Dance.</p> <p>Y5 children learnt some YOGA.</p> <p>Skipping tutorials were made available from Skipping schools and Y4 children took part in these sessions.</p> <p>Weekly Dance sessions with the Rhinos Dance team took place for Y4 and Y5</p> <p>Y5 worked with an ex professional cricketer for 5 weeks of training lessons.</p> <p>Y6 worked with a Tennis coach for 5 weeks of training.</p> <p>Y6 Completed bikeability training.</p> <p>Y1 Completed Balanceability training.</p> <p>ACES provided PE opportunities in multiple sports including Hockey, Tennis and Tag Rugby delivered to children over 31 weeks, allowing children opportunities to explore various activities and learn new skills. Each class received an additional 45 minutes a week of P.E in these chosen activities for each half term.</p> <p>Various different sports/ activities including Football, Dodgeball and</p>	<p>2021-2022</p> <p>Increase number of children accessing out of school physical activity, including lunchtime sport clubs.</p> <p>Continue to engage with national and local initiatives – e.g daily mile etc in 2021-2022</p>

Expose pupils to a wide range of sports and activities during 'Healthy Heart Week' in July 2021.	ACES offering alternative activities as well as staff in school such as Dance, YOGA and cross country running.		Basketball delivered to all children in Key Stage 2 over the year, providing these children with opportunities to explore various activities and develop new skills. Lunchtime clubs saw an average of 16 children attending each club.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.5%
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 competition is accessible to all pupils in all Key stages.</p> <p>Ensure that competition is included in PE SOW so that all pupils access competition situations within lessons.</p> <p>Keep a record of pupils that have taken part in competitive sport so that all pupils have the opportunity.</p>	<p>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.</p> <p>Use the competition element included within SOW to ensure that pupils take part in informal competitions as part of their PE lessons.</p> <p>A 'Whole school sports tracker' is used to ensure that all children take part in competitive sport. Children</p>	£500	<p>Very few inter-school competitions were able to be organised due to Covid. Y6 children took part in the Mini Olympics at John Charles Centre.</p> <p>Y5 children took part in local Cricket competitions.</p> <p>All children in school competed against children in their year group 'bubble' for Sports Day.</p>	<p>Re-launch in Sept 2021 to ensure children have access to inter school sports events.</p> <p>Further develop the Owlcotes sporting opportunities within the mat across year groups.</p>

<p>Pupils in Year 2 and Year 4 to have the opportunity to take part in a skipping competition.</p>	<p>who have not taken part in competitive sport the previous year are a targeted for this academic year.</p> <p>All pupils in Year 2 and Years 4 to learn different skips and be trained by Skipping School.</p>		<p>Not required due to no competitions.</p> <p>This could not take place in person - so video tutorials took place instead.</p>	
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Signed off by	
Head Teacher:	K. Dickson
Date:	Sept 20
Subject Leader:	A. Wyatt
Date:	Sept 20
Governor:	G.Gibson A. Jefferson
Date:	Sept 20