

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

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 carried over from 2019/20	£13,795
Total amount allocated for 2020/21	£18,940
How much (if any) do you intend to carry over from this total fund into 2021/22?	£18,549
Total amount allocated for 2021/22	£18,960
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£37,509

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 2022. Please see note above	60%
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	52%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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

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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:	Date Updated:	
Key indicator 1: The engagement of all 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: 63%
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:
All pupils are able to take part in high quality PE lessons regardless of their ability.	Purchase new sporting equipment that allows differentiation within sports, i.e. lower benches, wider rounder's bats etc.	£4000	<ul style="list-style-type: none"> SEND pupils and those that have physical disabilities are able to use equipment and operators in PE lessons. No child feels singled out in PE or uncomfortable as kit is available for all ages. Play Leaders are present at every break time setting up play equipment and running games. Children are physically active during their spare time and this is planned for by the pastoral team and play leaders. Play leaders are trained up each year and are on a rota to ensure it is sustainable. Reception children are physically active everyday. 	<ul style="list-style-type: none"> To develop team games equipment and resources to support SEND pupils. Keep uniform well stocked and ensure children from disadvantaged backgrounds or who are struggling are given a kit. Train new play leaders up yearly. Pastoral team to ensure play times are structured and equipment is stocked regularly to encourage physical activity at all times.
Children with SEND are well supported and are able partake in PE lessons and activities in an inclusive environment.	Purchase spare PE kit so that all pupils can take part regardless of whether they have remembered their kit.	£1800		
Pupils are active during their break times and dinner.	Training for lunch time and break time staff. Playtime equipment is purchased to encourage engagement with physical activity and Sports leaders are trained up to ensure this is sustainable.	£755		
Reception and KS1 pupils are introduced to physical activity and education and have continuous	New equipment and outdoor provisions purchased for reception area to ensure children have a safe	£17000		

opportunities to be active. Children begin their love of being active from an early age so that it stays with them throughout school.	and engaging place to be active.		Both fine and gross motor skills are developed and children are eager to be outside. <ul style="list-style-type: none">The area has developed a curiosity for physical activity and being healthy.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10%
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:
Pupils understand the importance and difference between physical activity, physical education and sports participation.	Daily mile is timetabled in every class once a week to encourage active breaks. Being healthy mentally and physically is taught in our PSHE, PE and Science curriculum. PE lead released termly to attend network meetings, monitor PESSPA engagement and support members of staff.	£1440	<ul style="list-style-type: none"> Children are eager to complete the daily mile in their class and all have this timetables in. Children enjoy active breaktimes in the afternoon. Through our QA process it is clear to see that children are gaining a good knowledge of being fit and healthy through our PSHE, PE and Science curriculum. Pupil talks evidence that children are learning about being healthy from Early Years. PE lead was given time every half term – monitored PE lessons, checked and updated equipment, supported teachers and organised 	<ul style="list-style-type: none"> Offer daily mile CPD to staff to encourage pupil engagement and participation. Ensure lesson resources are well stocked for teaching healthy minds and bodies in all the subjects.
Sport and physical activity is celebrated by all. Children actively try and improve their sporting ability and participate.	Weekly school sport star is chosen each week read out in assembly. School displays are updated weekly to showcase sport in school and encourage children to participate. Time for a member of staff to do this is essential.	£2348.78		

			sports competitions and events. <ul style="list-style-type: none"> Children are excited every week to find out who the sports star is. This has increased the profile of PE and encouraged reluctant sports participants. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
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:
All staff feel confident to teach high quality PE lessons and have support when needed.	PE Planning Scheme purchased to allow all members of staff to follow high quality planning and feel confident in teaching PE. New gym mats purchased to help with the delivery of gymnastics and dance. New resources for different PE lessons are purchased to equip teachers with the delivery.	£1857.10 £624 £2190	<ul style="list-style-type: none"> PE planning is used across school and teachers have given positive feedback around the ease of using this resource. All teachers have been able to teach a variety of PE lessons well which has been evidenced in QA process and pupil talks. Gym mats are used regularly. Equipment is well stored and readily available for staff to use in their PE lessons. PE Planning identified what equipment is needed for each lesson including what will make it easier and more challenging. 	<ul style="list-style-type: none"> CPD is offered to staff through staff questionnaire. New PE leader to work closely with Trinity Academy Halifax and school sports to develop subject knowledge for staff.
PE Subject Lead has expertise to guide and support members of staff with	Time out of class to go to training and feedback to all members of			

the delivery of PE.	staff. PE lead will work closely with the PE leads at the other schools within the Trinity Mat.			
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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:
Pupils are offered and able to take part in a range of different competitive sports outside of a normal school day.	<p>Sports coaches to come into school and deliver sports clubs. These are in sports that may not be delivered in the primary curriculum, i.e. Judo.</p> <p>A variety of different play equipment purchased for playtimes that children may not have experienced before. Play leaders and staff to teach children how to use this.</p>	£3000	<ul style="list-style-type: none"> Successful clubs delivered to children in judo and squash. Great feedback from children. A clear routine is set up for both break time and dinner time. Play Leaders and pastoral team set up equipment before every session and ensure children use this correctly. Pupils are more active at breaktimes and taking part in a variety of activities. Successful swimming lessons used for those who are unable to swim. 	<ul style="list-style-type: none"> Organise more in school competitions. Work with local schools and Trinity MAT to organise competitions and sporting events together. Ensure next year's Play Leaders are trained before Year 6 leave. Continue to run catch up swimming lessons for those that need this. Use the school council to ensure pupil voice is heard with regards to which sports they would like to see in school.
All children to leave primary school being able to swim. Due to COVID-19 many children in our Year 6 cohort missed out on some of their swimming lessons in school so would like to give children the opportunity	<p>Extra swimming interventions to be scheduled for children that have not achieved the three national curriculum strands.</p> <p>Swimming resources to be</p>	£2000		

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to catch up.	purchased that can be delivered in school.			
Pupils to feel like they have a voice and are able to give suggestions as to what physical activities or sports they would like access to.	Classes to discuss afterschool clubs and school council feedback to senior leaders. Ensure that afterschool clubs are child led.			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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>Pupils are given the opportunity to take part in competitive sports.</p> <p>Those that excel in physical education and sports have the opportunity to pursue their talents further.</p> <p>Inter school competitions are held during PE lessons and dinner time to encourage sportsmanship, healthy competition and resilience when losing.</p>	<p>Sports Leaders to organise sports competitions during dinner time against classes. Training provided for these children. To work with Trinity Academy Halifax to bring high school children over to run these.</p> <p>Mini buses are available to take sports teams to competitions.</p> <p>New netball nets and football nets purchased so children can have in house competitions.</p>	£575	<ul style="list-style-type: none"> Year 5 pupils competed in athletics competition against other schools. During after school clubs, children were able to compete against other year groups. 	<ul style="list-style-type: none"> More opportunity given to children in school to take part in competition. Play leaders to organise this once a half term Create an account with School Games for more opportunity to compete and work with other schools. Work with sports clubs to advertise in school and promote clubs out of school. Signpost individual children to sports.

Signed off by	
Head Teacher:	O Grant Roberts
Date:	October 2021
Subject Leader:	F. Kirkley
Date:	October 2021
Governor:	D. Alcock

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Date:	October 2021
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