

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](https://www.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](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/2020	£0
Total amount allocated for 2020/2021	£19,020
How much (if any) do you intend to carry over from this total fund into 2021/22?	£17,361
Total amount allocated for 2021/22	£19,699
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

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	80%
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	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	25%
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: £19,699	Date Updated: 17.1.22	
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: %
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:
Implement new ideas to promote and achieve 30 minutes physical activity per day across all classes. Active Playtimes, Active Breaks	Purchase further playground equipment to develop physical activity opportunities. Reds in the community and PE lead to train playground leaders to actively engage children at break and lunch.	Playground equipment replenishment as and when needed £3000 Cover £500	Heat Maps to show minimum of 30 minutes physical activity daily across all classes. Playground equipment supports active playtimes and children demonstrate wider variety of knowledge of games through adult support. Playground leaders were trained in Autumn term by Reds in the Community and is continuing the training with PE lead.	Next steps to evidence: Further develop use of playground equipment to support active playtimes. Timetable playground leaders. Further evidence through pupil voice.
After school clubs – Ensure a wide variety of after school clubs are available to suit all ages and abilities and that these link to future competitions and sporting events as well as interests.	PE lead to liaise with Enrichment lead on clubs offered and Astrea Active, dance teachers, football coach, and other outside professionals to provide an enriched programme of opportunities. PE Lead to track participation in clubs.	£5000	Staff members deliver after school clubs every term Weekly football club every term. KS2 fencing club Autumn term. KS1 dance club Autumn term. KS2 dance club Spring term. KS1 kidnetics multi-sports club Spring term.	Use club data to evidence increased offer and participation. Increase in number of different sport and physical activity clubs offered. Increased participation levels in clubs, including % of different groups eg. Boy/girls, PP/NPP

PE Leaders to further develop “The Challenge Run” across the academy, tracking impact and target children.	PE Leaders to develop and track across the academy. Introduce into ‘personal challenge’ termly – chn try and beat previous distances. Give certificates and celebrate within school. Personal challenge champions? Teachers and PE Lead perform ‘Challenge Run’ to provide personal challenge opportunity for children and identify those who compete to represent school in next tier of competition. Create markings on playground to support challenge run. Participate in Astrea Activ run challenge involving ‘3 tiers’ of competition.	Certificate resources and display £500 Transport to competitions: £1500	In-school challenge run completed Nov 21 and children selected to represent The Hill in a Dearne Hub run. Dearne Hub challenge run postponed Nov 21.	Target children with low fitness levels/low self-esteem and evidence increased fitness/self-esteem through data and pupil voice. Continue to embed into day to day practise and curriculum offer.
To raise attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2.	Fund swimming sessions for children who missed the opportunity due to Covid19.	£3500	Year 6 children that had incomplete lessons during 2019/2020. Lessons booked from Summer term 1 onwards.	Track swimming data and target children to meet NC requirements. Continue to track data and allocate funding accordingly.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
Playground leader roles further developed and linked to School Council.	PE lead to co-ordinate with Reds in the Community coach to further develop Sport Leader role and monitor impact. SCOs to feedback through School Council and implement ideas/improvements across school.	£700 equipment and hoodies	Play Leaders equipment purchased. Contact made with Reds in the Community. Training delivered in Autumn term and will continue weekly sessions with PE lead.	Purchase playground leader hoodies. Implement playground leader roles – Y5 children, who then support training of next Y5 children when move to Y6. Pupil Voice to demonstrate improved knowledge and leadership skills. School council minutes and

Weekly celebration assembly to raise profile of sport and celebrate achievements and attitudes towards sport and exercise in and out of school.	PE lead to organise an assembly at the end of each term to celebrate pupils' achievements in competitions.	£500 for trophies for intra-school competitions, certificates and prizes.	Sporting achievements to be celebrated across school – children encouraged to bring sporting awards in to school to share. Children selected for Astrea Active Awards across Trust. Assemblies based around sporting events – World Cup etc	feedback demonstrate implementation of new ideas and improvements across school.
Raising the profile of women's sport and closing the gender sports gap.	Providing children with an experience to go to watch a sporting event. Signed up to the Totally Runnable girls and sport pledge in Autumn term. Girls lunch time running club. Girls football club.	£500 tickets and coaches	UEFA Woman's Euro 2022 tickets purchased. 10x tickets Sweeden vs Swizerland 10x tickets France vs Belgium 10x tickets Iceland vs France Wider messages sent to girls and boys, and staff around gender and stereotypes change, to normalise physical activity for everyone regardless of gender.	Continue to promote sport and celebrate achievements. Inform children and parents about this as an incentive to attend school and display outstanding behaviour. PE lead to deliver assemblies and send resources for staff to deliver in class. PE lead attended online training Summer 21. PE lead and PE assistant lead to attend Youth Sport Trust Shooting Stars training March 22.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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	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:

consolidate through practice:				
PE Lead to support Staff CPD to build on the relevant skills, knowledge and understanding to teach high quality PE lessons.	PE lead to research and implement CPD for all staff. PE lead to source more resources to support PE lessons – PE plans/practical resources/examples of good PE.		PE Lead sent out staff skills audit to identify staff strengths and weaknesses. PE lead created staff surveys to highlight staffs wants and needs. PE lead created a folder on shared, which includes additional PE resources, knowledge organiser, skills development document and curriculum coverage map.	PE lead has a PE degree and specialised in Primary PE during PGCE year. PE lead attends regular training delivered by Real PE, Astrea Active and Youth Sports Trust. Continue to develop staff and share good practice. Learning walks to better teaching and learning in PE.
Whole school delivery of Real PE, Dance and Gym and EYFS Real Foundations.	CPD delivered by Real PE specialist on 8th April 2022.		Purchased upgrade for Real PE package. It now includes Real Gym, Real Dance and Real Foundations. Purchased gym equipment e.g. mats, bars, beams, pommel horse etc. Purchased multiple portable speakers for dance unit.	Real PE full package purchased until January 2023.
Hire qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils. E.g. Reds in the Community.	Reds in the community worked with teachers throughout the duration of Autumn term to deliver high quality PE lessons.		PE lead to source coaches/specialists for Spring and Summer term 2022.	Staff confidence improved and able to deliver high quality PE lessons.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:

Introduce a new wider range of sports and physical activities (such as dance, yoga, fencing, boxing) to encourage more pupils to take up sport and physical activities.	Fencing coach delivered 6 week programme to KS2 in Autumn term. Dance specialist delivered 6 week programme to KS1 in Autumn term. Dance specialist delivered 6 week programme to KS2 in Spring term. Multi-sports specialist delivered 6 week programme to KS1 in Spring term.	£	Clubs began Aut 2 and are continuing throughout the year. Children now know fencing skills and can compete against one another. Children can now perform a dance routine. Data shows there is an increase in after school club attendance.	Evidence of new range of sports and physical activities and participation levels, including specific groups eg. Boys/girls, PP/NPP, SEND, NSEND Continue to develop and evaluate sport and physical activity offer for children and participation levels to ensure improved participation levels of all groups of children.
Visits to international/professional sports fixtures to raise sports profile and engage children.	PE lead to arrange a visit to a sporting event if possible. -Watch a football match/ice hockey/British Cycling		Visits to be booked for 2022 if restrictions allow	Children watch an international/professional sports fixture. Continue to provide opportunities like these to provide experiences that children would not otherwise have.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:

Intra and Inter school competitions to introduce children to the competitive side of sports and the etiquette which comes with it.	6 Intra school sport events throughout year. Participation in School Games events. Widen opportunities across the Dearne Hub (once per half term) Continue to use venues such as EIS to broaden children's outlook on sport and physical activity. Participated in Beat the Streets competition during Autumn term 1.	£	Whole school penalty shoot out fund raiser Sept 2021. In-school challenge run completed Nov 21 and children selected for next tier of competition within the Dearne. In school Santa Dash completed Dec 21. Inter-school Basketball competition booked for Nov21 now postponed due to Covid19 until Spring Term 22.	Evidence of number of intra and inter school competitions. School Games Mark of Silver or above. Continue to track number of competitions offered and criteria for School Games Mark in order to build provision and what is offered.
------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	B.Browning
Date:	24.1.21
Governor:	
Date:	

