

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 2019/20	£0
Total amount allocated for 2020/21	£21,380
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£21,380
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,380

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	17.7% (Covid effected)
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	20% (Covid effected)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	12.2% (Covid effected)
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: 2020/21	Total fund allocated:	Date Updated:		
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:
<ul style="list-style-type: none"> To encourage the engagement of all pupils in regular physical activity. 	<ul style="list-style-type: none"> Yoga Super movers/ Go noodle Introduce Daily Mile throughout KS2 to encourage more exercise throughout the day. Work with the Leeds United Foundation, through their Wildcats initiative to increase the number of opportunities for girls to participate in physical activities. Provide an after-school club. Work with Premier stars to continue to develop young sports leaders who will lead physical activity at lunchtime and break time. Physical after school clubs; mini-movers, athletics and dance. 	<ul style="list-style-type: none"> Free Free Free LUFC Foundation - £3680 Premier stars package £3680 	<ul style="list-style-type: none"> Staff continue to use Yoga when it suits them and allows for a good mindfulness break. Allowing children to have regular break breaks to maximise their working potential. All staff are using Super movers and Go Noodle within the classroom as a tool for extra exercise and enhancing learning. Provided more opportunities for daily exercise in the open air. This should start to become more embedded throughout summer months. Young sports leaders have been trained to enhance provision and encourage regular engagement of pupils particularly in KS1. Sports leaders are also supporting lunchtime games on Tuesdays working alongside LUFC foundation After school provision such as mini movers encourages children to take part in more daily physical exercise. 	<ul style="list-style-type: none"> Conduct pupil interview and ask children how often they participate in yoga in the classroom, Go Noodle and Super movers. Ask for staff and pupil feedback in interview/ school council/ staff meetings. Continue to develop the abilities of children in school to lead sporting activities and encourage regular physical activity during break and lunchtimes. This will become embedded and allow seamless delivery across lunchtimes. Staff questionnaire to discuss the impact of LUFC foundation and any ideas to further future offer.

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:
PE leaders, Sports coaches and Real PE online platform to work in a partnership to raise the profile of PE in school to increase the physical activity and well-being of children.	<ul style="list-style-type: none"> PE lead to be given 'Golden Ticket' time to raise the profile of PESSPA across school. Action plan to link to raising the profile of PESSPA in school. PE lead to set up planning meetings with Premier stars to ensure progression across year groups. These plans to be communicated with all staff. Formulate over the year intervention groups solely targeting bottom 20% within PE to bring them to a level. PE lead to attend CPD training days. PE lead to arrange staff twilight sessions for Real Jasmine training. Also, to deliver Jasmine training to new starters within school PE lead to share assessment tool with staff to enable the tracking of achievements. 	<p>£3680 Premier stars partnership.</p> <p>£695 Real PE online platform and CPD TLR for PE lead</p>	<p>PE lead has held meetings with premier stars sharing planning ideas and discussing possibility of a shared google drive to aid staff with planning and resources. Ideas created to form 'target' children for interventions.</p> <p>PE lead and SLT have organised Specific days over the year etc to raise the profile of PE within school. The deputy head has also continued to form a strong relationship with Leeds United and school have held competitions which included prizes donated by the club encouraging positive behaviour throughout school particularly when taking part in sporting activities.</p> <p>MTP has been developed for all year groups to raise the profile of PE across school. This runs in line with year groups LTPs.</p> <p>Training has been arranged for links to STEP principle and also Jasmine platform</p>	<p>To continue to embed PESSPA throughout school through the use of CPD, coaches and Real PE Scheme.</p> <p>Monitor intervention groups and deliver an intervention once a week to support integration into class.</p>

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 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:
To develop quality first teaching of Real PE to increase the confidence and skills of both staff and pupils.	<ul style="list-style-type: none"> Continue partnership with the Real PE online scheme. PE Lead to attend Real PE CPD days. Staff to receive 2+ staff meeting twilight training sessions on Real PE. PE Lead to monitor sessions (learning walk). PE Lead to offer support with teaching. PE Lead to replenish equipment PE Lead/Confident staff to showcase lessons around school for other staff to observe 	<p>£695 on Real PE scheme</p> <p>£486.37 Resources</p> <p>£73 resources</p> <p>£3000 on resources for inter school competitions, kits</p>	<p>Real PE training session over 2022/23</p> <p>PE lead to collect feedback from staff on Real PE scheme and assessment tool to ensure a secure knowledge school wide.</p> <p>PE lead to plan and conduct monitoring visits within PE and coaching lessons.</p> <p>PE lead to ensure PE is evidenced on a half termly basis across school to show progression of skills.</p> <p>LUFC meeting July 2022 providing info around STEP principle</p>	<p>An up-to-date PE scheme will ensure that teaching is up-to-date and relevant. The scheme will ensure continuity across school.</p> <p>Interventions in place from LUFC to support. = bottom 20%</p> <p>Resources to support inter school competition to lead events in the future</p>
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	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:				
Additional achievements: To develop partnerships with local sports facilities to ensure children are aware of a range of available sports.	<ul style="list-style-type: none"> • Purchase Premier Stars Coaches. £3680 • Purchase Hunslet Rugby club coaches. £3100 • Leeds South and Central school sports partnership. Free 	Transport – Mini Bus £7180	Staff have reported a high level of CPD received through team teaching approach to PE with Premier Stars coaches. Hunslet Rugby coaches timetables weekly sessions for the academic year. This has been increased to cover 9-12. All year groups will access the coach over the course of the year. This includes an after school club running each Tuesday for access of 20 children at £1.50 a session. PE lead sharing virtual competitions/ sporting activities organised by LSCP with all staff. Sessions previously provided to KS1 children provided them with a rugby taster session and encouraged active participation outside of school. Children who attend breakfast club are encouraged to participate in both indoor/outdoor(weather depending) sports and games through ACE club. Children from all key stages are offered sporting clubs during the school holidays to enable them to play team games, interact socially with peers and take part in physical activity.	Continue to develop partnerships with a range of local sporting facilities to encourage children to participate in sport both inside and outside of school. Links made with St Phillips running localised sporting fixtures. Hosting competitions as part of various clusters and also our own partnership of schools.
	<ul style="list-style-type: none"> • I-Moves dance scheme £850 • Continue to make links with Leeds Rhinos Rugby. Free • Health for all £1680 • LUPS Holiday Club £1308 			

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:
To encourage increased participation in competitive sport.	<ul style="list-style-type: none"> Whole school sports day to be planned with events accessible to all. Renew Jess Cluster Package for children to take part in a wide range of inter-school competitions. School minibus used to transport children to and from events. 	£500 – (est) resources £1600 £7180 – lease fee.	Evidence in class floor book and celebrated in school/ class assemblies. Children across both key Stages to attend competitions. PE lead to monitor attendance.	To continue to run Sports days for all departments every year in Summer. To renew Jess Cluster package when possible.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	J Marchant
Date:	
Governor:	
Date:	