

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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) ● Premier Sport 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) ● Premier Sport 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) ● Premier Sport 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. ● All teachers to use ‘The PE Hub’ to provide structure to all PE lessons and follow the Long Term Plan to ensure appropriate coverage of skills in each

	year group. Every teacher to use 'The PE Hub' to accurately assess PE and deliver well-structured PE lessons.
--	---

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/**NO** * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

During the academic year 2019-2020 all PE and Sport Premium was spent.

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 2020.	67%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	71%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71%
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: £19,470		Date Updated: 9.12.20	
<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:
					%
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>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>Provide a range of activities - implementation of new extracurricular timetable. Increase the number of clubs for children.</p>	<p>Identify pupils who have become inactive during lockdown and increase their activity levels through: active break and lunchtimes, active lessons (where possible), opportunities to take part in a range of sporting after school clubs and taking part in well-structured PE lessons.</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>Increasing the range of clubs provided; Gymnastics, dodgeball, games, dance, yoga. Working and liaising with Premier Sport and</p>	<p>Allocated through: Premier Sport spend and PE team spend.</p> <p>£9,000</p> <p>£9,000 (See funding allocation above)</p>	<p>Equipment boxes for each year group at break and lunch encouraged more pupils to be active during these times of the day.</p> <p>Inactive pupils chosen to take part in sporting after school clubs.</p> <p>All pupils' skill development in different areas has improved due to well-structured PE lessons across the school.</p> <p>When taking part in the 'Daily Mile', pupils across the school are more active on days other than their PE day.</p> <p>Unable to implement due to year group 'bubbles'.</p> <p>Most year groups across the school were given the opportunity to attend a sporting after school club, but this was affected by lockdown.</p>	<p>Replenish equipment boxes so that pupils continue the good habits they developed this year of being active during break and lunchtime.</p> <p>Continue to identify inactive pupils for sporting after school clubs.</p> <p>School will try a different approaches to 'Daily Mile' to improve whole school physical activity such as 'Wake Up Shake Up'</p> <p>46% funding allocation This will be implemented again from this academic year</p> <p>46% (see funding allocation above) All year groups will be given this opportunity this year</p>	

<p>Increase physical activity in lessons. Each teacher provides opportunities for whole class activity breaks during the school day.</p> <p>Ensure PE resources are fit for purpose and allow pupils to be challenged in PE lessons (e.g. challenge for more able pupils though size of ball, size of hoop etc)</p>	<p>LSAs who are part of PE team. Include pupil needs/interests (Pupil Voice)</p> <p>Staff meeting to promote 'activity breaks' during the school day to improve concentration levels of pupils, engagement of pupils in learning and contribute to their 30:30.</p> <p>Buy resources such as; indoor only foam balls, different sizes of air-filled balls, different sizes of footballs and basketballs.</p>	<p>£100</p> <p>£2,000</p>	<p>LSAs unable to implement a sporting after school club due to year group 'bubbles'.</p> <p>Staff across the school used websites such as; GoNoodle, Wake up Shake Up, Cosmic Yoga and Just Dance or The Daily Mile to increase activities levels for the whole class.</p> <p>Resources bought allowed teachers to differentiate the activities in lessons to support less able pupils and challenge more able pupils.</p>	<p>This will be implemented again from this academic year</p> <p>1% funding allocation</p> <p>5% funding allocation Continue to upgrade and replenish resources to support high quality teaching of PE</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
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 each Friday. Encourage all pupils to aspire to being involved in assemblies – including sharing successes out of school.</p> <p>Introduce 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 are also celebrated.</p> <p>Introduce a 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.</p>	<p>£100</p> <p>£200</p>	<p>Unable to have celebration assemblies, but sporting successes shared on the school Twitter feed and in some newsletters (e.g. Bikeability and Balance Bikes)</p> <p>Staff started to use the assessment tool for PE, but this was affected by COVID.</p>	<p>1% funding allocation This will be implemented again from this academic year - celebration assemblies, fortnightly newsletter, Twitter feed, PE display board</p> <p>2% funding allocation Staff having continued CPD about PE assessment - as improvements are made the streamline the assessment</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:
<p>To ensure all children are participating in two hours a week of high quality PE the Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers.</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>Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. Support for PE leader included. This is through the support of Premier Sport and the Leeds Rhinos Foundation.</p> <p>Ensure all staff access The PE Hub to allow for consistency and staff CPD to continue beyond the funding</p> <p>Quality and quantity of resources for lessons purchased to allow for outstanding physical education and pupil attainment.</p>	<p>£11,000 (Includes £9,000 funding allocation above)</p> <p>£550</p>	<p>CPD very successful for teachers able to access when it was not lockdown. Teachers commented on the way warm ups could be developed by recapping a previous skill taught and how skills can be developed during a PE lesson.</p> <p>All staff used The PE Hub to deliver well structured PE sessions and ensure a good coverage and development of skills throughout the school.</p> <p>Staff more confident in using equipment to enhance their PE lesson and provide support/challenge for pupils.</p>	<p>56% (Includes £9,000 funding allocation above) Continued staff CPD and sharing of good practice</p> <p>3% funding allocation PE Long Term Plan - linked to The PE Hub - reviewed with staff so that some units could be changed to provide a better range of activities for pupils across the school</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 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>Additional achievements:</p> <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>Expose pupils to a wide range of sports and activities during 'Healthy Heart Week' in July 2021.</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> <p>Premier Sport offering activities such as; archery and fencing. Ashley Scott (local coach) to deliver Karate sessions. Bradley Walker (local dance student) to deliver dance sessions.</p>	<p>£9,000 (see funding allocation above)</p> <p>£100</p> <p>£1,000</p>	<p>Pupil's developed new skills, such as team work and communication in OAA and effective skill development in dance.</p> <p>Extra-curricular affected by lockdown - multi skills very popular with KS1 pupils.</p> <p>Affected by lockdown, pupil survey uncompleted.</p> <p>Unable to take place due to COVID and year group bubbles.</p>	<p>46% (see funding allocation above) To continue this year</p> <p>1% funding allocation Complete Pupil Survey and respond to pupil's views about after school clubs</p> <p>5% funding allocation This will take place next academic year</p>
--	--	--	---	---

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:
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.	£1,500	Competitions did not take place due to COVID.	8% funding allocation Next academic year, children across the school will be offered a range of competitions and festivals throughout the school year.
	Apply for school games mark.	£200	Approved as School Games Gold (continuation from the previous year)	1% funding allocation Apply for next academic year
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.	£550 (see funding allocation above)	All pupils able to access competition situations in their PE lessons, allowing them to understand key skills such as; winning and losing, working as a team, communication	3% (see funding allocation above) To continue next a academic year
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.	£300	Unable to implement it as competitive sport did not take place this year due to COVID.	2% funding allocation To be implemented again next academic year
Pupils in Year 2 and Year 4 to have the opportunity to take part in a skipping competition.	All pupils in Year 2 and Years 4 to learn different skips and be trained by Skipping School.	£780	Skipping school events did not take place due to COVID.	4% funding allocation To be implemented again next academic year

Ensure that additional staff are employed to; coordinate the competitions, take pupils to competitions and organise pupils attending competitions/after school clubs etc.	2 LSAs 1 LSA to accompany pupils to sporting events every week and prepare pupils for competitions. 1 LSA to organise which pupils attend, registers, risk assessments etc. 1 PE Subject Leader	£2,000	Competitions did not take place due to COVID.	10% funding allocation To be implemented again next academic year
---	---	--------	---	--

Signed off by	
Head Teacher:	Jonathan Parker
Date:	7.9.21
Subject Leader:	Nicola Christopher-Walker
Date:	7.9.21
Governor:	John Woods
Date:	7.9.21