

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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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.

| Key achievements to date until July 2021 (Covid-19 restrictions apply): | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Ensuring that all pupils have received a broad and varied P.E. Curriculum that meets the requirements of the new National Curriculum. • The Sports Coach has worked alongside Class Teachers and Teaching Assistants, supporting staff in their teaching of P.E. and improving their subject knowledge – embedded use of YST ‘Active maths’. • Enabled a variety of after-school sports clubs to be provided for pupils throughout the school. • Establishing a number of school sports teams who participate in inter-school competitions. • Organised sporting activities offered to all pupils at lunch times. • Y5 and Y6 swimming boosters in the summer term to support key skills. | <ul style="list-style-type: none"> • Observations and monitoring of quality of PE in 2020/21 (member of Aspire staff now joined PHP staff in Community Development Officer role) • Improving options for sporting clubs outside of school. • Improve parental and community links to support competition, activity levels and a healthy lifestyle. • Outdoor areas developed to promote physical activity – installation of MUGA in 22/23 • Pupil and staff voice to drive CPD for 2021/22 – initial feedback has led to taking on a level 4 apprentice to improve pedagogy. |

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| Meeting national curriculum requirements for swimming and water safety. | |
| 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. | 77% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 77% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 70% |

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| 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: July 2021 | |
|---|---|-------------------------|--------------------|--|---------------------------------|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: |
| | | | | | 4% |
| 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?: | |
| Improve opportunities for children to exercise at breakfast club (10-20 children) and at lunchtime – all pupils. Ensure 30 minutes of activity each day for every child at PHP. | Breakfast club to offer outdoor and indoor active experiences for all attendees. | | £100 | Observations and pupil voice demonstrate that children are active for 20 minutes before the school day. | |
| | Improve provision of lunchtime active resources and zoning areas for a variety of activities and sports. | | £500 | Daily observations and pupil voice demonstrates that all children are active for at least 20 minutes during lunchtime. | |
| | Children to take part in the lunchtime playmakers leadership program. Children will be trained by specialist coaches to deliver fun and engaging games during lunch times to other children. | | | Aspire Sports to train all children and staff to continue the scheme and will always be with the children at the lunchtimes the scheme takes place. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: |
| | | | | | 8% |
| 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>Active Maths introduced to improve outcomes in maths (particularly reasoning skills) and PE/Games. Focus week 'Pool Hayes is Active' in November 2021. Raise profile of PE/Games/Active lifestyles</p> | <p>All classes complete Active maths lessons weekly.</p> <p>Adding active elements across the curriculum using Active Maths principles. Special guests – sports men and women to visit PHP over the week to raise the profile of PE and Sport and talk to children about health aspects and career goals.</p> <p>A pedometer purchased for each child to track impact of activities.</p> | <p>£595</p> <p>£500</p> | <p>Observations and pupil interviews. Data analysis every half term to show comparison improvements from previous year.</p> <p>Positive feedback from staff and children – pedometers show and improvement.</p> | <p>Embedded and sustainable. Next steps – using active principles across the curriculum.</p> <p>Focus week is sustainable – using different sport/activity themes annually.</p> <p>Introduction of level 4 support in 21/22 to further support sustainable levels of activity at PHP.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|---|--|--|
| | | | | 67% |
| 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: |
| Additional curriculum support for teachers – team teach element with Sports Apprentice to ensure lessons are taught with increased confidence, knowledge and skills. | Introduce sports coach to team teach with all practitioners across the school. Specific external CPD courses for individual members of teaching staff (WBA – multi-sports). Internal CPD courses for teaching staff. | £9200 £347 | Observations demonstrate good or better lessons outcomes and teachers feedback that their lessons are taught with increased confidence, knowledge and skills. | Embedded and sustainable through Sports Development Officer role and annual CPD for both staff and Apprentice. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 87% (70% unspent) |
| 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: |
| Additional achievements: An improvement in the quality and diversity of physical activity equipment and areas. | Thermoplastic fitness markings and permanent equipment (MUGA) on the main playground. Improve the range and quality of sports equipment. | £10,000+ (delayed due to Covid-19) £120 | Quotes and designed will be attained from various companies and will be discussed and edited with staff before final decisions are made. Equipment will be acquired with a specific need in mind. Audits will inform which equipment is in need of updating. | An improvement in the quality and diversity of physical activity equipment and areas will enable sustained permanent improvement of curriculum, playtime, lunch-time and after school opportunities. Next steps – quotes for equipment (autumn term). |

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| Swimming booster sessions (Y5/Y6) | Build on curriculum skills. | £2300 | <p>Kit will be obtained in a range of sizes and each class will be given a supply cared for by the teacher.</p> <p>70%+ of both classes achieved the set criteria for swimming attainment.</p> | Continue to support UKS2 in 21/22. |
|-----------------------------------|-----------------------------|-------|--|------------------------------------|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|--------------------|---|--|
| | | | | 9% |
| 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: |
| High quality lessons based on Clive Davies Challenge curriculum (based on National Curriculum). Data shows that outcomes for children improve on a termly basis – higher percentage of children compete for school teams. | CPD provided for Sports apprentice to enable him to run competitive teams with support from Aspire Sport and WBA. Higher percentage of children compete for school teams. Wider diversity of competitive sport that PHP teams are involved in term by term beginning with a girls and boys football team. | £1250 | Observations demonstrate good or better lessons outcomes and teachers feedback that their lessons are taught with increased confidence, knowledge and skills. Pupils want to use their skills in competitive sport for the school and are given more opportunities across 2021/22 to do so (football, dodgeball, netball, sports day). | With the Sports Apprentice trained to lead competitive sport with the support of Aspire Sports this focus is sustainable. Next steps – ensure before/after school clubs are in place to train the relevant teams. |

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| Signed off by | |
| Head Teacher: | K. Vaughan |
| Date: | 30/07/21 |
| Subject Leader: | A. Carter |
| Date: | 30/07/21 |
| Governor: | T. Hussain |
| Date: | 30/07/21 |