

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£4319
Total amount allocated for 2020/21	£9580
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2809
Total amount allocated for 2021/22	£10292
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£13569

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>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</p>	76%
<p>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</p>	26%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	24%
<p>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?</p>	Yes

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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: 2021/22		Total fund allocated: £13569		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: 53%
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:			
Those children who haven't successfully swam 25m to be provided with additional sessions in order to hit this important milestone: % of pupils achieving ARE in each area PE to increase from last year's results; % of pupils being able to swim competently to increase year on year; % of pupils who can perform safe water rescue to increase		Selected children to access swimming lessons as an addition to those allocated in an attempt to hit national requirements Learning Mentor role to encompass that of a 'play coordinator' during lunchtimes. Role includes co-ordinating the extracurricular programme at lunchtimes		£93 x 10 children (£930) 10% of salary	
Playtime and lunchtime areas to be attractive with a wide range of physical activities on offer Sports coaches offer attractive activities at lunchtime and after school		Lunchtime 'construction/ den building areas' revamped and restocked to include 'play' provision to ensure that all children have an opportunity for outdoor learning Employ sports coaches (Huddersfield Giants) to assist with the running of extracurricular lunchtime clubs on selected days Employ sports coach to deliver high quality PE session in KS1		£500 for additional stock £4384 (for full day coaching, breakfast/ after school club, lunch provision and curriculum CPD for 6 hour days until	
				All children to be able to swim 25m unaided by the end of Year 5. Children to understand the link between good team work, healthy living and discipline which in turns improves academic performance.	
				Continue this each year making sure the children who missed through COVID will get the opportunity to attend swimming each week. Having a representative of a well-known local sports club really boosts the children moral. Our partnership with Huddersfield Giants has allowed for the students to have extra PE in their school day, from a specialized coach and provided teachers with a CPD opportunity where they can observe the PE lessons. Sustainability here is training staff up to deliver high quality PE lessons in the future.	

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

25%

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>Refine curriculum factfiles in PE (and complete resource audit) to ensure that curriculum progression is easily defined and well understood by children and staff</p> <p>Provide a full package of extra-curricular opportunities and enrichment activities around sport and sporting excellence. (25% of all places to be allocated to 'specific' children)</p> <p>Children to visit sporting venues under the idea of 'Possibilities'</p> <p>SLT to be given time to monitor provision and quality of teaching in PE</p> <p>ScoutFit experience days brought into school to work on balance, coordination and gross motor skills: Children have 2 ways of balancing and most only use one; resting on their bones and tendons behind the knee. The programme will identify this and show them how to balance their correct muscle groups.</p>	<p>Curriculum factfiles to be fit for purpose and clearly demonstrate progression across year groups in games, athletics, gymnastics and dance</p> <p>Resources to be purchased to ensure that these, and extra-curricular activities can be delivered to promote sporting excellence</p> <p>Enrichment calendar to be planned in with 'Possibilities' in mind</p> <p>SLT - release time to monitor standards of teaching and learning in PE</p>	<p>All resources = £1500</p> <p>Scout fit – free course helmets £200</p>	<p>Learn and understand the correct ways to use and ride a scooter. Enhance gross motor skills and healthy living lifestyle/</p>	<p>Children's basic gross motor skills improve and curriculum progression is clearly mapped out for subsequent years</p> <p>Expand to all years and all age groups to further improve gross motor skills throughout school.</p> <p>Continue to provide support for Teachers (CPD) and students at the school. Providing extra-curricular</p>

Provide additional TLR for sports and healthy lifestyles co-ordinator to co-ordinate PE and school sport		TLR3B	Having a school sports co-ordinator will provide teachers and students with the knowledge of someone being there to help them solely for PE/physical activity.	activities and subject support
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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 to be clearly mapped out and resourced throughout all year groups (curriculum factfiles) Huddersfield Giants coaches to provide specific CPD for staff on high quality PE and school sport (see above) Collaborative curriculum design working with staff across the MAT Staff training and development identifies gaps in teacher knowledge Kirklees network meetings keep PE lead in line with latest regional and national updates	Curriculum factfiles to be used by all year group Y1-6 Parent factfiles sent home and published to demonstrate supplementary skills and knowledge that can be practiced at home Subject knowledge survey sent out in order to ascertain AfD PE lead to attend network meetings	Staff voice indicates that gymnastics is an AfD – Gym £400 PE network meetings (£75 x 3 = £225)	P.E lead to further understand what is needed from the role and how to positively implement strategies to benefit the school.	Extend knowledge of what has been learnt throughout school.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 14%
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:
Extra-curricular clubs to be subsidised and targeted at specific cohorts of children: PP children, promote healthy lifestyles, peer mentor's certification	Additional opportunities for subsidised enrichment activities (including transport costs) to the Zone, Hudds Stadium visit, mascots at Giants game, Old Trafford, AirKix, XScape Ski Slope – to include at least 25% of PP children	£1000	More PP children participating in after school clubs.	Providing a variety of clubs has allowed students to attend different sports and activities that they have not had access to before.
Nutrition coach to be employed to work with all children on nutrition, healthy eating and healthy habits		£350	Female nutrition coach coming to school to teach children about healthy living providing a positive female role model to the students.	Going forward, continue to provide children with the importance of a healthy lifestyle for both KS2 and KS1.
Bikeability scheme brought into school to teach Road Safety, correct cycling technique and good habits		£570 (for 18 pupils)	Provide Year 5 children with road safety advice and support when riding their bikes.	Continue this each year for year 5 and 6.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
An increased focus on participation in competitive sport and physical activity which will raise the profile of PESSCL in school	<p>Inter school football within MAT (transport to other schools)</p> <p>Regional football (Road to Wembley), cross country (school games), Kwik Cricket, orienteering and netball tournaments across Kirklees (transport and resources e.g. sports kits)</p> <p>School Games co-ordinator to be contacted regarding School Games offer and local qualifying rounds</p>	£400 (£90 per return minibus journey)	<p>More children wanting to take part in school based sport and physical activity.</p> <p>More children chosen to represent the school in competitive matches – raising aspirations and promoting our curriculum driver of ‘Possibilities’</p>	Different sport teams made available other than football to a range of age groups particularly in KS1 and LKS2.

Signed off by	
Head Teacher:	Dan Gough
Date:	3/2/22
Subject Leader:	Ben Modeste
Date:	3/2/22
Governor:	Michelle Wood
Date:	3/2/22