

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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Details with regard to funding

Please complete the table below.

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| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £17190 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 NB – Level 5 PE coach fully engaged in teaching high quality virtual PE and organising virtual competitions Resources audit completed and new equipment allocated |
| Total amount allocated for 2021/22 | £17190 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £17190 |

Swimming Data

Please report on your Swimming Data below.

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| <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>Due to Covid, no swimming lessons took place.</p> <p>Every child from year 3, 4, 5 and 6 have timetabled swimming lessons for this full academic year.</p> |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p> | <p>81 %</p> <p>13/16</p> |

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| 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 | 62 % 10/16 |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 0% not completed at this stage |
| 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: | | |
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| 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: £659 1 |
| Intent | 17.18% | Impact | | 38.34% |
| 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: |
| 5-10 minute run every morning To improve general fitness of all pupils and mental well being. Play leaders will lead a fun range of different ways of moving e.g skipping, high knees, windmills, dancing | Rota for all adult , cones for marking running zone 8.45-9.00am daily-new cones/tape | £100 | Expected outcomes by the end of the year Pupils are alert and ready to learn resulting in increased concentration and focus within lessons. Social and emotional wellbeing- time to talk Increases endorphin stimulation-scientifically proven to support concentration levels and well being Continue each year. Next steps identify levels of fitness and increase either speed or endurance for different ability groups | 0.06% |
| KS1/EYFS daily play doh disco, phonics dance and weekly yoga | Video resource and play doh | £200 | | 0.12% |
| Access to high quality coaching and resources during after school clubs ensuring access for | All resources have been audited and replaced so allowing pupils to engage fully in sessions | £2200 | Improve hand /eye co-ordination with a specific focus | 12% |

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| <p>all Lunch time club 2x30mins per week Afterschool high Five club 1x60 mins per week Increase the provision of a wider range of resources to improve a wider range of sports on offer Development of outdoor learning in all 4 classes</p> | <p>New netballs/basketballs FSM and SEND pupils are planned for and lessons and clubs facilitate full engagement of all children Purchase a range of outdoor equipment age appropriate for all key stages that will help to increase strength and balance in core stability and reasoning skills</p> | <p>£2891</p> | <p>in KS1 to improve handwriting Improve concentration All planned PE sessions are fully resourced. Increased participation of pupils who are not actively engaged in other sports outside school Improvement in co-ordination and balance Improvement in Social and Emotional development Monitor uptake within clubs of PP via tracking system Monitor engagement of SEND pupils in PE sessions and adjust provision when /if required. Contact SSP- 'sportability' resources to share them next academic year for our SEN children Improved emotional resilience and self determination</p> | <p>0.16%</p> |
| <p>Provision of expertise via SSP Trained play leaders-Year 5 Sporting competitions via SSP Support through a range of sports awards Team teaching</p> | <p>PE lead from NMS 1 day training part of SSP PE coach supporting and attending weekly sporting competitions with pupils across all key stages</p> | <p>£1200</p> | <ul style="list-style-type: none"> • Increased participation in active play • Improved confidence and communication skills for year 5 pupils. • Develop team building and emotional resilience. Play leaders identify non participant pupils and encourage into active play | <p>5%</p> |

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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: £5240 |
| Intent | Implementation | | Impact | 30.48% |
| 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: |
| Sports used as fund raising sponsored events Our new local charity is Thomas Theyer based at White Hall | School take part in active fun events e.g- 1000 laps in fancy dress, scooterthon etc Pupils decide on ideas Play leaders organise | £0 | Children develop sports leadership in organising events | Children develop sports leadership in organising events |
| PE Leader and Level 5 PE Specialist to implement new initiatives to raise profile of PESSPA | Planned SLT time weekly for CPD and tracking, supported by L5 coach L5 coach, subject lead and SLT to review tracking on Insight | £700 £720 - swimming £1420 | PE Lead will continue to develop subject pedagogy and cascade to other teaching staff PE lead has mapped the PE curriculum and added core skills and focuses each term on to the LTP PE lead completes HPSSP CPD- Deep dive in PE 17/11/21 PE lead has completed the following CPD: Level 4 Social and emotional development through PE. Utilising L5 swimming coach/TA within school to support CPD | Rewards system based on values Celebration assemblies 0.84% |

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| | | | PE lead -identify gaps, trends in PE and set up an action plan based on this. Liaise with L5 coach to focus on areas for development. Leadership will have increased confidence and knowledge in subject pedagogy .This will impact on self esteem and social and emotional development. | |
| To raise the profile of sport within our local community. | <ul style="list-style-type: none"> • Termly sports bulletin (SWAY - led by children) • Celebration Assemblies • Have visits from local inspirational sports people • School website- sports section | £180 | The local community begin to identify our school through its sporting achievements. | To continually promote the school and look at the feasibility of using controlled social media 0.11% |
| Improve quality of provision in EYFS outside area to encourage active play This year a range of new real-life equipment has been installed. Extend/repair trim trail to include equipment for climbing to develop and improve core stability. | Large play equipment for outside area to develop balance, strength, agility, and team building skills. Role out to other year groups- identify outside active play zones across whole school including Forest Schools- tree climbing and managing risk.(COVID) | £1000 | <ul style="list-style-type: none"> • Improvement in co-ordination and balance • Improve core stability so developing FMS reading for writing • Improvement in Social and Emotional development • Improvement in self-esteem and confidence- pupils are more confident in class and to perform in front of an audience. | Develop overtime based on needs of pupils 0.58% |
| To update Schools Game Award | Follow criteria checklist and liaise with D.R High Peak School & Sport Partnership | | To provide a comprehensive range of PE and sporting opportunities for all pupils This will also link to knowledge mats triangulating with KS3focusing on metacognition. | To maintain high standards Identify pupils who continue to participate in sport at KS3- GCSE from our school |

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| To promote Active Travel and apply for Bronze Award | Bike ability-KS2 Scooter ability- EYFS Walk to school weeks | £40 per pupil x 66=£2640 | Teaches children practical skills and gives them the understanding and expertise they need to ride their bikes on the road Develops balance for young children in EYFS and improves core stability | Increase in pupils walking or riding to school Sustain using a reward system Eco warriors patrol and spot . |
| To develop mastery learning | To teach the same skills in different contexts across a range of subjects.(linking to whole school virtues of perseverance, resilience, honesty and kindness and school games values | £100 | Pupils develop their metacognition in applying skills across all their learning | KS2 pupils observe KS1 to identify mastery learning. Celebrate through whole school assemblies. 0.06% |
| To increase active minutes throughout normal learning | To implement Ks2 Circuit maths, Play doh disco/yoga. Well-being walks within local environment | £100 | All pupils are mentally alert and are engaged in their learning. Promotes healthy lifestyle | Adopt within other subjects 0.06% |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: £1750 |
| Intent | Implementation | | Impact | 10.18% |
| 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: |

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| PE specialist via M.Quigley | 2 x 6 week per term orienteering/outdoor learning CPD for lunchtime supervisor – games and activities | £1500 | Staff are more confident to teach outdoor learning and plan engaging sessions for lunch time activities. Each year there is a different area worked on to skill up the teachers. | L/Y all teachers completed CPD in dance(EYFS,Year1 and year 3 and 4), gymnastics(year 2) and athletics (year4) 0.82% |
| Use new annual staff PE survey to identify CPD to support and increase staff confidence, knowledge and skills. Develop the PE curriculum map to link key skills, understanding and behaviours, between units of work, to improve mastery learning Embed Head, Heart ,Hands links to school RE programme. | Level 5 PE specialist to provide staff with Units of Learning Plans that provide opportunities for pupils to learn the same Head, Heart, Hands skills in different learning contexts to improve mastery learning. Purchase or new books and resources | £250 | Assessment of learning information can be used to monitor percentage of pupils achieving mastery of key skills (expected level). The school has a new assessment scheme of PE which is being implement at the end of each term/block of lessons. PE tracking in place to identify gifted and talented and other pupils who need extra support. | Use tracking to identify following years focus on skill level 0.14% |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: £1959 |
| Intent | Implementation | | Impact | 0.11% |
| 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: PE teacher has offered a wider range of non-usual sports in after school provision | To be continued Offer archery, bowls and golf-April 2022 | £ -1719 | Children will to 'have-a-go' at new things. Creating links with local community. | Evaluate using soft data from pupils and identify new or same sports moving forward 10% |

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| <p>Annual Pupil PE survey to identify sports the children would like to try. PE Lead and Level 5 Specialist to develop links with local sports clubs</p> | <p>Curriculum Map to be developed according to pupil survey results. Clubs to be invited to deliver taster sessions and extracurricular clubs and signposting to local sports provisions.</p> | <p>£140</p> | <p>Pupil survey results should see an increase in positive responses towards PESSPA provision. Participation tracker to show levels of participation in extracurricular clubs, and attendance at external sports and physical activity clubs. This will form part of the action plan in the following year.</p> | <p>The results will form the basis of planning for next academic year SLT release 4x£35=£140</p> |
| <p>FSM and SEND pupils are planned for and lessons and clubs facilitate full engagement of all children – monitoring improvement in co-ordination and balance and also in Social and Emotional development.</p> | <p>L5 coach provides lunch time club- Boccia every week 2 sessions After school clubs accommodate pupils with SEND.</p> | <p>£0</p> | <p>Monitor uptake within clubs of PP via tracking system Monitor engagement of SEND pupils in PE sessions and adjust provision when /if required. SSP share some ‘sportability’ resources -next academic year for your SEN children.</p> | |
| <p>To ensure all KS2 pupils are confident and competent in water safety</p> | <p>Plan for all pupils to learn about a range of contexts on water safety at rivers and canals. Invite NMLS into school to discuss water safety.</p> | <p>£100</p> | <p>All pupils know how to be safe around water.</p> | <p>All pupils design water safety posters and share with KS1 0,06%</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | £1650 |
| Intent | Implementation | | Impact | 0.10% |
| 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: |
| Continued promotion of local sports clubs. Good children take up of sports outside of school. | Promotion of clubs through assemblies, visiting coaches, try it out sessions and signposting local clubs to families. | £150 | Build on success of take up of current pupils at Wells Cricket club. 14 players from school have joined Wells cricket club over last 2 years and make up a good proportion of teams in different age groups | Work closely with local clubs and coaches to promote the opportunities in local areas. Publicise local clubs and events 0.087% |
| PE Lead and Level 5 Specialist to review the selection of competitive sport and festival events we attend to link to our PE curriculum map and increase opportunities for participation for all pupils. HPSSP now have a set of learning outcomes that will be achieved by attending | PE Lead and Level 5 Specialist to review the selection of competitive sport and festival events we attend to link to our PE curriculum map and increase opportunities for participation for all pupils. HPSSP now have a set of learning outcomes that will be achieved by attending | Specialist equipment for unusual sports £500 | • All Year 5/6 children to take part in at least one competitive event with more 90% being involved in all events. | Plan for future events an opportunities. After school clubs planned to prepare children and teams for competitions. 0.29% |
| To attend local sports competitions to work alongside and compete against other local schools. All children in year 5/6 given opportunity to compete and represent the school | All Year 5/6 children offered opportunity to represent school at competitions including Hockey (2 teams), Football, cricket (Boys and Girls team) and Rounders (2 teams) | £200 | • All Year 5/6 children to take part in at least one competitive event with more 90% being involved in all events. | Plan for future events an opportunities. After school clubs planned to prepare children and teams for competitions. 0.11% |

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| To attend trust wide sports competitions and festivals organised by Trust Olympic lead | Attend all planned events utilising level 5 coach | £300 | KS2 children will have the opportunity to engage and compete against other children within the Trust (25 schools – 8000 pupils) Intra-regional competition | Review and evaluate pupil voice and identify additional sporting events for 22/23 0.17% |
| Pupils from years 1, 2, 3 and 4 all to attend local sport festivals (2 festivals) where they work with and compete against other local schools. Festival give experience of taking part in organised sporting events at a different venue (local secondary school) Increase links with St Thomas Moore | Staff attend festivals so supply needed to cover classes in school. | £500 | <ul style="list-style-type: none"> • All children to take part in multi-sports events at the festivals including: • Relay races, Aerobics, Bench ball and Field events • Children enthusiastic for next events. • Work collaboratively with children from other schools and take instructions from sports leaders from local secondary schools | Plan future events into calendar and ensure full take up by pupils 0.29% |
| National evidence is showing that Yr3 and 4 have done the least activity over the period of the pandemic | Sports coach to identify key groups within this cohort inc p/p. Establish lunch time club Play leaders run short lunch time sessions 5 x 7 pupils- utilise bottom car part- enclosed area and outside class 1 | £0 | <ul style="list-style-type: none"> • Year 3 and 4 pupils become more engaged in physical activity especially from Easter Lent 1. • Develop sports leaders within this group to develop others <p>Sports coach/ballet/dance TA to run an after school club for year 3 / 4 once bubbles change after Christmas</p> | Next steps Monitor progress Increase independence in organising play sessions Increase understanding on the importance of being healthy- sports science session by PE coach |

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| Signed off by | |
| Head Teacher: | P.Chapman |
| Date: | 8/11/2021 |
| Subject Leader: | M.Pearson |
| Date: | 8/11/21 |
| Governor: | Jo.Barber CoG |
| Date: | 8/11/2021 |

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