

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



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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](http://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.

Total amount carried over from 2019/20	£2612.17
Total amount allocated for 2020/21	£17,856
How much (if any) do you intend to carry over from this total funding to 2021/22?	£17,005 (left for this year)
Total amount allocated for 2021/22	£10,268 (October 21 <sup>st</sup> ) + £7,392 (April) = £17,660 (Sport Premium Funding)
Total amount of funding for 2021/22. To be spent and reported on by 31 <sup>st</sup> July 2022.	£34,665

## 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><b>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</b></p>	
<p>What percentage of your current Year6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swimming 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>	<b>28/30 93%</b>
<p>What percentage of your current Year6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<b>28/30? 93%</b>
<p><b>What percentage of your current Year6 cohort perform safe self-rescue in different water-based situations?</b></p>	<b>28/30 93%</b>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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:		
<p><b>Key indicator 1:</b> 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:	
			61%	
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?
To upskills staff to encourage children to be active during lunch times and release energy in a cathartic way.	<p>Training staff and sports leaders to confidently run a mini sports game at lunch times to increase participation and physical activity within children.</p> <p>Natalie from Active Schools come in to support and motivate sports leaders and give ideas or pointers.</p>	<p>£1,200</p> <p>Sports leader training through active schools.</p>	<p>Children have led a range of sporting activities such as sports day, Comic Relief which has provided a competitive and inclusive experience with a range of activities. More children were able to take part and stay active due to children leading the activity.</p> <p>A range of games and activities being played during breaks and lunch times so children are occupied and active.</p> <p>See pupil voice questionnaires which were carried out by sports leaders.</p>	<p>Continuation of sports leaders and retrain new leaders from year 5 to build a sports leader legacy.</p> <p>Recruit other lunch time staff to support at lunch times.</p> <p>Organise training for lunch time staff from Active Schools.</p>
Staff to understand and value the importance of at least 30 minutes of physical activity a day.	<p>Running a staff meeting to refresh and remind people of previous ideas such as Jump Start Johnny, Super Movers, Travel Tracker, Daily Mile and encouraging active movements during lessons.</p> <p>Daily mile every day during health week to promote physical activity.</p>	£0	<p>Staff felt more confident and knowledgeable of the activities which we have available as a school either from subscription or using in lockdown.</p> <p>Subscriptions are being used regularly.</p>	<p>Continuing to remind staff of log ins for subscriptions and keeping them up to date with resources from Active Schools.</p> <p>Encouraging children to access these at home to develop a legacy of activity.</p>

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<p>To develop pupil leadership skills to expand our workforce to facilitate active play.</p>	<p>AB attended the mini sports leader training and then implemented this as after school training.</p> <p>Mental health and wellbeing team to discuss ideas for physical activity during meetings and feedforward at staff meetings.</p>	<p>£1,200 Active Schools Membership.</p> <p>£884 equipment for sports leaders to deliver games at breaks and lunches</p>	<p>Improvement of teamwork and self-esteem of year 5 class. The children enjoyed having a leadership role and maintaining their responsibility throughout the year. This has a positive effect on their behaviour for learning in the classroom. They felt proud of themselves and enjoyed being a 'mini teacher.'</p>	<p>Year 6 children to support the recruitment of year 5 leaders and development.</p>
<p>To provide challenge for children at breaks and lunch to develop their core strength and stability.</p>	<p>This was identified at governors and parent questionnaires indicating that children wanted a more challenging trim trail.</p> <p>This has been led by my pupil voice as the children felt their trim trail was too easy. Staff also raised their concerns over the lack of core stability of children due to lockdown and lack of opportunities at home.</p> <p>Pupil voice – school council children chose items from the catalogue and had a discussion to create a bespoke trim trail for their needs.</p>	<p>£19,062.00</p>	<p>Children are excited for playtime to play on a new, challenging and bespoke piece of equipment that they had input into.</p> <p>Children feel listened to and understand the importance of discussions.</p> <p>Children took part in a 'toolbox tour' with the site manager and felt a part of the building process. They fed this back to their classes and at school council meetings.</p> <p>2022 parent questionnaire – parents mentioned the positive impact of the new trim trail.</p> <p>Develops a sense of community at the end of the day – a good talking point for parents and carers with staff.</p>	<p>Teach the children about their core strength and how they can develop it more using the trim trail.</p> <p>Links well to REAL P.E cogs (social, health and wellbeing etc.)</p>

Keyindicator2: The profile of PESSPA being raised across the school as a tool for whole school improvement.				Percentage of total allocation:
				15%
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 celebrate sporting success within P.E and extra-curricular events within school to raise its profile.	<p>Celebrating physical activity success during celebration assemblies to motivate and inspire others.</p> <p>Special mentions board during P.E to promote holistic P.E skills such as social skills, teamwork, physical skills, and resilience linked to REAL P.E intent.</p> <p>Children are selected during lesson to stand in the golden circle as part of the Real P.E approach.</p>	£0	<p>Children are proud of their sporting achievements and regularly bring in their trophies and certificates to be celebrated with their class teachers and school.</p> <p>It has inspired other children to join in (particularly the girls' football.)</p> <p>More children taking part in activities outside of school such as swimming, football and cricket. Good links to local clubs and the high school.</p>	<p>Continue after school clubs to provide opportunity to access a new sport.</p> <p>Celebration assemblies to celebrate sporting success.</p> <p>Encourage other staff to celebrate their classes sporting success.</p> <p>Advertise during assembly Prince Henry opportunities and activities.</p>
To promote P.E vocabulary and raise REAL P.E profile within school.	<p>Display to explain different cogs and skills children are developing during P.E.</p> <p>Key vocabulary shared during lessons and recapped at the beginning throughout and end of lessons.</p> <p>Real P.E whole school training for all staff who teach P.E</p>	£545	<p>Staff physically took part in the whole school training.</p> <p>Staff made an action plan based on the cogs.</p> <p>Staff have asked P.E leader if unsure about REAL P.E lessons. Each class are teaching one lesson per week of REAL P.E leading to increased confidence.</p>	<p>Continuation of REAL P.E teaching.</p> <p>Lesson drop ins and pupil voice about REAL P.E.</p>
To increase attainment in core subjects such as reading, writing and maths.	<p>Use of Tagtiv8 resource to encourage physically active learning of phonics and spellings.</p> <p>Use of Super Movers to begin maths lessons and physically reinforce mental arithmetic.</p>	£400	<p>Tagtv8 used effectively particularly in early years. Children enjoyed being active and revising their knowledge learned in class.</p>	<p>Refresh for year 1 staff and potentially higher up school. Read Write Inc. boosters?</p>

To facilitate active movement breaks for every child during the school day.	<p>Use of the daily mile to provide an afternoon active learning break.</p> <p>Purchase of new equipment for beaks and lunch times to promote a range of new games and activities to encourage them to reach at least 60 mins of activity.</p> <p>Football pitch marked out and race track for sports day</p>	<p>£0</p> <p>£357</p> <p>£181</p> <p>£3608 nets</p> <p>£35 breakfast club equipment</p> <p>£150</p>	Children are enjoying developing their running stamina and were asking if there were any distance races (cross country.)	Develop this into a whole school time during an afternoon.
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<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 19 %
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:
Staff to feel confident to teach a range of sport specific skills using a range of equipment.	<p>Whole school Real P.E Training 1<sup>st</sup> February.</p> <p>Subject Leader Real P.E Course 27<sup>th</sup> Jan.</p> <p>Prince Henry's teacher delivers one sport specific lesson a week and teaches alongside class teacher.</p>	<p>Part of £545 REAL P.E price.</p> <p>£5,318</p>	<p>Staff have reported on their confidence levels and motivation increasing due to the whole school refreshers.</p> <p>Teachers feel more equipped to teach an inclusive lesson allowing all to achieve. This has led to fewer children sitting out/refusing during a P.E lesson of children.</p>	

<p>To develop leadership skills as a new P.E subject lead.</p>	<p>1:1 support meeting with Donna Russel from Active Schools.</p> <p>Networking with other staff from schools to share ideas.</p> <p>Discussions with Natalie from Active Schools about sports leaders.</p> <p>Subject leader day at Leeds Beckett University to work on ideas for evidencing the sport premium.</p>	<p>£1,200 Active Schools.</p>	<p>Action plan created to support next steps.</p> <p>Increased confidence to lead and support staff. Created strong links with other leaders in my cluster and have shared ideas and experiences to improve our provisions.</p>	<p>Continuing to meet with Active Schools and other leaders in the area.</p>
<p>Develop resilience of children with SEND and SEMH.</p>	<p>To liaise with ACES to organise a bespoke plan to deliver a scheme of lessons to develop the child holistically.</p>	<p>£1225 (KS1 nurture group, KS2 nurture group and an after school club.)</p>	<p>This was actioned to begin during  September 2022.</p> <p>SEND multi skills event through Active Schools lead by high school sports leaders. It gave our children a sense of pride – representing their school. It gave the older children a chance to be a role model which they often don't have the confidence to do.</p> <p>Parental engagement was improved. Many grateful and appreciative parents pleased that their child had been chosen to represent school at an outside event.</p>	<p>Continue to organise fixtures with multiple other schools to increase profile of P.E and increase physical activity opportunities (particularly for our SEND and pupil premium children.)</p>
<p><b>Keyindicator4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation:</p>
				<p>5%</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>To raise awareness of local sports clubs which will encourage children to lead healthy and active life styles outside of school.</p>	<p>Lessons from Katy Fenton Green (Prince Henrys P.E teacher) to develop children's competitiveness and prepare them for high school events.</p>	<p>£5,318</p>	<p>Sports festivals postponed to summer term. This was difficult to evidence due to Covid.</p>	<p>Take part in festivals timetabled at correct time of year linked to the sport being taught at school.</p>
<p>To provide more opportunities for children to access a sports club.</p>	<p>We asked the children what sports clubs they would be interested in and tailored this to what we would offer at school.</p> <p>Sports leaders, dance and football clubs after school set up.</p> <p>Dance club set up by Inspiration Dance targeting year 2-5.</p>	<p>£200</p> <p>£500</p>	<p>Children are excited about being part of a team and representing Ashfield.</p> <p>More adults willing to support from school and get involved with a sports club. Increased number of sporting role models.</p> <p>Children were provided with a new passion and participated in dance lessons outside of school because of it.</p>	<p>Set up sport related after school clubs based on pupil voice.</p> <p>Include a range of staff members to provide a variety of choice of games/activities.</p>

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Keyindicator5: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 increase the number of pupils taking part in competitive sport against other schools locally.	Dodgeball festival Netball competition Football league in Otley	£1200 Active Schools Subscription  Transport  £1000	Teachers have observed an improvement in sportsmanship and teamwork during P.E lessons due to increased sporting participation.	Sign up to Football League and other Active Schools events such as netball league and cross-country (which will now be taking place this academic year.)

Signed off by	
Head Teacher:	Elspeth Warren
Date:	21/11/22
Subject Leader:	Abigail Bowers
Date:	21/11/22
Governor:	Mark Rhodes
Date:	21/11/22