

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019



Commissioned by



Department
for Education

Created by



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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 2020** at the latest.

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 2020. 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.

Key achievements to date (July 2021):

- Following stringent COVID 19 restrictions, all pupils continued to receive high quality physical education sessions each week, which ensure curriculum coverage and adhered to national curriculum expectations.
- Increased confidence of staff when teaching PE due to our continued use of the Pennine Sports Partnership's coaching/teaching services.
- Continued to promote mindfulness activities across school, utilising various resources and techniques alongside values and positive psychology (positivity, strength-building, gratitude, resilience and compassion) to help support children's emotional health and wellbeing. External providers delivered wellbeing sessions over a period of 6 weeks- Little Seeds to Years 1 and 2 and PAWS B to Years 4 and 5.
- Teachers adopted mindfulness approach in the classroom using online resources such as 'Calm' app, Cosmic Kids and GoNoodle.
- Use of equipment during unstructured times to encourage active breaks.
- Teachers encouraged to implement Active lessons in to their planning and Active minutes in to the school day, using initiatives such as the daily mile in a bid to enhance pupil wellbeing and increase the time pupils spend being active during the school week.
- Extra-curricular sessions were re-implemented during the Summer term for pupils within their 'bubbles'. All pupils in Key Stage 2 were given the opportunity to attend one club each week.
- Extra-curricular clubs remain over-subscribed.
- Aim to offer a range of alternative physical activity clubs, including 'fitness and wellbeing' and 'mindfulness and yoga'.
- Registers clearly demonstrate an increase in regular non-attendees accessing extra-curricular activities given the variety on offer

Key priorities for 2021-22 (linked to outcomes 2019-20-pre-covid and the) and school development 2021-22)

With the easing of COVID restrictions currently in place in school, we aim to re-establish and promote high quality physical activity and school sport for all members of our school community, continue to encourage our pupils and families to be healthy and active, as we strongly believe this is essential in maintaining the positive mental health and wellbeing of all our pupils.

Our commitment to the positive mental health and wellbeing remains strong as we move into 2021-22. Given the impact that the pandemic has had on families and communities, the mental health and wellbeing of pupils is of paramount important and therefore this will form the basis of the curriculum that we continue to offer to our pupils in school.

We want our children become resilient and give them tools and techniques to manage their emotional, and mental health.

We aim to continue to ensure that our pupils remain active by:

- providing at least 2 hours a week of high-quality PE and physical activity in line with National Curriculum expectations and wider initiatives that promote both


Areas for further improvement (2022-23) and baseline evidence of need:

<p>physical and mental wellbeing.</p> <p>Pupils will access:</p> <ul style="list-style-type: none"> • Active brain breaks- staff to access websites that promote active brain breaks, such as Go Noodle, Wake up, Shake up. • Active playtimes- there will be some structure provided to pupil breaks that encourage that to be active and maintain positive relationships. • Mindfulness- age appropriate mindfulness will be used throughout the day to support pupil wellbeing, with the implementation of well-being ambassadors being introduced to encourage pupils to develop strategies to support when situations may overwhelm them. • Forest School- Active Forest school sessions will continue weekly for pupils in Reception, Year 1, 2 and 3 with termly swap weeks for pupils in Year 4, 5 and 6. • Continuous provision- Access to outdoor provision and resources that promote physical development for pupils in Nursery, Reception and Year 1. <p>To ensure that progression and skill development is embedded across school for all pupils, we aim to improve the quality of teaching and learning in PE lessons by providing CPD for teachers and using specialist coaches to model and support the teaching of PE for all pupils.</p> <p>We aim to increase the activities that can be offered to pupils, their families and staff as the year progresses</p> <p>We hope to be able to further progress with our aim to:</p> <ul style="list-style-type: none"> • Implement health and lifestyle programmes that will encourage our pupils and families to be active and also help to prevent and manage overweight and obesity levels. • Introduce lessons and extra-curricular activities to the curriculum that increase levels of physical activity. • Continue to raise the profile of PE across the school and increase level of participation in events and competitions. • Provide further opportunities and experiences for physical and mental health and well-being that children will not experience in their local community. 	
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Meeting national curriculum requirements for swimming and water safety.	
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<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>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<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>	

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	<p>record the number of minutes they have been active in the school day. Each class will receive an award when the number of active minutes is in line with expectations (eg: 20 minutes per day)</p> <ul style="list-style-type: none"> • use of the rocktagon/trim trail to be available to pupils in line with COVID regulations. • continue to run a range of clubs and use additional staff to open these up to a higher number of pupils, which will increase reduce the number of clubs being over-subscribed and avoiding the 'first-come, first served' method of allocating places. • introduce a range of clubs that will promote fitness and stamina but will also enhance skill development. • increase participation in inter-school festivals and competitions. • regular active 'brain breaks' and mindfulness activities will take place in the classroom that supports pupil wellbeing and promotes effective learning. This will form an integral part of our SDP for pupils returning to school following the pandemic. • the successful implementation of Play Leaders and befrienders. • one half day Forest School session per week (year R – 3) with termly swap weeks for pupils in Years 4,5,6. • introduce family sessions as an after-school provision to encourage pupils to engage with 	<p>No cost incurred</p> <p>£5000 (approx.) To include club coach, staffing, transport to competitions and festivals.</p> <p>No cost incurred</p> <p>£100 (approx.) Cost of lanyards</p> <p>No cost incurred</p>		
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	their parents in outdoor activities that they can then continue at home.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £7084.78 (31%)
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>Pupils respond to incentives promoting the physical aspects of school life, mental health and well-being.</p> <p>Parents engage in activities relating to the PE and PSHCE curriculum are have a greater awareness of how PE and school sport supports their childs' development, health and wellbeing.</p>	<ul style="list-style-type: none"> With the easing of COVID restrictions during 2021-22, emphasis will be placed on providing opportunities for visits out and family events in school to further enhance opportunities to develop physical activity and wellbeing. Proud Pupils' access an external indoor or outdoor physical activity as an incentive/reward for being good role models (relating to behaviour, attendance, conduct, teaching and learning) at least once over the year. As COVID restrictions ease, emphasis will be placed on activities that promote, encourage and engage pupils and encourage parental participation: Invite parents to support their children at inter-school competitions. 	<p>£7084.78 (approx.) To include transport costs</p> <p>No costs incurred</p>		

	<ul style="list-style-type: none"> • Invite parents in to watch performances linked to physical activity and school Sports Day. • Provide opportunity for parents to engage with pupils in extra-curricular activities that promote wellbeing and healthy lifestyles. 			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£1500 7%
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>Pennine Sports Partnership (PSP) staff employed from to train, mentor, support and share good practice with teaching staff.</p> <p>Collaborative work with experienced coaches raises attainment and accelerates progress.</p> <p>Staff to develop confidence in tracking and assessing the progress and attainment of pupils in PE and school sport.</p> <p>Ideas and the latest research/ initiatives are implemented in school to share good practice and develop skills.</p> <p>Staff participate in physically active team-building activities that support their wellbeing and positive mental health.</p>	<ul style="list-style-type: none"> Classes have 1 PE session a week, with PSP staff. The class teacher uses techniques observed to teach their own lessons and activities. Coaches and teachers work together to plan and assess pupils. Teachers to use the new assessment system (part of ACE curriculum) to track attainment and progress of pupils. Robust assessment procedures will be implemented from September 2021 with baseline assessments conducted by PSP taking place for Years 2, 4 and 6 on 21-10-21. Teachers will also be able to access 'catch up' resources to identify gaps in skill development due to lost learning brought about by school closures during the last 2 academic years. PE Lead in school to support staff in delivering, monitoring and 	<p>PSP membership-annual fee: £1500</p> <p>(Costs incurred included in KI: 1)</p>		

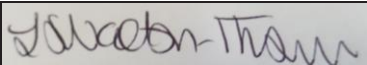
	<p>assessing the PE curriculum. PE Lead to deliver staff meetings as necessary.</p> <ul style="list-style-type: none"> • Staff (PE Lead) attend Pennine Sports Partnership network meetings to develop knowledge and keep abreast of recent developments in PE. • The link SSCO for school to deliver training to members of staff, including lunchtime supervisors, to support them to engage pupils in being active. • The link SSCO to deliver active team building activities to all staff through allocated staff meeting time. This will commence in line with COVID regulations. 			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£1260 6%

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>Pupils experience a broad range of sports and physical activities that promote positive social interaction, healthy lifestyles and wellbeing that may not be available to them.</p> <p>Ensure opportunities for physical activities and sporting events outside of school so that pupils experience</p>	<ul style="list-style-type: none"> • implement wellbeing ambassadors to promote the use of mindfulness strategies throughout school. • appoint pupil Befrienders to support pupil wellbeing at lunchtime. • Little Seeds Yoga and Mindfulness Intervention to be delivered to all EY and Y1 pupils 	<p>Little Seeds £1260 (full term)</p> <p>Costs incurred included in K11 (lanyards etc)</p>		

<p>facilities available outside of the primary setting.</p> <p>Forest School to access different Forest Locations to enhance the pupils' learning experiences in the outdoors.</p>	<p>during the spring term with an after-school club for Years 2 and 3</p> <ul style="list-style-type: none"> continue to run a range of clubs and use additional staff to open these up to a higher number of pupils, which will reduce the number of clubs being over-subscribed and avoiding the 'first-come, first served' method of allocating places. introduce a range of clubs that will promote fitness and stamina but will also enhance skill development. increase participation in inter-school festivals and competitions. Pupils from Y1-6 to attend various inter-school activities and competitions at external venues. These will begin in line with COVID regulations. Forest School to access different Forest Locations to enhance the pupils' learning experiences in the outdoors. 	<p>Costs incurred included in KI1 (to include club coaches, staff and transport)</p> <p>Costs incurred included in KI1 (transport to locations)</p>		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Cost incurred included in KI1
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>Pupils have access to a range of competitions as part of after-school sporting activities.</p> <p>The children learn to deal with the competitive environment in order to learn to deal with winning and losing to develop humility and resilience.</p>	<ul style="list-style-type: none"> Attendance at after school competition for boys and girls across a range of sports. Pupils are coached at lunchtime/after school clubs to prepare for competition and inter house competitions are planned at the end of each of half term. Inter house competition in lessons with the end of year Sports Day as a culmination of this. This is planned for the summer term in line with COVID regulations. Pupils attend PSP events during the school day, competing against other partnership schools. 	Costs incurred included in KI: 1 (to include coaching and transport)		

Signed off by	
Head Teacher:	
Date:	September 2021
Subject Leader:	K L Morgan
Date:	September 2021
Governor:	Governing Body (minuted)
Date:	29 September 2021