

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st July 2021**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Sainsbury's Gold Mark achieved for the 5th year which means that a high percentage of pupils participate in competitive sport • Gold virtual Sports award gained in lockdown • An increase in variety of sports on offer • Pupils have opportunities to keep fit and active at playtimes and lunchtimes • School makes good use of outdoor facilities for all pupils to keep active 	<ul style="list-style-type: none"> • Increase the variety and time spent on PE activities especially after lockdown to increase fitness levels • Continue to provide a variety of after school sporting opportunities • Increase the dinnertime coaching sports clubs so that children keep active. • Increase percentage of pupils who access sport outside of school

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES *

Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31st July 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £11,998	Date Updated: 16/06/21		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £ 11,998
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
Year 6 Visit to Let Loose July 2021	Encourage fitness and try out new sport activities that the pupils would not normally undertake.	Venue £1,500 Transport £200.00 Total £1,700	Impact measured on how the pupils interact with each other – teamwork.	
Extra sessions for Table Tennis	Encourage co-ordination	£125.00 per month Total £1,500	Impact measured on individual attainment and confidence in ability	
Raise attainment in Swimming	Additional top-up swimming lessons in Year 5 or 6 for pupils who are able to swim 25 metres in Year 4.	£6,548.00	Confidence in swimming and attainment improved at the end of Key Stage 2	
			Use of self-control and	

<p>Trampoline Experience x 10</p> <p>All pupils have access to a suitable PE kit so they can take part in all PE lessons</p>	<p>Purchase spare PE kit for each class so that if pupils do not have kit they can take part in PE</p>	<p>£175.00 per group £1,750.00 Total</p> <p>£500.00</p>	<p>disciplined concentration</p> <p>All children included with no barriers</p>	
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Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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 2021.	27%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	27%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	23%
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?	No. Due to Covid restrictions, this has been unobtainable but the current Year 5 cohort will be under review for summer term 2022.

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: £19,060		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:
					%
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?
<p>To ensure all children access 2 hours sport per week and take part in active play at playtime and dinnertime sessions in safe conditions</p> <p>To increase the number of after school sports clubs so that more pupils have access to this.</p> <p>To ensure all children access 2 hours sport per week and take part in active play at playtime and dinnertime sessions in safe conditions</p> <p>To increase the number of after school sports clubs so that more pupils have access to this.</p>		<ul style="list-style-type: none"> Hull FC sports programme in place Invest in sports coach to run after school clubs extra to what school normally provides. Continue to provide table tennis coaching Investment Hull FC sports programme will be reintroduced and extended to two full afternoons per week. Time investment in a 'Sports Leaders' programme with training and incentives for leaders to increase participation in active play during break times and lunch times. 		£4,000	<ul style="list-style-type: none"> Sports clubs in place at dinnertime and after school on Tuesday, Wednesday and Thursday Table tennis clubs in place and competitions organised. Sports/activity clubs in place at lunch times and after school. A range of opportunities to engage all children, with a specific focus on the least active and SEN children. Number of children participating in physical activity (formal – in P.E. and clubs and informal – break times and lunch times) increases.
Sustainability and suggested next steps:					

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	<ul style="list-style-type: none"> • Introduction of 'The Daily Mile' in line with government recommended guidance. • Increase the offer of lunch time and after school clubs available targeted at specific year groups for specific periods of time. • Review children's levels of activity (questionnaire). • Provide clear expectations for Physical Education (outdoor and indoor) kit. 		<ul style="list-style-type: none"> • Time children spend participating in physical activity (formal – in P.E. and clubs and informal – break times and lunch times) increases. • Every child wears the correct kit for lessons. 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	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?:
To join the Humber Active Sports group to ensure that all pupils get access to competitive sport in school and across the region.	<ul style="list-style-type: none"> • Pay membership fee • 2 PE leads to attend PE conference supply costs to pay • Apply for the Sainsbury's Gold Mark 	£1,500	Pupils encouraged to be active in school and at home. More children access sport outside school.	Sustainability and suggested next steps:

<p>To join the Humber Active Sports group to ensure that all pupils get access to competitive sport in school and across the region.</p>	<ul style="list-style-type: none"> • Raise the profile of intra-school and inter-school competition in line with government Hull Active School Guidelines. • Review children’s mode of travel to school and aim to increase this where possible with incentive weeks. • Raise the profile of and incentivise the Sports Leaders and break and lunch activity. • Apply for the Sainsbury’s Gold Mark 		<ul style="list-style-type: none"> • Children compete in intra-school competitions (where guidelines dictate this is possible) to encourage friendly competition and increased participation. • Achieve the Sainsbury’s Gold Mark • Increased numbers of children actively taking part in games at break and lunch. • Increased numbers of children actively taking part in additional sports and activities (after school). • Increased percentage of SEN children actively taking part in P.E. and sport outside of normal P.E. hours. • Offer special ‘themed weeks’ to encourage varied travel to school where this is possible to increased activity. 	
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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	
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 provide CPD in the teaching of all aspects of PE To provide CPD in the teaching of all aspects of PE	<p>Employ sports specialists to support teachers in aspects of PE they are not confident with.</p> <ul style="list-style-type: none"> • Employ First Steps to offer teachers and adult's time to observe the teaching of and join in with shared teaching of PE. • Work with Hull Active Schools to provide High Quality Modern P.E. CPD – through Owen Denovan - to adults in areas they feel less confident in teaching and create opportunities for teachers to teach these sequences. • Survey teachers and adults knowledge, confidence and skill levels in teaching P.E 	Included in Humber Active Sports Membership above	<p>Staff more confident when teaching PE.</p> <p>Survey provides baseline of teachers and adults confidence in teaching P.E. – confidence, skills and knowledge levels improve over time through CPD</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				72%
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>Increase the range of activities available for pupils, in the curriculum, at play and lunch times and after school.</p> <p>Increase the range of activities available for pupils, in the curriculum, at play and lunch times and after school.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Variety of enhanced activities for all pupils over the year within the curriculum</p> <ul style="list-style-type: none"> • Employ First Steps and Hull FC to cover curriculum P.E. • Employ First Steps and Hull FC to provide after school clubs to broaden the children's experiences in a range of activities and sports – rotated each term to allow for effective skills progression and game development. • Employ First Steps to provide lunch time activities and sports. • Develop Sports Leaders with basic skills games for break times and lunch times. • Continue to employ additional outside agencies to broaden children's experiences in a range of sports. • Deepen the quality and 	<p>Funding allocated:</p> <p>Autumn 2020 £5,202</p> <p>Spring 2021 £3,156</p> <p>Summer 2021 £5,202</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Children enthusiastic about exercise because it is different to what they are normally offered such as Archery, street dance, balance bikes, yoga for tots, tennis</p> <ul style="list-style-type: none"> • Increased numbers of children actively taking part in games at break and lunch. • Increased numbers of children actively taking part in additional sports and activities (after school). • Increased percentage of SEN children actively taking part in P.E. and sport outside of normal P.E. hours. • Improved percentages of children with the minimum skill level for swimming. 	<p>Sustainability and suggested next steps:</p>

	<p>provision of activities and sports for children with SEN.</p> <ul style="list-style-type: none"> • Catch up programme for Year 4 swimming (before Year 5) and planned programme for swimming for current Year 3 children. • Offer catch up programmes for swimming where possible for those who fall below the standard for swimming 			
Additional achievements:				

Key indicator 5: 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:
Ensure pupils in KS1 and KS2 have the opportunity to take part in sports competitions throughout the year	School membership to HAS Tournaments in place for pupils to take part in		Pupils have the opportunity to take part in competitive games with other schools	

Signed off by	
Head Teacher:	Laura Martin
Date:	11 th June 2021
Subject Leader:	Andy Finnerty/Hannah Daddy
Date:	11 th June 2021
Governor:	
Date:	