

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

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](#) (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](https://www.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 March 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](#).

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
• Broader range of sports being played. • Increased number of children who represented the school and participated in competitive cluster tournaments outside of school time. • Improved experience for children PE sessions thorough the use of sports coaching to support staff deliver PE. • Daily challenges/daily mile for the children to complete to ensure they are meeting the daily amount of exercise. • Improved numbers of girls participating in football thorough Leeds Wildcats programme. • High number of children taking part in sporting activities after school clubs. • Continued attendance at local cluster meetings for Key Stage One and Two. • The school gym and new playground facilities which have been used. March 20-July 21 • Improved experience for children .PE sessions thorough the use of sports coaching to support staff deliver PE more precise planning. (but interrupted by the pandemic) • Covid has impacted on external activities • Review of PE provision taken place with PE coach and PE lead ,introduced assessment ,more detailed long medium and short term planning and fitness testing. • % of pupils engaged in weekly sport/physical activities is 100% (daily mile, weekly PE, Forest School, after school activities (home/school)) • % reaching EXS+ standard in PE -80% across school.	• Improve participation in break and lunch sports groups. Target non engagement. • Increase the percentage of pupils attaining at expected and exceeding levels at the end of the year. • Increase the use of local community clubs to create links –sign posting • Increase swimming lessons to cover missed year groups. Move to 2021/22 • Focus on competitive sports and a focus on the Olympics. (move to 21/22) • Catch-up on girl’s football. • Catch-up on embedding daily exercise routines. -daily mile • Embed PE assessment and measure the impact of sports on fitness. • Re introduce the range of sports being played over a two-year cycle. • Re introduce competitive tournaments (move to 21/22) • Further enhance coaching of PE lead • Introduce teaching around mental health -exercise as one way to improve mental health, outdoor activity Forest School etc.

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

If YES you must complete the following section

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 Summer 2022.

Academic Year: September 2020 to March 2021	Total fund carried over: £ 18,657.25	Date Updated: 01.04.20		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils should work toward pupils undertaking at least 30 minutes of physical activity a day in school				£18,657.25
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils. Improve skills knowledge understanding and vocabulary Such skills as Agility, co-ordination and improve out door PE Sessions. Proposed purchase of PE trim trial/balance equipment Create a daily mile path that has all weather use.	Make sure your actions to achieve are linked to your intentions: All children are given high quality out door PE sessions. Focusing on agility and co-ordination increasing amount of physical activity Daily mile carried out at lunch	Carry over funding allocated: Up to approx. 18,000.00 Due to covid restrictions this is been approved by governors and will be installed in the summer term 21.	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? All children will be able to take part in high quality PE sessions whatever the weather. Develop their basic skills and build confidence. Improve mental wellbeing. Building back up team spirit. Improved fitness- evidenced in fitness tests longer term	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year? To continue to provide a high quality and varied PE session, to develop the children's basic skills and confidence in their own abilities. Developing the school field and playground to provide more fitness opportunities to support children.

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.	Swimming lessons have not taken place due to covid 20/21.
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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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, but in 21/22 we will look at catch-up lessons for children who have missed out due to covid if the swimming service have capacity to provide this and if we are allowed refunding.

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: Oct 2020/July 21		Total fund allocated: £ 16,860.00	Date Updated: 08.03.2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils should work toward pupils undertaking at least 30 minutes of physical activity a day in school				Percentage of total allocation: 80%
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:	
All children will engage in high quality PE sessions thorough out the week.	Technical sports coaching to train staff and support the PE leader in school.	£ 4224.00	Initial mid-term assessment shows skills of all children improving but some at a faster rate than other towards meeting EXS end of year standards.	To continue with these high quality PE sessions, to further develop the children's basic skills and confidence and vocabulary in their own abilities.
Improved playtime facilities will encourage pupils to be more involved in sports and improve mental health and well-being.		£ 103.39		
		£164.76		
	Purchase PE equipment	TBC	During lockdown children attending school have still been able to attend high quality PE sessions. This had enabled them to develop their basic skills and use these more confidently.	Sequence of progress implemented -Planning
Encouraging outdoor sports in all weathers as well as indoor activities.	Purchase outdoor PE safety matting	£5000		
	Create all weather daily mile path			
	Resources to support Forest School	500	Children at home have been directed to sport videos with 50% engagement evidenced	To develop the school outside facilities with a view to offering more varied opportunities to the children. To encourage sports in all weathers and to support children who would easily give up.
			As children return from lockdown they will be given greater opportunities to participate in sport at breaks and lunch times and in all weathers.	Create a rota for sports leader to organise activities

Created by:



Supported by:



				consistently across the week.
Key indicator 2: The profile of PE is being raised across the school as a tool for whole school improvement (<i>Pandemic had affected the rate of progress</i>)				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:
Increase the sports equipment to encourage more children to participate in sport. Re-introduce the number of extra-curricular clubs on return from lockdown. Assessment introduced to measure impact of engagement and achievement in fitness against	Various different sporting equipment to improve confidence in themselves and the teachers can teach to improve the children's skills. More children to participate in sport though out the school. Extra-curricular clubs will be set up again and offered to all children throughout the school year. When government guidance allows. This will help embed what had already been achieved in 2019/20 and will encourage development of skills and build friendship groups through sports and encourage participation	Equipment purchased through sports for schools event funding.	All children are given the opportunity to participate and use the PE equipment on site. PE equipment is age appropriate from EYFS to KS2. Children will be able to expand their knowledge of different games and replicate these into game situations. They will also able to expand their basic skills and apply these across a range of different sports as individuals and in teams.	To continue to provide all children with access to different equipment, to enhance and develop their skills and develop an understanding of how the skills we have learnt can be used in other sports. Carry on offering children sports club which will widen their knowledge of a sports, let them carry on developing their skills and implementing these throughout a range of different sports and deepen their understanding of tactics of a game.

improvement in academic outcome				
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport (Pandemic had affected the rate of progress)				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:
School staff will continue to lead sessions alongside external coach to help improve confidence and knowledge of skills.	Staff attend all PE sessions and through the sequence they take on more leadership.	£ 4224.00 (this is not additional to the figure in key indicator 1)	School staff will continue to develop confidence and a knowledge of skills through working with Tecnica, to ensure children are developing the skills, knowledge and vocabulary which they require. Progressive curriculum map to demonstrate progressive planning – Need to embed	School staff will continue to work alongside each other to create and implement high quality PE sessions throughout their weekly PE lessons to enhance the development of children's Skills, knowledge and vocabulary. School staff will liaise with the external coach to ensure the planning is available and lessons are of high quality and develop sustained improvement in the children's ability in PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils (Pandemic had affected the rate of progress)				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	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:

consolidate through practice:				
Three-year cycle of PE planning to show intent to expose children to a range of different sports	Planning in place but being reviewed and refined – Yearly over view Sports coach and school staff to plan onto updated yearly plan and ensure implementation <i>(Pandemic had affected the rate of progress)</i>	Planning time £800	Lessons are thoroughly planned and thought through. Outcomes are that children can articulate knowledge of the various sports and engagement in PE increase. All children are making progress in PE skills	Ensure the sports chosen are appropriately resources and monitoring of engagement continues to be high.
Additional activities: To develop safety and life skills – balance bikes	First Step Cycle	£495.00	Younger children have developed basic skills of how to balance on a bike before learning how to ride their bike.	For the F2 and Yr 1 children, the First Step Cycle training carries on to ensure children are still learning and developing these skills.
Forest School set up to support children to develop a wider range of skills beyond traditional sports	Trial a programme of 6 weeks for Forest school with targeted children to engage them with activities and develop social skills	£500 (accounted for above) £ 45.00		Children in Yr 5 and 6 will develop their bike skills through Bikeability in the summer term.
Continuation of the links forged with Leeds United Football club.	Leeds Wild Cats	Sports for school funding through sponsorship	Giving opportunity for girls to access football training.	Continue to encourage the girls to participate in sports. Share contacts of local opportunities to all children.
Ensuring new opportunities and experiences are being offered to the all children.	Olympic Workshop		Children have had a visit to school from a Para Olympic athlete who shared their experiences and lead sessions over the school day. They experienced first hand what it was like to be involved at the top levels of support and received encouragement to get involved in sports.	Children will continue to be offered a number of different new and exciting opportunities alongside the continuation of previous successful opportunities which the

			Children who lack engagement in traditional sports engage in activities Children report improved general engagement in school	children have taken part in this year. The school will reach out to local community groups to showcase the opportunities that the children have on their doorstep. Review if to continue investment in Forest School workshops
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Key indicator 5: Increased participation in competitive sport (Pandemic had affected the rate of progress)				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:
Re-start and host competitive competitions for KS2 through different sports against surrounding and neighbouring schools. KS1 children re-start taking part in non-competitive sporting activities. When covid restrictions are lifted	Re-sign up for East Riding School Sport Partnership for 21/22. Tecnica coaching	£1500	To increase participation in sports and raise awareness of the values of the sport and working as a team. Children to improve their basic skills which they can use across a number of different sports. Build up confidence and mental wellbeing in all children through sport participation. Increase engagement in sports. Fitness tests show Children who attend can articulate skills and knowledge learnt	To ensure competitions are held once again at Pollington over the course of next year to rebuild positive relationships with schools in our cluster and hopefully outside of the cluster. Help to build the confidence of mixing in other groups following lock-down and relieve anxieties that children may have built up in the last year. For the children to start to embed these basic skills in a competitive game situation in school and through the use of daily challenges.

Signed off by	
Head Teacher:	Susie Arnold
Date:	March 21
Subject Leader:	Susie Arnold supported by Dale Holt

Date:	Oct 20
Governor:	Was Sarah Woodward who has now left Chair Anna Laycock Brown to oversee in a temp capacity. Chris Lacy from Sept 21
Date:	Changed July 21