

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.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£19,270
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

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>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>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>	35%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	47%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	Yes/No

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: £19,270		Date Updated: 18/10/21	
<p>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</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>					<p>Percentage of total allocation:</p> <p>40%</p>
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>Promotion and use of resources and activities to all staff that help to engage pupils in activity.</p> <p>In order to:</p> <ul style="list-style-type: none"> Develop character and life skills Improve health Develop physical skills Improve motivation 		<p>P.E team to share online links and resources to be used by all staff and pupils as necessary throughout the year.</p> <p>Resources were largely signposted by Forge Partnership or through links within the P.E team.</p> <p>Hit the Ground Running</p> <p>Youth Sport Trust – Covid Support</p> <p>World Book Day – physical activities</p>		<p>£6200</p> <p>Employment of Mr Goddard as specialist sport TA</p> <p>£1150</p> <p>S. Cotton TLR payment as sports leader</p>	
				<p>Resources and opportunities offered and used by pupils.</p> <p>Pupils throughout the school engaged in a wider range of activities in classrooms and outside in their bubbles during 20/21 employing the life skills of determination and self-belief.</p> <p>These helped pupils to stay active during a very challenging year, improving their physical and mental health and motivation</p>	
				<p>Sustainability and suggested next steps:</p> <p>All of the initiatives carried out can be continued as they are active web based resources or they are being repeated in 21/22.</p> <p>Mr Cotton to share resources with all staff in the autumn term and include any new links provided by Forge partnership and Sheffield organisations.</p> <p>Mr Cotton to complete Sheffield PESSPA survey in the</p>	

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	<p>FA Girls Football at home</p> <p>Bitesize Dance</p> <p>Little Urban Fox</p> <p>BBC Supermovers</p> <p>Go Noodle</p> <p>School Games Week</p> <p>Cosmic Kids Yoga</p> <p>Sheffield! Get Moving! Challenge</p> <p>Beat the Street</p> <p>See Key indicator 4 for additional links.</p>	<p>£360</p> <p>Forge Partnership membership fee</p>	<p>when they needed it most.</p> <p>Fitness levels across the school improved through the Hit the Ground Running initiative, with all pupils improving their distance throughout the duration of the term.</p>	<p>Autumn term to gain a broader picture of the current level of PESSPA in the school, post covid and make an action plan to increase and promote this in normal circumstances / with Covid measures in place.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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>Teacher knowledge and understanding in P.E and sport to improve and broaden leading to improved pupil experiences in P.E and sport.</p> <p>Members of the P.E team to attend training courses and share training to upskill wider staff.</p> <p>Specific Year group staff to attend training relating to them e.g. Y4 swimming.</p>	<p>Mr Cotton attended training on:</p> <ul style="list-style-type: none"> Ensuring pupils get their 30 active minutes of physical activity through the school day. <p>Mr Goddard attended virtual training sessions provided by Forge Partnership throughout the year.</p> <ul style="list-style-type: none"> Inclusion and SEND in P.E Top Tips For Implementing Physically Active Learning Sainsbury's Active Kids for all <p>Y4 Staff to attend virtual School Swimming and Water Safety training accessed via https://www.youtube.com/watch?v=43VtXhLoR8E&t=463s</p>	<p>£3100</p> <p>T. Goddard as specialist sports TA</p> <p>£575</p> <p>S. Cotton TLR payment as sports leader</p> <p>£180</p> <p>Forge Partnership membership fee</p>	<p>Our pupils were offered a range to activities and challenging that were promoted by Mr Cotton and Mr Goddard in person and online following the training sessions they attended.</p> <p>These offering allows our pupils to remain active during times of hall closure, national lockdown and with minimal P.E or sport equipment in their own homes or classrooms.</p>	<p>S. Cotton or T. Goddard may have attended courses in the past and shared knowledge via whole staff P.E training.</p> <p>S. Cotton to promote all courses offered throughout the year to wider staff across the school.</p> <p>Ensure staff participation at ALL courses offered. Try to spread staff attending these courses across KS1 and 2.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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 to engage with new sports, activities and challenges that can be undertaken in school, at home or when exercising outside of the home.</p> <p>In order to:</p> <ul style="list-style-type: none"> • Develop character and life skills • Improve health • Develop physical skills • Engage new audiences • Support individual development in sport • Develop different sport skills • Increase motivation 	<p>Bitesize dance 16 dance and movement videos offered by Forge Partnership during the national lockdown. https://youtu.be/czgGGJR7vTI</p> <p>Cosmic Kids Yoga https://www.youtube.com/user/cosmickidsyoga</p> <p>Wider use of the platform and YouTube videos. Shared by Mr Cotton.</p> <p>FA Girls Football – At Home https://www.thefa.com/womens-girls-football/getinvolved/girls/fun</p> <p>Mr Goddard shared series of home based football sessions promoted by the FA.</p>	<p>£3100 T. Goddard as specialist sport TA</p> <p>£575 S.Cotton TLR payment as sports leader</p> <p>£180 Forge Partnership membership fee</p>	<p>Led / shared by Mr Goddard. Teachers made use of these videos as part of their P.E sessions. Pupils were able to stay active and improve their balance, strength and co-ordination.</p> <p>Led by Mr Cotton Links were shared with all staff to include yoga as part of Seesaw P.E lessons. These helped engage pupils in innovative ways during the lockdown, improved flexibility and strength and promoted calm as this stressful time.</p> <p>These sessions helped to engage new audiences and improve pupil health during the lockdown.</p>	<p>All opportunities offered this year are available for free online and so will not cost the school going forward.</p> <p>As T. Goddard has left the school, development of new sport and activity to be led by Mr. Cotton (TLR) with support from Mrs Bridle and wider P.E curriculum team.</p> <p>S.Cotton / E Bridle to seek out diversified offering of sports from HT2 onwards.</p> <p>Focus on new sports and activities that can be easily delivered and may continue in the current climate.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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>To make opportunities for all pupils to access competitions. Including:</p> <p>Competitions in school</p> <p>Competitions against other schools</p> <p>Non-competitive events</p> <p>In order to:</p> <ul style="list-style-type: none"> • Develop character and life skills • Improve health • Support fair competition and foster social connections • Develop physical skills • Engage new audiences 	<p>S. Cotton and T. Goddard ensured that competitive opportunities offered by the Forge Partnership and wider sports organisations were offered to all year groups during 20-21.</p> <p>These competitions were largely carried out in class bubbles or virtually due to the Covid 19 pandemic.</p>	<p>£3100</p> <p>T. Goddard as specialist sport TA</p> <p>£575</p> <p>S. Cotton TLR payment as sports leader</p> <p>£180</p> <p>Forge Partnership membership fee</p>	<p>The competitive opportunities offered allowed pupils to become part of a team and work towards a goal, without actually training for a competition in the traditional sense or attending a School Games competition.</p> <p>Autumn term:</p> <p>Hit the Ground Running Led by Mr Cotton Whole school athletics competition. Daily class running event vs other Yorkshire schools. Distances covered by classes and individuals improved during the term. Pupils loved seeing the class score and class names on the leader board each week. They were motivated by the scale of the competition and attitudes improved from some of the less active pupils who were determined to help their classes.</p> <p>Virtual competitions Set by Forge Partnership. Led by Mr Goddard.</p>	<p>Mr Goddard has now left the school. His upskilling of staff and development of sport of the past five years will ensure that the same level of competition can continue.</p> <p>Mr Cotton to lead with support from Mrs Bridle and wider members of the P.E curriculum team.</p> <p>Term 1 focus – class based competition as the restrictions around P.E and sport continue to be eased.</p> <p>Term 2 – Begin to enter wider competitions offered by Forge / Sheffield.</p> <p>Term 3 onwards – dependent on conditions affecting schools at the time.</p>

<ul style="list-style-type: none"> • Support individual development in sport • Develop different sport skills • Increase motivation 			<p>These competitions allowed pupils to improve their skills in specific sports and compete against other schools whilst remaining in school in their bubbles. Competitions entered:</p> <p>Y3-Y6 Virtual Sportshall Athletics Y3 Virtual Football</p> <p>The focus was on participation and fair competition and the whole class was able to take part in a non-pressured environment that allowed all individuals to succeed.</p> <p>Spring Term Focus this term was on pupil welfare during the national lockdown. Classes focused on less competitive and more active challenge based P.E set by Mr Goddard via the seesaw learning platform. See Key indicator 4 for more details of these.</p> <p>Summer Term</p> <p>Beat the Street All pupils in the school competed against other schools to improve their overall physical health, motivation and feeling of social connection for six weeks during the summer term by increasing their walking, running and cycling to and from school and in their locality.</p>	<p>S. Cotton / E Bridle to investigate lesson based / after school sporting provision leading to competitive opportunities for all.</p> <p>Money that would have been spent on T. Goddard to be used to bring outside agencies into school to deliver competitions. All activities / events to be supported by at least one member of school staff to ensure development of skills.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	S. Cotton
Date:	18/10/21
Governor:	
Date:	