





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

Department for Education

Created by

association for Physical Education

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** improvementsto 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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.

Created by: association for Physical Education | Active Partnerships | YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED | UK COACHING | UK active

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£ 19,600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 8,000
Total amount allocated for 2021/22	£ 19,600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27,600

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. **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**	
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 2020. Please see note above	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65%
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?	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:**	**Date Updated:**		
Key indicator 1: The engagement of all 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: 25%
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 continue to commit to providing all pupils with 30 minutes of Physical Activity (PA) a day. To ensure that where possible, lessons include physically active learning in order to engage children in higher levels of Physical Activity throughout the school day.	Re-launch afterschool club program fully – covid restrictions allowing. Train Y6 pupils in Sports Leaders. This will include buddies, sports organisers and leaders. Instate new active learning orienteering course in the school grounds to allow active science, geography and phonics to play a larger part in curriculum. Re-launch physical activity breaks during the school day to staff and pupils.	£1300 for Orienteering course. £3,000 for after school clubs £1,300 for West Leeds SLA £2,000 for Leeds Rhinos SLA	New orienteering course has been installed and used by year groups to enhance provision in maths, PE, English and Georgraphy. Pupil voice is overwhelmingly positive and children have been using the course at break and lunchtimes. Year 6 pupils ran lunchtime games and scrap shed sessions during the Spring and Summer terms. This meant more children were accessing physically active and creative organised play.	Complete heat maps for PA during the year. (Year 2, 4, 6). Share active learning strategies and planning with all staff during staff meeting time. Share online resources for active breaks to staff and create a database for staff to access regularly which is updated with new resources as they are discovered. Sports Leaders to be trained and in place by the end of the Autumn 1 term. Discuss between SLT and PE Team how we monitor participation in break time and lunchtime Physically Active organised sessions.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 25%

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 continue to raise the profile of school sport and physical activity. To ensure PE teaching and learning is good or better across the school. (Dance had been identified as an area for development from staff survey)	Continue to signpost children to local clubs on completion of their club. Use the school app to send parents information directly. Sports Leaders to be appointed by the end of the autumn term. Begin a school blog on School Sport and Physical Activity. Children to write for the school newsletter and present results in Assembly. Survey Monkey for staff in Autumn 1, Spring 1 and Summer 1. Check staff confidence and assess CPD needs. Continue to work with Phoenix and Leeds Rhinos Dance to improve pupil experience and teacher confidence. Swimming has moved into Year 5 and therefore Year 5 staff will need training on New members of staff are joining the Year 5 team in the academic year 2020 – 2021, swimming training to be provided for all Y5 staff.	£5000 for Phoenix Dance £1300 for West Leeds (Well Schools) SLA £2000 for Leeds Rhinos SLA	Swimming Training has once again been unavailable this year so this will need to be a priority for the academic year 22/23 – one member of the year 5 team is Swim Teacher trained so priority will go to new Year 5 member of staff. Staff Survey shows clear improvement in teaching Dance and Gymnastics in year groups who had CPD this year although confidence is still lower in these areas than others.	Book Year 5 staff (Teachers and TAs) on Swimming Training when it becomes available. Continue to build links with Phoenix Dance and Leeds Rhinos Foundation to ensure robust Dance CPD for teaching staff. Google Forms survey to be carried out each half term to assess teacher confidence and engagement with AfPE PE Hub planning. This needs to be tailored for year groups working with Phoenix Dance and Leeds Rhinos Dance / Foundation.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: Percentage allocation indicated in other KIs
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 continue to improve teaching and learning so that the vast majority is good or better. To increase confidence in delivering OAA, Dance and Gymnastics.	Sign up to West Leeds SLA and Leeds Rhinos SLA – ensure different year groups get CPD from S Jackson. Focus on Years 3 and 4 initially. Work with specialist games and dance teachers to improve teaching confidence and therefore children's experience in these areas. Install orienteering courses in school grounds. Alongside this, staff will have training to increase confidence in delivering OAA.	£5000 for Phoenix Dance £1300 for West Leeds (Well Schools) SLA £2000 for Leeds Rhinos SLA	Teachers report feeling more confident with teaching the dance curriculum after working with Phoenix Dance and Nicola from the Leeds Rhinos Foundation. Pupil Voice shows that these are popular sessions with the children and they can name the skills they have used within these sessions. The orienteering course has been a popular addition to the school – children can now talk about orienteering skills using key terms such as 'control point', 'marker', 'compass' and 'direction' and can talk confidently about the skills needed and why these are important.	Work with Phoenix Dance to ensure that a clear progression through year groups is created to ensure that children are being challenged and making progress across all stages. Disseminate information regarding the use of orienteering course for wider curriculum to subject leaders and teaching staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 35%
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 all children with opportunities to try new sports and activities, as well as building on their passion for current sports and activities.	To continue to enter any available competition. To increase Intra-Sport competition opportunities, initially in KS2 with a view to expanding this to KS1 later in the academic year. To continue to build further links with community partners, activity providers and coaching companies. To build stronger links with other local schools to provide opportunity for 'friendly' fixtures in different sports and activities – particularly focussing on children who wish to participate in friendly competition rather than citywide competitive events. To continue to analyse club participation thoroughly to continue to target inactive children as well as those only participating in one physically active club in the year. To explore external provider opportunities for after-school clubs once this is viable.	£1500 transportation costs to various events £754 Junior Warrior £7500 playground (some from sports premium, some from external funding)	Children reported thoroughly enjoying the Junior Warrior event with the vast majority of children asking for the information in order to look at next year's event. This was shared with parents via email after the event. 72% of children competed in Intra-Sport opportunities with 98.6% of children participating in Sports Day. Those children who did not compete were absent through illness or holiday.	Revitalise Sports Day to increase participation in a range of events. Pupil voice for clubs and competition to ensure children are heavily involved in the planning of their own experiences. Continue to enter competitions which are organised through city and cluster level. Introduce friendlies with other local schools on a more regular basis where time and staffing allows. Provide 'come and try' opportunities where possible e.g. Brownlee Triathlon, Tri-Golf and Judo. Aim for 75% of KS2 children to have taken part in at least one sports competition or 'come and try' event throughout the year. Aim for 50% of KS1 children to have done the same.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: Percentage allocation indicated in other KIs
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 ensure all pupils have access to high quality, competitive sports throughout the year.	A more targeted tracking system to be in place for competition to ensure no participation is missed throughout the year. Enter all available competitions. Implement a more rigorous intra-sport program so all children have multiple opportunities to participate in competitive sport. Build stronger links with local schools to allow for friendly competition outside the cluster calendar. Aim for 65% of KS2 children competing through more friendly, one off fixtures during the year.	£1500 transportation	A more targetted tracking system has been in place for competition to ensure no participation is missed throughout the year – this has its own challenges and will be moved to google sheets next academic year. Data shows that 72% of children in Years 3 – 6 competed in intra-school competition, a significant improvement on the 65% target set. This is largely due to 'friendly' competition which has targeted those children who would not volunteer or agree to participate in what they perceive to be very competitive events. Competition between local schools has been implemented, allowing a larger pool of competitions to be offered to a wider range of children.	Continue to work with Westroyd and Farfield to build an even better extra-curricular program – including whole school competition three times a year. Meet with new Sports Organiser to discuss cluster and city level competition offer as soon as possible. A tiered participation sports day will be implemented in 2022/23 academic year to ensure all children participate in multiple events.

Signed off by	
Head Teacher:	S Percival
Date:	25.07.2022
Subject Leader:	L Brayshay / N Lax / C Robertson

Created by: association for Physical Education, Active Partnerships, YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED, UK COACHING, UK active

Date:	25.07.2022
Governor:	J Forrest
Date:	25.07.2022