





# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

**Commissioned by the 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 (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
- 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.

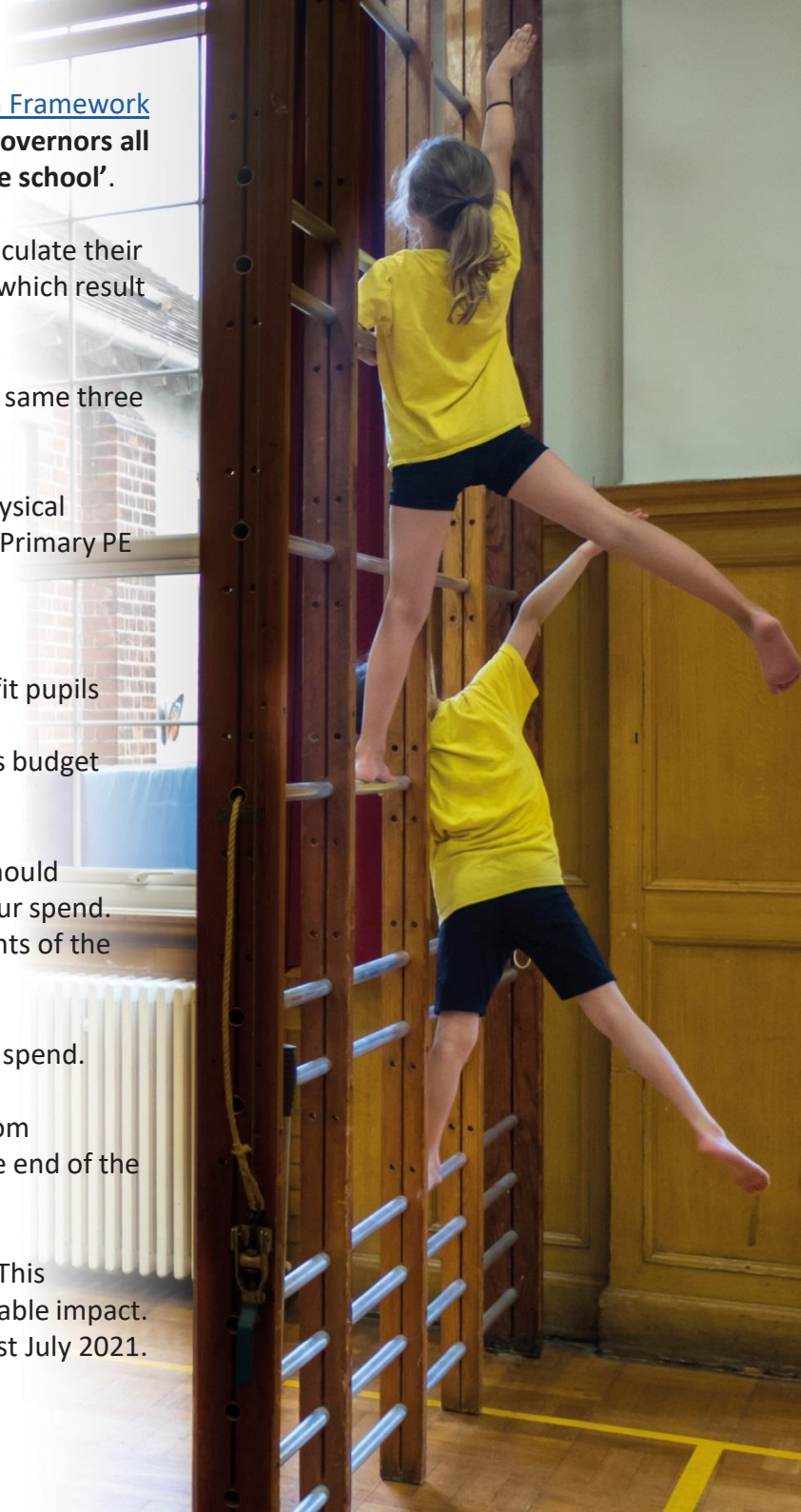
We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

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 by the end of the summer term or by **31st July 2021** 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 2021. To see an example of how to complete the table please click HERE.

Created by: association for Physical Education YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED Active Partnerships



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: |
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| • Return of clubs after COVID lockdowns / restrictions have allowed more children to participate in organised Physical Activity.<br>• Pupil Voice drove the clubs available to children.<br>• The use of AfPE PE Hub and #ThisIsPE during lockdown ensured that all children had access to high quality PE planning. Children also took part in Joe Wicks Workouts, made up their own circuits and took part in Zoom Dance sessions with the Leeds Rhinos Foundation on a weekly basis.<br>• Completion of the School Games Checklist, FA Girls Pledge and School Games Inclusive Health Check.<br>• Springbank became West Leeds cross-country champions in the Boys Year 6 Category.<br>• Springbank won the Pudsey Mini-Olympics with a Year 5/6 team.<br>• All children from Reception to Year 6 took part in a competitive, covid safe Sports Day. | • Carry out Pupil Voice to consider clubs for the autumn term. This will ensure maximum uptake.<br>• Re-Launch Sports Leaders in Year 6 with representatives on the School Council. Sports Leaders to accompany as many Sports Teams as possible to fixtures to help with scoring, reporting etc. Children to be responsible for posting fixtures and writing the Sports Blog.<br>• Introduce Play Leaders at break and lunchtime to ensure organised physical activity is available for all children for a minimum of 30 minutes a day.<br>• Work with Leeds Rhinos Foundation to provide more opportunities for intra- competition.<br>• Forge closer partnerships with Westroyd and Farfield to give a wider range of opportunities for inter-competition. |

Did you carry forward an underspend from 2019-20 academic year into the current academic year?
YES/NO * Delete as applicable

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| **Total amount carried forward from previous years** | **£8,000** |
| **+ Total amount for this academic year** | **£19,600** |
| **= Total to be spent by 31st July 2022** | **£27,600** |

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| Meeting national curriculum requirements for swimming and water safety.<br><br>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 transfer to the pool when school swimming restarts.<br>**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?<br>**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.<br>Please see note above. | 88% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above. | 50% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 86% |
| 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 |

**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:** £15,198 (inc. underspend from previous year) | **Date Updated: 25.06.2021** | |
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| **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: 42% |

| **Intent** | **Implementation** | | **Impact** | |
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| 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.<br><br>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. | Carry out pupil voice for clubs to ensure that when they resume, we maximise participation.<br><br>Research companies to deliver after school provision to ensure they are high quality, enjoyable and there is a high uptake.<br><br>Re-launch physical activity breaks during the school day to staff and pupils.<br><br>Continue to teach Sports Leaders as part of the PE curriculum in Year 5.<br><br>Link with local schools (Westroyd, Farfield and Fulneck) to provide a competition calendar – focussing on Years 3 and 4 in the first instance.<br><br>Create a bank of resources that staff can access in order to increase PA in curriculum time. | £3,000 for after school clubs<br><br>£1,300 for West Leeds SLA<br><br>£2,000 for Leeds Rhinos SLA | Uptake for afterschool clubs was high with all clubs having the maximum amount of participants allowed with COVID restrictions in place.<br><br>Active geography lessons have been planned for 21/22 school year working with Geography subject leads. | Re-launch afterschool club program fully – covid restrictions allowing.<br><br>Train Y6 pupils in Sports Leaders. This will include buddies, sports organisers and leaders.<br><br>Instate new active learning orienteering course in the school grounds to allow active science, geography and phonics to play a larger part in curriculum.<br><br>Re-launch physical activity breaks during the school day to staff and pupils.<br><br>Complete heat maps for PA during the year. (Year 2, 4, 6). |

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| | Reintroduce learning in the outdoors curriculum books. Work with other subject leads to map which books have lesson plans for year group topics. | | | |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 46% |
| **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.<br><br>To ensure PE teaching and learning is good or better across the school.<br>(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.<br><br>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.<br><br>Survey Monkey for staff in Autumn 1, Spring 1 and Summer 1. Check staff confidence and assess CPD needs.<br><br>Continue to work with Phoenix and Leeds Rhinos Dance to improve pupil experience and teacher confidence.<br><br>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. | £2300 (combined) for SLAs with West Leeds and Leeds Rhinos Foundation<br><br>£5000 Phoenix Dance Theatre Company<br><br>£2000 Leeds Rhinos Dance | 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.<br><br>Swimming Training has been unavailable due to the pandemic so this will need to be a priority for the academic year 21/22. | Year 5 staff to attend accredited swim teacher training at the earliest possible opportunity.<br><br>Google Forms survey to be carried out each half term to assess teacher confidence and engagement with AfPE PE Hub planning.<br><br>Sports Leaders to be appointed in Autumn 1. Begin a school blog on School Sport and Physical Activity. Children to write for the school newsletter and present results in Assembly. |

| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: 8% |
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| **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.<br><br>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.<br><br>Work with specialist games and dance teachers to improve teaching confidence and therefore children's experience in these areas.<br><br>Install orienteering courses in school grounds. Alongside this, staff will have training to increase confidence in delivering OAA. | £1200 Enrich orienteering course.<br><br>£6000 Phoenix Dance | Orienteering course will be in place for Sept 21.<br><br>Teachers report feeling more confident in delivering Invasion sports after working with Sam Jackson.<br><br>Pupil voice shows increased knowledge of what skills the children are learning rather than just the sport. | Install orienteering course as soon as possible.<br><br>Book in Orienteering course training with resource provider.<br><br>P Nicholas to work with year groups to teach gymnastics.<br><br>Work with specialist games and dance teachers to improve teaching confidence and therefore children's experience in these areas. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils. | | | | 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: |

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| 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.<br><br>To increase Intra-Sport competition opportunities, initially in KS2 with a view to expanding this to KS1 later in the academic year.<br><br>To continue to build further links with community partners, activity providers and coaching companies.<br><br>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.<br><br>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.<br><br>To explore external provider opportunities for after-school clubs once this is viable. | Junior Warrior £798 | 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.<br><br>Due to covid guidance from the DfE, the vast majority of opportunities to experience different sports and compete against other schools were cancelled.<br><br>Cannot compare % of children competing to previous years due to the level of restrictions in place not allowing for the usual competitions. Year 6 were prioritised when competition did return with 48% of the year group competing in | Continue to enter competitions which are organised through city and cluster level.<br><br>Introduce friendlies with other local schools on a more regular basis.<br><br>Provide 'come and try' opportunities where possible e.g. Brownlee Triathlon, Tri-Golf and Judo.<br><br>Aim for 65% of KS2 children to have taken part in at least one sports competition or 'come and try' event throughout the year. |

| **Key indicator 5:** Increased participation in competitive sport | | | Percentage of total allocation: 0% |
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| **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 targetted tracking system to be in place for competition to ensure no participation is missed throughout the year.<br><br>Enter all available competitions.<br><br>Implement a more rigorous intra-sport program so all children have multiple opportunities to participate in competitive sport.<br><br>Build stronger links with local schools to allow for friendly competition outside the cluster calendar.<br><br>Aim for 65% of KS2 children competing through more friendly, one off fixtures during the year. | | COVID guidance from DfE meant that it is impossible to compare with previous years due to significant lack of opportunity for competitive sport.<br><br>All children competed in Sports Day with Year 6 children being prioritised for Junior Warrior, Mini-Olympics and Cross-Country. | A more targetted tracking system to be in place for competition to ensure no participation is missed throughout the year.<br><br>Implement a more rigorous intra-sport program so all children have multiple opportunities to participate in competitive sport.<br><br>Build stronger links with local schools to allow for friendly competition outside the cluster calendar.<br><br>Aim for 65% of KS2 children competing through more friendly, one off fixtures during the year. |

| Signed off by | |
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| Head Teacher: | S Percival |
| Date: | 30.06.2021 |
| Subject Leader: | L Brayshay |
| Date: | 25.06.2021 |

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| Governor: | K Quayle |
| Date: | 30.06.2021 |