

# 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](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, 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	£1669
Total amount allocated for 2020/21	£16910
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16910
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16910

## 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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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	94%
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	94%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	94%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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:	
<b>Key indicator 1:</b> 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:
				24%
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 movement of all children by creating an awareness of active minutes across the school	<p>All children in school to receive a Moki step tracker. Careful research went into the purchase of this produce after using other fitness trackers in school through our Sports Partnership.</p> <p>Worked with staff to increase buy-in across the school, and to provide CPD as leader on how to use equipment effectively.</p> <p>Launched the bands across school through assembly to create ownership and accountability for children.</p>	£2832	<p>Children across the whole school are more aware of movement and its importance. This is evidenced through pupil voice opportunities where children have said “it is important to move in lessons” and “moving more keeps you healthy”.</p> <p>The use of the Moki bands was impacted due to the lockdown in January so data may be impacted slightly by this, however for the academic year, children in school were active for an average amount of 25 minutes each day and recorded an average of 6022 steps per day.</p> <p>As a whole school, we walked</p>	<p>We will continue to push the use of the Moki bands in 2021/22 with all children receiving a band once again, from Nursery through to Year 6.</p> <p>We will push more data to the children on a regular basis with the view to seeing children show even more ownership over their movement data.</p> <p>The data can be monitored throughout the year to provide us with groups of children to target, in order to increase movement, through additional clubs etc.</p>

			<p>just over 23,500,000 steps.</p> <p>Player Daily Average</p>  <p>Moki Grade</p> <hr/>  <p>6,022 steps</p> <hr/>  <p>25m MVPA</p>	
Investment in EYFS motor skills and moving and handling equipment	<p>Discussions with EYFS lead identified a need for some investment in the EYFS provision for early sports, moving and handling and motor skills.</p> <p>In EYFS, there is a great emphasis on outdoor learning and children learning through play. We found that children were not having the best opportunities given to them in the areas of sports and moving and handling due to restrictions with equipment.</p>	£1219	<p>Due to the lockdown in 2020/21, this purchase was made quite late in the academic year (July 2021). As a result of this, measurable impact has not yet been possible, however I have discussed where this provision will be improved as a result of our investment of this sports premium.</p> <p>Children will have more opportunities to use more sophisticated equipment in their learning (e.g. shovels, batons and natural resource targets) and this will allow them to explore learning whilst developing their moving and handling, and motor skills.</p>	<p>As PE lead, I will monitor the impact in 2021/22 by carefully looking at EYFS data and how the investment is improving certain skills.</p> <p>I will look at CPD opportunities and work alongside EYFS staff to embed the equipment and provide advice on its use.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:

				26%
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:
Continued to be part of the Holderness School Sports Partnership	<p>It is important as a small, village school that we have opportunities to network with both neighbouring primary schools and the secondary school in the area.</p> <p>By joining up with the SSP once more, we were gaining the opportunity to be involved in a healthy competition calendar, gain CPD opportunities for all and build network relationships for the subject leader.</p>	£3500	<p>Unfortunately, due to lockdown, the opportunities for us to visit other schools and compete with the cluster were unavailable.</p> <p>The SSP did however provide some alternatives during lockdown. Online learning materials were provided weekly as we developed our home learning provision. Virtual competitions were offered where we would carry out the event in school and the data would be collated by our SSP representatives. Online CPD opportunities were given to all staff across the school.</p>	<p>We will continue to be part of the SSP in 2021/22 and continue to take advantage of the opportunities presented to us.</p> <p>As a next step, I will look to gain more feedback and evaluation on the CPD opportunities given to us through the SSP.</p>
Work alongside the Ebor Academy subject specialist for PE	<p>In a similar way to the SSP listed above, we are lucky to be part of an academy trust that spreads across Yorkshire. This provided different opportunities for networking and interaction due to the contrasting schools we are able to work with.</p> <p>There are also regular opportunities to work with PE specialists</p>	£1000	Networking was vital during the lockdown period and it allowed schools to provide support for each other as we tackled home learning. Resources were shared and regular meetings were held to develop practice and confidence.	In 2021/22, there are plans to introduce more face to face opportunities now restrictions are lifting.

	throughout the year.			
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				0%
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:
CPD opportunities provided to staff as part of the SSP	<p>All staff given opportunity for online CPD</p> <p>As a school, we took advantage of the tennis CPD that was made available to schools across the country by the LTA.</p>	<p>£N/A</p> <p>Funding accounted for in K12</p>	<p>All staff accessed CPD</p> <p>Year 3/4 staff used tennis CPD to directly impact their class teaching in the summer term. As a result of the tennis CPD, some equipment was made available to the school.</p>	<p>The tennis CPD will allow all staff to be upskilled by providing in house CPD through staff meetings.</p> <p>The quality of not only teaching and learning, but subject leadership will develop and improve due to the CPD opportunities that were taken.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				50%
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>When schools reopened in the summer term, pupils and parents identified a need for opportunities for sports and clubs.</p>	<p>We brought in two coaches from First Steps Sports Group and one member of staff from in school ran a KS1 sports club.</p> <p>KS2 children were offered sports opportunities through these after school clubs in line with their curriculum teaching.</p>	<p>£1170</p>	<p>Over 50% of the school took part in the after school clubs that were provided for the full 13 weeks of the summer term.</p> <p>In KS2, children gave extremely positive feedback about the clubs from the external coaches and we may look to bring these coaches back in the future.</p> <p>In KS1, the class teacher was the member of staff running their club for familiarity reasons, and the engagement and enthusiasm was high.</p>	<p>With restrictions being lifted, we will look to reintroduce a healthy after school sports calendar including table tennis, rugby and football as we have previously offered.</p>
<p>To make up for lost time, we looked to hold a “Summer of Sport” at the school, to offer a wide range of provision. We made the decision that the children would not miss out on regular events, despite the fact that restrictions provided logistical hurdles.</p>	<p>Staff were used to cover PE lead and other involved staff, while different in-school events were held and ran</p> <p>Additional TA hours were needed for the appropriate number of adults to be at events. The inability to mix bubbles freely meant that in order to complete a whole school approach to the summer, we would need additional adults at different times.</p> <p>Two separate sports days were carried out, to provide all children with the opportunity to take part in sports as usual, with some parents in attendance at both.</p>	<p>£5000</p>	<p>The “Summer of Sport” was a success, with all events taking place as desired.</p> <p>It allowed all children across the school to take part in a range of activities and gain valuable activity time that may have been missed during lockdown.</p>	<p>In 2021/22, we should be able to run sporting events as normal and not need to rely on additional staffing or calendar opportunities to fulfil our sporting events.</p>

	Inter-house football and rounders events took place but once again, bubble mixing was prohibited so this required further staffing.			
Outdoor electrical audio equipment purchased for outdoor PE opportunities	<p>Bubbles not being able to mix meant that our hall space was restricted to one class.</p> <p>To combat this, we purchased an outdoor speaker system for portable music usage during PE sessions.</p>	£500	Dance and gymnastic sessions were able to take place outdoors with the use of the speaker, meaning that classes' PE sessions didn't have to stop.	We will look to evolve the use of this speaker in future events and move more PE and general learning outdoors where possible.
Year 5/6 attended swimming sessions at the local secondary school.	Children in Year 5/6 attended the local secondary school for 10 weeks of swimming sessions.	£1286	Despite the restrictions and lockdowns, children in Year 5/6 were able to complete their initial swimming sessions.	We will continue to monitor and provide swimming provision where appropriate moving forward.
Transport to any off-site events		£1100	Children were able to attend additional off site events such as Year 5/6 swimming.	

Year 5/6 took part in initial first-aid training	As part of our SSP package, the Year 5/6 children took part in some first-aid training in site.	£N/A  Included in SSP cost	Children were provided training in an important skill and took part in some follow up activity on the back of this.	We will look to have the Year 6 children revisit this training by doing further follow up work or making material for other classes based on their learning.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0% (Spending accounted for 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 make up for lost time, we looked to hold a “Summer of Sport” at the school, to offer a wide range of provision. We made the decision that the children would not miss out on regular events, despite the fact that restrictions provided logistical hurdles.	<p>Staff were used to cover PE lead and other involved staff, while different in-school events were held and ran</p> <p>Additional TA hours were needed for the appropriate number of adults to be at events. The inability to mix bubbles freely meant that in order to complete a whole school approach to the summer, we would need additional adults at different times.</p> <p>Two separate sports days were carried out, to provide all children with the opportunity to take part in sports as usual, with some parents in attendance at both.</p> <p>Inter-house football and rounders events took place but once again, bubble mixing was prohibited so this required further staffing.</p>	<p>N/A</p> <p>(Accounted for in KI4)</p>	<p>The “Summer of Sport” was a success, with all events taking place as desired.</p> <p>It allowed all children across the school to take part in a range of activities and gain valuable activity time that may have been missed during lockdown.</p>	In 2021/22, we should be able to run sporting events as normal and not need to rely on additional staffing or calendar opportunities to fulfil our sporting events.

When schools reopened in the summer term, pupils and parents identified a need for opportunities for sports and clubs.	<p>We brought in two coaches from First Steps Sports Group and one member of staff from in school ran a KS1 sports club.</p> <p>KS2 children were offered sports opportunities through these after school clubs in line with their curriculum teaching.</p>	<p>N/A</p> <p>(Accounted for in KI4)</p>	<p>Over 50% of the school took part in the after school clubs that were provided for the full 13 weeks of the summer term.</p> <p>In KS2, children gave extremely positive feedback about the clubs from the external coaches and we may look to bring these coaches back in the future.</p> <p>In KS1, the class teacher was the member of staff running their club for familiarity reasons, and the engagement and enthusiasm was high.</p>	With restrictions being lifted, we will look to reintroduce a healthy after school sports calendar including table tennis, rugby and football as we have previously offered.
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