

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

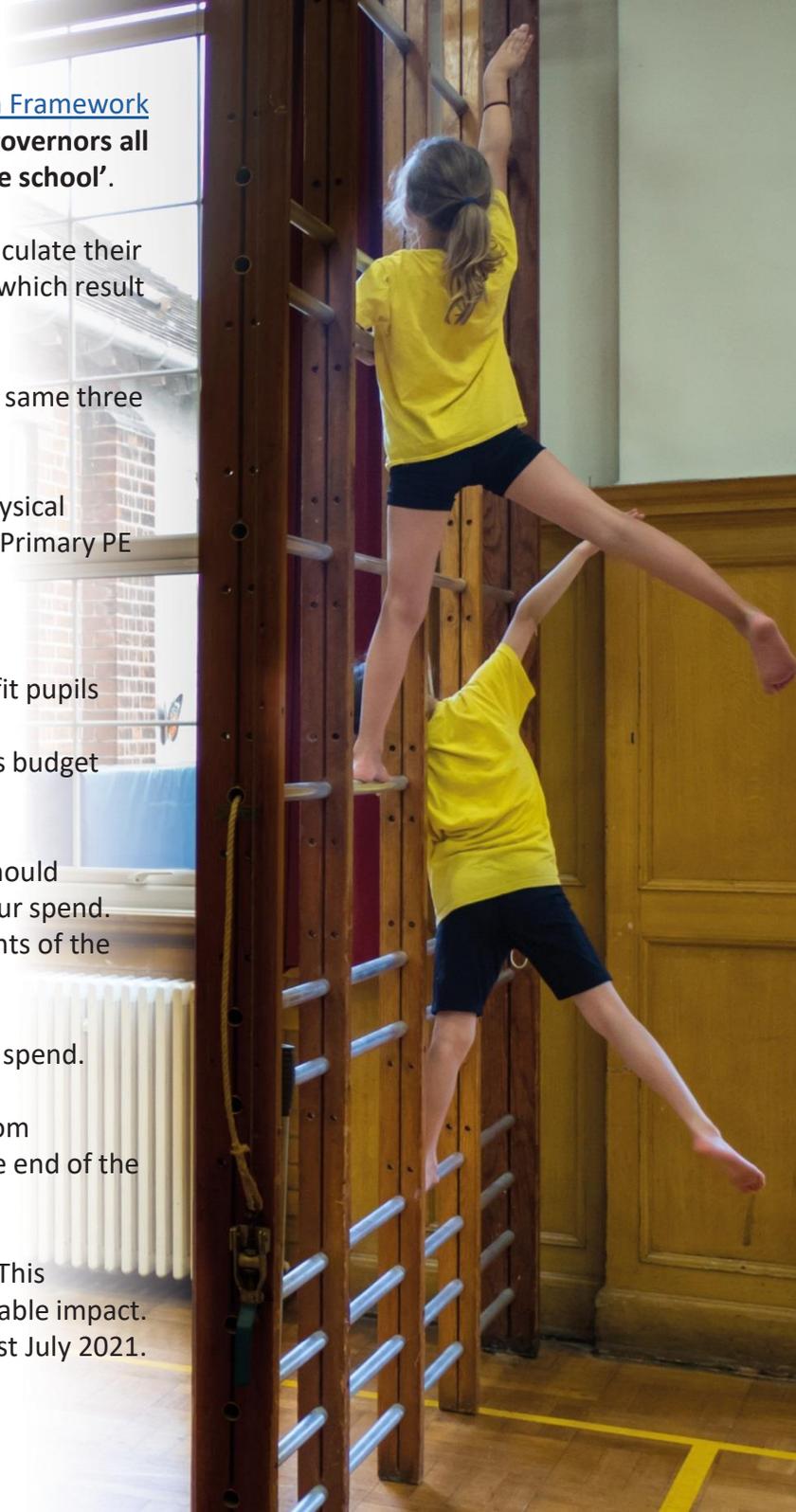
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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](#).



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:
<ul style="list-style-type: none"> • Staff feedback about the LUFC Foundation professional development package has evidenced an improved confidence in the effective delivery of the PE Curriculum, with a particular focus on the delivery of specific sports in KS2 (e.g. Basketball, Netball, Football). • Trial use of the Cambridgeshire Scheme (in part) has ensured progression in gymnastics and dance across school. • PE and School Sport was integrated into our weekly home learning offer, ensuring the profile of PE continued to be raised and children were actively encouraged to take part in physical activity at home (e.g. weekly specialist Yoga sessions from a qualified instructor, whole-school dance competition and staff compilation video). • Positive feedback in pupil voice survey following the introduction of class kit bags demonstrated a clear improvement in engagement, involvement and positive experiences of sport and fitness activities. • Targeted lunchtime clubs ensured that <u>all</u> pupils not attending after-school sport clubs were included in our lunchtime offer (facilitated by LUFC Foundation). 	<ul style="list-style-type: none"> • Further CPD support for teaching staff in dance and gymnastics. • Introduction of the 'Complete PE' scheme to enhance our curriculum offer in PE, and further develop teachers' confidence when planning for a broad and balanced PE curriculum. • A wider offer of extra-curricular sporting activities following the review of children's participation in sport and fitness activities during the periods of national lockdown. • Reintegration of regular inter-school competition following the successful reintroduction of this in the summer term (due to COVID).

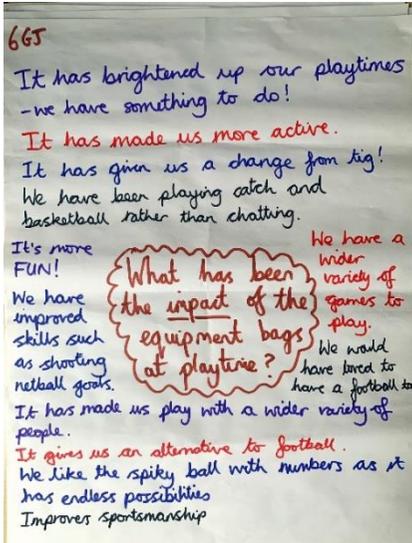
Did you carry forward an underspend from 2019-20 academic year into the current academic year? No

Total amount carried forward from 2019/2020 **£0**
+ Total amount for this academic year 2020/2021 **£16,000 + £3900 = £19,900**
= Total to be spent by 31st July 2021 **£19,900**

<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 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 2021.</p> <p>Please see note above.</p>	78%
<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>	50%
<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>	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: £19,900		Date Updated: 20 th July 2021	
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					Percentage of total allocation:
					4%
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?	
<p>All pupils are provided with a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy and active lifestyle.</p> <p>All pupils consistently make healthy lifestyle choices.</p> <p>All pupils engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.</p>	<p>Developing the 'Active Leaders' programme established in 2019-20 to encourage autonomy and independence in accessing physical activity at play and lunch times.</p> <p>Introduction of class bubble 'kit bags' to give all children the opportunity to access self-guided games during unstructured time.</p> <p>Continued development of after-school sports clubs, and structured access to lunch time sports clubs for children in Years 1-6 to increase the engagement of pupils in regular physical activity.</p>		£707 (Equipment)	<p>Evidence from pupil voice data identifies that children are feeling happier and healthier following the introduction of the kit bags. For example:</p> 	
				<p>In September, we will need to establish a system to maintain the success of the group kit bags once we return to children mixing between classes and cohorts at play and lunch times.</p> <p>Following an audit of children's health and fitness following the periods of national lockdown, we have reviewed our afterschool and lunchtime extra-curricular offer and will be offering further opportunities to those that will benefit most from additional sports opportunities.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				18%
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>PE, sport and physical activity are a central part of the school recovery plan. The context of PE, sport and physical activity is used across the curriculum and the skills and positive values of this subject area are integrated into the school ethos.</p> <p>PE, sport and physical activity will be used to develop the whole person including thinking, social and personal skills. It will also be used to teach life skills such as cooperation, reliance and responsibility. Following the periods of national lockdown, we will use PESSPA to reintegrate classes and reestablish friendships and connections between groups and individuals.</p>	<p>Teaching staff CPD session with LUFC foundation to establish vision and values at the beginning of the year.</p> <p>Opportunities for children to be celebrated for participation in fitness activities during the national lockdown in January 2021. We also launched a whole-school dance competition, motivated by staff providing their own collaboration, to raise the profile of health and fitness at home.</p> <p>Visits from LUFC players to raise the profile of the club and school sport, and get children involved in a range of games.</p> <p>Celebration of LUFC values and Premier League Primary Stars values from staff members and coaches, to develop social and personal skills (Be <i>ambitious</i>, Be <i>inspiring</i>, Be <i>connected</i> and Be <i>fair</i>).</p> <p>Regular links between PESSPA and Strength of Character (PSHCE) curriculum.</p> <p>Regular opportunities to collate pupil, staff and parent voice.</p>	<p>£3000 (of £16,500 for LUFC)</p> <p>£500 for (Certificates, rewards and visitors).</p>	<p>Strength of Character book looks identified that the PESSPA is regularly celebrated and rewarded in whole-school and class celebrations.</p> <p>Staff feedback identified that children continue to enjoy participating in PESSPA and feel they have ample opportunities to do so. This was also supported by the findings from the Year 5 and 6 <i>My Health, My School</i> survey.</p>	<p>As part of our through-school development, we will establish a clear vision statement. This will be included in the school's aims and recognise the value and impact of high-quality PE, sport and physical activity which pupils and parents understand and can contribute to. This will ensure that our vision for PESSPA is aligned with our vision for all pupils aged 4-18 and establish the lifelong love of health and fitness (including mental health and PSHCE).</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				53%
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>Raise the quality of learning and teaching in PE, sport and physical activity by providing support to deliver broad, balanced and inclusive high-quality PE, sport and physical activity provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>All pupils make good progress which is clearly reported to parents or carers.</p> <p>The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments.</p> <p>All pupils receive one whole afternoon or more of timetabled high-quality PE.</p>	<p>Teaching staff to work closely with sports coaches from Leeds United Primary Stars (observation, team-teaching, planning support, evaluative discussion) to increase their effectiveness of delivering high quality PE lessons.</p> <p>1:1 lesson observation to monitor effectiveness and confidence.</p> <p>Teaching staff to receive regular feedback from coaches and PESSPA co-ordinator to establish a delivery, reflection and improvement model.</p> <p>Questionnaires are used to monitor pupil and staff attitudes towards progression in PE.</p> <p>Trial use of the Cambridgeshire Scheme to ensure progression in Dance and Gymnastics.</p>	<p>£10,500 (of £16,500 for LUFC)</p>	<p>Pupil voice surveys identified an increased enjoyment in participation of PE lessons for children.</p> <p>Feedback from a staff survey reported that staff had experienced a greater proportion of time during each lesson where children are aerobically active. Children are also benefiting from the introduction of an additional fitness-based session in their PE afternoon.</p> <p>Learning walks and observations have evidenced that all staff are confident and competent to deliver high quality and the quality of all lessons is good or outstanding.</p>	<p>After evaluating our curriculum coverage and staff confidence with the delivery of this, we have decided to invest in the 'Complete PE' scheme for 2021/22. This will allow us to use the curriculum builder to design our own curriculum that is fit and purposeful for our school. It will also continue to support us in ensuring our PE curriculum is varied and meets the needs of our diverse range of learners, including a wider range of sports.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 21%
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><u>All</u> pupils are able to access a broad offer of school sport activities.</p> <p>An extensive range of sports and activities is available, including opportunities for <u>all</u> pupils, through a programme that introduces sports and activities that the pupils may not otherwise experience.</p> <p>School Club Links and Community Provision: (<i>amended due to COVID</i>)</p> <ul style="list-style-type: none"> - Excellent partnerships with other providers; - Formal links with sports clubs and external sporting organisations are in place which enable pupils to extend their participation and have access to specialist coaches and facilities. <p>Coaches in School:</p> <ul style="list-style-type: none"> - Coaches are deployed effectively to provide high quality sports coaching and to support the competition and school sport programme; - Coaches are qualified to deliver in primary schools. 	<p>To ensure that <u>all</u> pupils experience a broader range of sports and activities through involvement in home learning opportunities and Fitness in Five week.</p> <p>To provide opportunities for <u>all</u> pupils including SEND, the least confident and the least active to attend exciting, varied and a new range of activities.</p> <p>To establish strong, sustainable partnerships with local community sports clubs where no links have been made in the past (partially through Fitness in Five).</p> <p>To employ LUFC sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school.</p>	<p>£570 (Fitness in Five)</p> <p>£3500 (of £16,500 for LUFC)</p>	<p>The Yoga classes that we planned and delivered for learners at home were accessed by over 75% of our school community.</p> <p>All pupils experienced a broad range of sports that they would otherwise not have during Fitness in Five week (including, but not limited to, Salsa, Skateboarding, Golf, Rugby and Basketball).</p> <p>Further sport and fitness opportunities were incorporated into a number of SEND pupils daily timetable, including physical activity during specialist sensory circuits and gross motor development such as miniature golf. Staff and parents reported that children were more settled when returning to their learning following involvement in such activity.</p>	<p>Following disruption from school closures in 2020/21, next year we aim to introduce an outstanding range of traditional, new and alternative sporting activities before, during and after school which:</p> <ul style="list-style-type: none"> - Extend - activities that build and develop on existing curriculum activities, e.g. non team-based clubs, clubs for more able. - Enable - these activities develop basic and key skills through problem solving, e.g. multi skills, physical activity, breakfast clubs. - Enrich - these activities offer a range of new opportunities, e.g. cycling, golf, circus skills. <p>Explore local opportunities and build links with local community sports clubs through our SGO and other key partners.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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 continue the development of multi-school competitions and tournaments through the Partner School Programme in association with Leeds Rhinos Foundation and the SGO.</p> <p>To develop a positive approach to competition, focusing on children celebrating the successes of others as well as themselves, working as a team and supporting and encouraging team mates to excel.</p>	<p>Some opportunities for inter-school competition reintroduced in the summer term following the national lockdown.</p> <p>Sports Day completed in bubbles to allow all children in school to participate in some intra-school competition.</p> <p>Virtual competitions throughout school closures (e.g. Sock Olympics, Yoga and Dance).</p>	<p>£375 (Leeds Rhinos Partnership)</p>	<p>Staff feedback identified that there had been a notable increase in resilience and teamwork through use of competition in PE lesson time (e.g. Year 5).</p> <p>Children identified their own understanding of successful competition during discussion following sports day and competition in lesson time.</p>	<p>It will be a focus from September to ensure that we re-establish partnerships within the school games and the wider community following periods of school closure in 2020/21.</p>

Signed off by	
Head Teacher:	<i>Alastair Field</i>
Date:	<i>29.7.21</i>
Subject Leader:	<i>Tim White / Yasmin Taylor</i>
Date:	<i>29.7.21</i>
Governor:	<i>Gillian Hayward</i>
Date:	<i>29.7.21</i>