

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	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18071
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18071

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>	77%
<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>	77%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	65%
<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

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: October 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: %39%
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: £7000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
All pupils take part in 30-60 minutes of physical activity per day, with greater numbers enjoying active sessions.	<ul style="list-style-type: none"> Equipment out at breaks and lunch Participation Monitored by Active Leader Re-assign role of Play Leaders at break and lunch time Increase in equipment to minimise sharing Doncaster rovers lunchtime activities Children are encouraged to walk/ride their bike to school. Children can store their bikes in the bike rack located on the school grounds. Year 5 Bikeability. 		Play Leader Pack and equipment £1000 Equipment £1000 Doncaster Rovers £5000	Potential - Busy lunchtimes with pupils engaged in play Equipment used and respected at lunchtimes Pupils active and enjoying time outside. An increase of children riding or walking to school. Encourages independence and builds confidence, good for the environment, reduces congestions especially around the school car park and it would provide an active start to the day. Children would be more alert in lessons	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: %55 (some overlap of previous section spending)
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: £9850	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Physical Education, School Sport and steps: Physical Activity (PESSPA) available to all pupils in different ways across the school, incorporating all subjects into PE where applicable, increased learning through activity and self-motivation. To make athlete/sportsperson visits commonplace and inspirational including links with Doncaster Rovers. Celebrating sport in the newsletter and on social media. Awards in collective worships and external coaches raising the standard and profile of after school sport. Variety of sports clubs throughout the year. Promote Forest school as a tool ALL children can access. School Games mark applied for.	<ul style="list-style-type: none"> • Audit sports resources and purchase new • Devise and revise the action plan • Run lunchtime clubs to enhance sporting opportunity – potentially inter-house sport. • Post Sports Events and Active Day to Website and Facebook/Newsletter • Forest School timetable and year overview to ensure all children have an opportunity. • Access to quality after school clubs that offer a range of sports and activities • PE Leader to fill in school games mark audit 	SSP £1850 Doncaster Rovers clubs As above Forest School: £6500	Potential: Making sports possible for all pupils, regardless if disadvantaged or SEN – transport and sports clubs fee. KS2 pupils are engaged as Play Leaders, taking on a leadership responsibility and improving their personal development Photographs Pupil Interviews Twitter Feed School games mark Level achieved.	Fund this each year and maintain visits. Vary sporting links to improve interest in lesser known sports. Maintain high profile associated with sporting participation throughout school. Interest pupils in a range of sports that they may then take up in a club. To continue to provide after school clubs for different sports. Children continue to participate and attend sports tournaments organised through sports games. Continue to celebrate children’s success in family assemblies and newsletters.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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: £1150	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>All staff are knowledgeable and confident in teaching all aspects of sports and understand the pedagogy behind how pupils learn the skills needed, including understanding their health needs and healthy minds – healthy bodies approach.</p> <p>For pupils to become more resilient and self-motivated, including knowing how to maintain a healthy mind and attitude.</p>	<p>CPD needs of staff to ensure future teaching that is confident, knowledge based and enthusiastic.</p> <p>The Healthy Eating Policy is followed throughout the school and recorded on a chart at break times in each class. Dojos are rewarded to the children. The school council complete lunchbox audits to see which foods are being eaten by the children and whether it's in line with our school policy. They also carry out a range of surveys to gain the views of the children in the school.</p> <p>Water bottles are also encouraged so children can fill up from the water fountain.</p>	<p>Potential: P.E Course £250 Orienteering training £400</p> <p>GET SET FOR PE Scheme - £370 + VAT</p>	<p>P.E co-ordinator attended East Riding conference, links with other schools made – competitions entered due to this.</p> <p>All pupils have access to quality first teaching and expertise.</p> <p>Pupils develop their own knowledge and understanding of sports and how sports should be approached – how to lose as well as how to win gracefully.</p> <p>All pupils taking part in PE that is tailored to their needs and areas of PE that confidences lacking. Pupils understand the concept of healthy minds and healthy bodies.</p> <p>Pupils become more resilient. Staff and pupils to complete a PE Questionnaire to inform PE Lead of needs. Another questionnaire will be completed Jan 2021.</p>	<p>Timetable sporting CPD onto inset calendar and improve knowledge through annual skills audit.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>100% take up on cluster sports offers and other opportunities such as Swimming.</p> <p>Widening opportunities through virtual events and PE lessons based on lesser known sports.</p> <p>Orienteering course to improve OA for ALL pupils</p> <p>Year 5 residential to High Adventure to provide a range of different sporting/ outdoor education opportunities.</p>	<ul style="list-style-type: none"> • Coaches used in curriculum time (Fridays Doncaster Rovers) • Training on Orienteering. • Forest school for all children at one point in their HJS life. • Gardening club, establish consistent use of an allocated area to develop pupils' fine and gross motor skills as well as developing teamwork, communication and resilience 	<p>SSP Affiliation: As above</p>	<p>Participation</p> <p>PE assessments show improved skills</p> <p>Pupil Interviews and Staff surveys</p> <p>Performance improvements at events.</p> <p>Tracker shows 100% participation.</p> <p>Royal Horticultural Society School Gardening Club Level 1 award achieved.</p>	<p>Maintain profile of sport through newsletter, social media and vary opportunities by manufacturing these where external events are not available. E.g. online tournaments, in house competitions.</p> <p>To continue links and striving for awards with the Royal Horticultural Society.</p> <p>To continue to deliver forest school sessions to children of all age ranges.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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: £1500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Monitor and include as many pupils as can be in competitive intra and inter school sport. Transport and kit to reduce barriers. Supply cover for staff to support events occurring in school day.	<ul style="list-style-type: none"> • Purchase shin pads, kit Etc to allow 100% participation. • P.E Leader to monitor school for participation patterns. • Aim for 6 half termly intra house competitions throughout the academic year. 	Resources and transports to ensure a share of equipment and opportunity for all pupils:	Use of technology in PE and at sport competitions including wider opportunities and to access online competitions. Pupils taking part in sports. Learning to lose and be good sports people. Resilience and growth in self confidence that can be seen in the classroom.	Maintain profile of sport through newsletter, social media and vary opportunities by manufacturing these where external events are not available. E.g. online tournaments, in house competitions.

Signed off by	
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Date:	02/10/2021
Subject Leader:	L Clement
Date:	01/10/2021
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Date:	05/10/2021