

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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	£10743.00
Total amount allocated for 2020/21	£17,556
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2842.78
Total amount allocated for 2021/22	£18,950
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,972

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 2021. Please see note above	20%

<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>	20%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	5%
<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

Academic Year: 2021/22	Total fund allocated: £21,792.78		Date Updated: 14.07.2022	
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: 19%
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:
<ul style="list-style-type: none"> Improve the variety of equipment available at playtimes and lunchtimes, to encourage children to be more active and use sports equipment for play Find ways for active lessons where possible (Inc CCO) 	<ul style="list-style-type: none"> Purchase equipment solely for playtime/lunchtime use Staff to continue to incorporate active learning opportunities within lessons where there is a chance to do so Staff continue to use the outdoor areas as learning spaces to incorporate active learning where there is a chance to do so. 	£4100.00	<ul style="list-style-type: none"> Children are significantly more active outside whilst using equipment Feedback from lesson drop ins Classrooms have sufficient space for children to stand and move around the classroom Children more engaged in the classroom and using outdoor learning spaces Engagement on Twitter Children enjoy participating in inside and outside active learning 	<ul style="list-style-type: none"> Continue to check equipment is always available and is in good condition Continue to encourage the use of equipment Develop and regularly introduce new strategies to incorporate active learning within the classroom and outside Access more CPD through Hull Active Schools and Cross Curricular Orienteering

<ul style="list-style-type: none"> Encourage all children to be active 	<ul style="list-style-type: none"> Incorporate afternoon playtimes for all children into the timetable 		<ul style="list-style-type: none"> Children are significantly more active outside Positive impact on health, fitness and wellbeing 	<ul style="list-style-type: none"> Continue to encourage the children to set themselves 'active' challenges
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 33%
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:
<ul style="list-style-type: none"> Offer sporting activities after school through after school multi sports clubs Offer dance activities after school through a dance club Improve the variety of equipment available at playtimes and lunchtime and the teaching of the PE curriculum 	<ul style="list-style-type: none"> Physical Foundations Sports coach to offer sports clubs for KS2 children NAPA Dance coach to offer a dance club for KS1 children Teacher to offer a dance club for KS2 children Purchase equipment for playtime/lunchtime use and curriculum use 	£7,200	<ul style="list-style-type: none"> Children and staff aware of achievements through certificates awarded and Twitter Increased enthusiasm towards and willingness to participate in sporting/active events Children have rich opportunities to design and build a range of larger scale structures Children are significantly more active outside whilst using equipment 	<ul style="list-style-type: none"> Continue to raise the profile of sporting tournaments and PE/active participation Continue to check equipment is always available and is in good condition Continue to encourage the use of equipment

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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:
<ul style="list-style-type: none"> Employ an expert sports coaches to upskill lunchtime staff and TAs Continue to ensure we are delivering high quality PE lessons through Physical Foundations Curriculum Provide CPD for Subject Leader to then be disseminated to all teaching staff PE lead to attend annual PE conference to keep abreast of local, regional and national updates 	<ul style="list-style-type: none"> Ensure that staff have a secure understanding of what quality PE sessions look like Ensure progression of skills as children move through the school Lunchtime staff to work alongside specialist sports coaches PE lead to disseminate relevant updates, information and ideas to teachers 	£3,500	<ul style="list-style-type: none"> Children receive consistently high quality PE lessons Lunchtime staff are improving their skills and confidence in leading games and activities PE lead and teachers are aware of local, regional and national updates 	<ul style="list-style-type: none"> Continue to monitor, support and evaluate PE lead to attend next year's conference
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:

<ul style="list-style-type: none"> ● Provide a range of after school clubs free of charge to offer sporting activities for our children ● Audit the quality of resources to ensure they are appropriate for delivering quality PE lessons. ● Provide a range of opportunities for children to experience different sports, by working with expert coaches 	<ul style="list-style-type: none"> ● KS2 children able to attend a multi-sports club and KS1 and KS2 children attend dance clubs after school ● Ensure equipment is well looked after and fit for purpose ● Children in all year groups (1-6) receive coaching from a specialist Judo coach ● Children in all year groups (1-6) worked with NAPA 	<p>£4,700</p>	<ul style="list-style-type: none"> ● Clubs are very popular and attendance continues to be at capacity. ● PE equipment to be audited and organised so that it is easily accessible ● Increase in children's enjoyment of physical activity and exposure to a wide range of sports ● Transferrable skills in PE lessons 	<ul style="list-style-type: none"> ● Continue to monitor clubs and check attendance ● Regularly check and ensure equipment is used correctly and maintained ● Continue this provision by allocating future funding to a wide range of expert coaches and the swimming programme again
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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:
<ul style="list-style-type: none"> Hull Active Schools Subscription Cross Curricular Orienteering subscription Continue to offer children the opportunity to participate in a competitive sporting event 	<ul style="list-style-type: none"> Continue to subscribe to the Hull Active Schools service and the Cross Curriculum Orienteering service Provide virtual challenges for the children Continue membership with Hull Active Schools to access all local competitions. Continue membership with Cross Curricular Orienteering Continue to enter dance competitions Dedicate a proportion of the grant towards transport costs 	<p>£2,500</p> <p>Included in above</p>	<ul style="list-style-type: none"> Regular communication with HAS and the PE lead to disseminate information to staff Engagement on Twitter Children enjoy participating in virtual challenges Children have attended numerous different events throughout the academic year. 	<ul style="list-style-type: none"> Continued investment in Hull Active Schools subscription and participation in inclusive and mainstream sports Continued investment in orienteering activities across the Trust and other events Continue membership with Hull Active Schools Develop intra-school competition with other Thrive primary schools Continue entering dance competitions

Signed off by

Head Teacher:	Julie White
Date:	25/7/22
Subject Leader:	Russ Page / Danielle Garner
Date:	25/7/22
Governor:	Chris Storr
Date:	25/7/22