

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



Created by:



YOUTH  
SPORT  
TRUST

Supported 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

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 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 **31<sup>st</sup> July 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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:
<p>Equipment:</p> <ul style="list-style-type: none"> <li>● A range of equipment has been ordered to ensure bubbles can participate in regular PE without the need to quarantine the equipment before others use.</li> <li>● A range of different equipment to engage children e.g. archery, goalball, skittles etc.</li> <li>● Equipment for EYFS to support their physical development- trundle wheels for coordination, trikes and double steppers.</li> <li>● Outdoor speakers to be used to organise intra-club competitions, outdoor clubs, sporting events.</li> <li>● Wall- climbing purchased to be used at playtimes.</li> <li>● Playtime equipment to encourage active plays.</li> </ul> <p>Active Travel:</p> <ul style="list-style-type: none"> <li>● Bike and scooter parks purchased to children are encouraged to travel to school actively with a safe space to park them during the day.</li> <li>● Active travel week- children to travel to school on foot, bike, scooter or stride and ride to enter a raffle.</li> <li>● Bling their bike/scooter- children blinged their scooters/bikes for a parade at school.</li> </ul>	<p>Teachers to be encouraged to run at least one club during the year.</p> <ul style="list-style-type: none"> <li>● A wider range of clubs to be offered to children to inspire them and increase participation in sports.</li> <li>● Enhance the use of Sports coaches to run clubs – Fit4Fun, Hull FC Hessele Tennis Club, All Star Cricket</li> <li>● Continue to organise intra-school competitions.</li> <li>● Further links with local sporting clubs to be explored next year</li> <li>● Ensuring HLTA's are secure with teaching PE (possible PPA in KS2).</li> <li>● Assessment and teachers to take more responsibility of learning.</li> <li>● Continue PE CPD for staff (Hull FC, Fit4Fun)</li> <li>● Further monitoring of PE lessons (drop ins/questionnaire).</li> <li>● Further funding spend to be considered next year:               <ul style="list-style-type: none"> <li>- Enhance use of sports coaches and staff CPD</li> <li>- CPD for staff</li> </ul> </li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO \* Delete as applicable

**If YES you must complete the following section**

**If NO, the following section is not applicable to you**

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £8000</b>	<b>Date Updated: 19/07/21</b>		
What Key indicator(s) are you going to focus on? 1 & 4				Total Carry Over Funding: £8000
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <ol style="list-style-type: none"> <li>Engage EYFS children with PE and how to access it in different ways, including nursery.</li> <li>To encourage children to be physically active on their commute to school.</li> </ol>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>Equipment to support their physical development</li> <li>Sticky Kids CDs to support teaching of their physical development.</li> <li>Cross-curricular links to other areas of the curriculum.</li> <li>Scooter and bike storage and shelter.</li> </ul>	<p>Carry over funding allocated:</p> <p>£ 55.96 £2.99 delivery</p> <p>£4929.80</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</p> <p>Children are enjoying the curriculum. A range of different activities for them to complete. Cross-curricular link with other lessons through song.</p> <p>Children biking and using scooters to get to school. Safe place for the children to store their scooter and bike.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>EYFS use weekly to engage the children with their movement and development goals.</p> <p>Children are encouraged to travel to school actively. Summer term- active travel week. Prizes for being more active. Bling your bike/scooter.</p>

<p>3. To ensure bubbles have a wide range of equipment to ensure PE lessons can go ahead without the need to quarantine equipment.</p>	<ul style="list-style-type: none"> <li>● Two class sets of equipment to ensure bubbles can go ahead with PE lessons.</li> <li>● Playtime enrichment. New equipment- skipping ropes, space bouncers etc.</li> </ul>	<p>£1560.65</p> <p>£1175.54</p>	<p>PE lessons have been able to go ahead with no disruption due to recruitment. Engagement of all children in lessons. Children are using the equipment every playtime and lunch. More engagement with games and teamwork improving. Improvement of skill.</p>	<p>Classes have been able to go ahead throughout the pandemic. Continue to use equipment in the coming years and replenish where necessary. Wipeable equipment to ensure reduction of germs. Children continue to play with equipment when bubbles are reduced. Adults to play games with the children- show how to use equipment and playground marking etc. Areas from September for different things- football pitch, basketball etc.</p>
<p>4. To develop the school playing field to promote more usage.</p>	<ul style="list-style-type: none"> <li>● Gazebos purchased to enable shelter.</li> </ul>	<p>£869.98</p> <p>£7716.95</p>	<p>Children and teachers using the field when weather is hot as there is place for them to shelter.</p>	<p>Use during tournaments. Continue throughout the summer months.</p>

<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.</p>	<p>NA</p>
---	-----------

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 2021.	NA
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	NA
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NA
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/ <b>No</b>

## 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: 2020/21		Total fund allocated: £18,692		Date Updated:	
<p><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</p>					Percentage of total allocation:
					%
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:	
Provide children with at least 1 hour of physical activity per week.	<ul style="list-style-type: none"> <li>- Children are receiving at least 1 hour of indoor or outdoor PE.</li> <li>- Year 2 received extra PE lessons through Hull FC 'Sky Try'.</li> <li>- Supermovers used within class.</li> </ul>	N/A	<p>Children enjoyed the extra PE lesson per week in Year 2 and were asking for more.</p> <p>All children receiving 1 hour of PE a week minimum.</p> <p>Sportsmanship, healthy bodies and engagement in sport has increased.</p>	<ul style="list-style-type: none"> <li>- Look into developing the PE timetable to allow more than 1 lesson of PE a week.</li> <li>- After bubbles, lunchtime clubs to resume.</li> <li>- Teachers to take on a sports club a week.</li> <li>- Year 2- Going for Gold topic to be more active (focus on an Olympic sport a week).</li> </ul>	



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
- Improve links with parents and the local community.	-Sports day 2021, parents were invited to spectate the sports day this year (1 parent for each child and socially distanced in class bubbles). -Hessle Cricket- taster day delivered and an opportunity for the children to sign up to the All Stars Regimes and go to a weekly club with a kit delivered to them. -Hull FC delivered 'Sky Try' sessions to Year 2 for a full half term. -Active Travel Week. Emma Hardy (local MP) coming to open the scooter and bike parks. Parents invited to get involved.	N/A	-positive outcome from Sports day. Feedback was great. -A good amount of children signed up to the block of sessions after school. All excited to be a part of it and have their own kit. - Year 2 loved 'Sky Try' could tell you how to throw and catch a ball. All asking for tag rugby to be used in school lessons. A lot of children being creative with playtime equipment to play the tag rugby games. -Huge intake of the amount of children that travelled to school.	- After school.lunchtime clubs to resume in September. - Sports coaches to deliver sessions to children in school to engage them with sports.
To know sports stars and their background.	-books purchased for classroom libraries. -Topic books purchased for 'Going for Gold' for Year 2.	£450.94 Pending	-children showing interest in Sports stars and their background. -children learning more about the different sports. -children purchasing their own for at home.	-use as a topic in school rather than virtually from September. - reading for pleasure- cross-curricular link. - promote learning though clubs- focus on a sport and book to learn more.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 increase subject knowledge for staff to support their teaching and confidence in the subject.	<ul style="list-style-type: none"> <li>- The Lawns tennis gave access to online training for tennis for ALL staff. One member of staff will receive a grant of £250 to be used on CPD or equipment.</li> <li>- PE lead completed the training.</li> <li>-</li> </ul>	N/A	<ul style="list-style-type: none"> <li>- Teachers able to use new strategies and techniques to support teaching of PE.</li> <li>- Children more secure with the language of tennis and what they mean.</li> </ul>	<ul style="list-style-type: none"> <li>- Not compulsory so it was teacher's choice whether to participate.</li> <li>- Use the funding when it comes through for CPD for staff.</li> <li>- Use PE lead to support staff when needed.</li> <li>- PE lead to drop in on lessons to support teachers.</li> <li>- Teacher survey.</li> <li>- Pupil voice.</li> <li>- Fit4Fun offer support.</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:

Wide range of sports activities for the children to participate in.	<ul style="list-style-type: none"> <li>-range of different resources were purchased for the children to participate in: Boccia, archery, goalball etc.</li> <li>- EYFS have different resources to improve their movement and ability.</li> <li>- Sticky Kids CDs purchased for EYFS</li> </ul>	<p>£5138.81 Pending</p> <p>£55.96</p>	<ul style="list-style-type: none"> <li>- Year 2 children participated in these as part of 'Going for Gold' topic.</li> <li>- Used for field events for Sports day.</li> <li>- Children interested and aware of a range of different sports.</li> </ul>	<ul style="list-style-type: none"> <li>- Lunchtime/after school clubs to be set up in September.</li> <li>- Staff increasing confidence with using them.</li> </ul>
Outdoor coaches coming to deliver sessions.	<ul style="list-style-type: none"> <li>- Hull FC for 'Sky Try'.</li> <li>- Hessle Cricket taster session.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>- Enjoyment from children was apparent.</li> <li>- Children wanted the 'Sky Try' sessions to continue after the 6 weeks.</li> <li>- Children signed up to go to All Stars cricket after school.</li> </ul>	<ul style="list-style-type: none"> <li>- Hessle Tennis link.</li> <li>- Delivering CPD for teachers and staff.</li> <li>- Lunchtime clubs to be delivered.</li> </ul>
Improve the outdoor sports facilities.	<ul style="list-style-type: none"> <li>- Outdoor sound system</li> <li>- Used for team sports/sports days etc.</li> </ul>	<p>£2124.60 Pending</p>	<ul style="list-style-type: none"> <li>- Encourage more lessons to be taken outside, even when the hall is available.</li> <li>- Promote alternative sporting events.</li> </ul>	<ul style="list-style-type: none"> <li>- Use throughout the curriculum.</li> <li>- Half-termly sports events.</li> <li>- Intra- club competitions organised.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Due to bubbles this has been difficult to achieve this year.  2021 Sports Day	<ul style="list-style-type: none"> <li>- Parents attended in bubbles.</li> <li>- Children competed against others in their class.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>- Understand sportsmanship.</li> <li>- Teamwork rather than just individual work.</li> <li>- spectators.</li> <li>- Building confidence.</li> <li>-</li> </ul>	Develop further to intra-school competitions. SEN panathlon. Termly competitions.

NOTE: Left to spend once pending transactions have been spent: £10390.82. To be spent on Ipads/Chrome tablets to encourage the use of evaluation within lesson.

Signed off by	
Head Teacher:	<i>LE Jackson</i>
Date:	26.07.21
Subject Leader:	J Wood
Date:	21.07.21
Governor:	R Tyler
Date:	26.07.21

