

# 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



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 July 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:
<ul style="list-style-type: none"> <li>● We have continued our membership with Hull Active Schools, participating in many sporting events and competing with other schools across Hull (during Autumn 2019) and engaging in lockdown activities and challenges.</li> <li>● The Sports Leadership teams in Year 6 manage and deliver several popular lunch time clubs throughout the week. These include dance, badminton, and basketball.</li> <li>● We continue to identify children who are least active, encourage participation in PE and provide opportunities for these children to represent their school.</li> <li>● We have provided a wider range of games, activities and equipment available at breaks and lunchtime to encourage children to be more active during break times.</li> <li>● We have participated in an increased number of inclusive tournaments this year. We have seen many children, who may not have volunteered to participate in mainstream tournaments, compete in tournaments for the first time and are eager to again.</li> <li>● We continue to provide girls with extra-curricular sporting activities.</li> <li>● We took part in the 'Aldi's Kit for Schools' challenge and were the recipients of two sports kits.</li> <li>● Active learning is facilitated across all lessons, where possible, and creating opportunity for active learning is encouraged throughout the school.</li> <li>● Excellent resources are available to deliver high quality PE lessons.</li> <li>● Quality CPD and coaching to teaching staff continues.</li> <li>● Lunch time sports clubs have been introduced and are run by a PE coach and are tailored to upcoming events.</li> <li>● We are continuing with outside agencies to deliver extra-curricular clubs – Judo and multi-skills sports</li> <li>● A specialist rugby coach from Hull FC delivered sessions with our Year 3 children. This improves the children's skills as well as strengthening our links with the local community.</li> <li>● A specialist tennis coach delivered sessions with our Year 1, Year 2, Year 4 and Year 6 children.</li> <li>● A specialist badminton coach delivered taster sessions with our Year 6 children.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to increase the opportunity for KS1 children to participate in extra-curricular activity.</li> <li>● Continue to monitor the participation rate of all of our children, both in curriculum and extra-curricular activity (including SEND and children we have identified as being less active)</li> <li>● Ensure a comprehensive audit of PE equipment to ensure we have high-quality resources needed to support teaching</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? 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<sup>st</sup> July 2021.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £</b>	<b>Date Updated:</b>		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:



<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>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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.</p>	60%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60%
<p>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?</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.

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £17,556	<b>Date Updated:</b>		
<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: 5%
<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:
<ul style="list-style-type: none"> <li>Improve the variety of equipment available at playtimes and lunchtimes, to encourage children to be more active and use sports equipment for play</li> <li>Find ways for active lessons where possible</li> <li>Encourage all children to be active, particularly when returning to school after the</li> </ul>	<ul style="list-style-type: none"> <li>Purchase equipment solely for playtime/lunchtime use</li> <li>Staff to continue to incorporate active learning opportunities within lessons where there is a chance to do so</li> <li>PE lead to complete Primary Steps CPD courses and disseminate information to staff</li> <li>Create PE challenge booklets for all children to complete</li> <li>Incorporate afternoon</li> </ul>	<p>£870.22</p> <p>N/A</p> <p>N/A</p>	<ul style="list-style-type: none"> <li>Children are significantly more active outside whilst using equipment</li> <li>Feedback from lesson drop ins</li> <li>Classrooms have sufficient space for children to stand and move around the classroom</li> <li>Children more engaged in the classroom</li> <li>Children are significantly more active outside</li> <li>Positive impact on health,</li> </ul>	<ul style="list-style-type: none"> <li>Continue to check equipment is always available and is in good condition</li> <li>Continue to encourage the use of equipment</li> <li>Develop and regularly introduce new strategies to incorporate active learning within the classroom</li> <li>Access more CPD through Hull Active Schools</li> <li>Continue to encourage the children to set themselves 'active'</li> </ul>

spring lockdown	playtimes for all children into the timetable		fitness and wellbeing	challenges
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				11%
<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:
<ul style="list-style-type: none"> <li>Continue to celebrate sporting success in assembly to increase awareness of the importance of PE and sport and to encourage children to aspire to be involved</li> <li>Set up PE awards, based on the Hull Active School Games values to recognise children demonstrating a particular quality</li> <li>Improve the variety of equipment available to encourage physical activity throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>During our praise assembly, continue to celebrate sporting achievements</li> <li>During our weekly praise assembly, select a value and nominate a child to receive a certificate</li> <li>Continue to raise awareness of extra-curricular clubs</li> <li>Continue to celebrate sporting achievements on Twitter</li> <li>Purchase outdoor building and construction equipment for EYFS and Year 1</li> </ul>	<p>N/A</p> <p>£1970</p>	<ul style="list-style-type: none"> <li>Children and staff aware of sporting achievements</li> <li>Increased enthusiasm towards and willingness to participate in sporting events</li> <li>Children have rich opportunities to design and build a range of larger scale structures</li> <li>Children are significantly more active outside whilst using equipment</li> </ul>	<ul style="list-style-type: none"> <li>Continue to raise the profile of sporting tournaments and PE participation</li> <li>Continue to check equipment is always available and is in good condition</li> <li>Continue to encourage the use of equipment</li> </ul>

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:
<ul style="list-style-type: none"> <li>Employ an expert sports coaches and his team to upskill lunchtime staff</li> <li>Continue to ensure we are delivering high quality PE lessons</li> <li>Provide additional PE time to allow teachers to deliver Quality Feedback</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that staff have a secure understanding of what quality PE sessions look like</li> <li>Ensure progression of skills as children move through the school</li> <li>Lunchtime staff to work alongside specialist sports coaches</li> </ul>	£9377.80	<ul style="list-style-type: none"> <li>Children receive consistently high quality PE lessons</li> <li>Lunchtime staff are improving their skills and confidence in leading games and activities</li> </ul>	<ul style="list-style-type: none"> <li>Continue to monitor, support and evaluate</li> </ul>
<ul style="list-style-type: none"> <li>PE lead to attend annual PE conference (virtually) to keep abreast of local, regional and national updates</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to disseminate relevant updates, information and ideas to teachers</li> </ul>	£ No cost	<ul style="list-style-type: none"> <li>PE lead and teachers are aware of local, regional and national updates</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to attend next year's conference</li> </ul>
<ul style="list-style-type: none"> <li>PE lead to complete Primary Steps CPD courses.</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to disseminate relevant information and ideas to teachers</li> </ul>	£ No cost (included in HAS membership)	<ul style="list-style-type: none"> <li>PE lead and teachers are informed and given a variety of ideas and strategies to further enhance active learning opportunities and high-quality PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>Review and take feedback on how the ideas have been implemented</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<ul style="list-style-type: none"> <li>● Provide a range of after school clubs to offer sporting activities for our children</li> <li>● Audit the quality of resources to ensure they are appropriate for delivering quality PE lessons, including purchasing equipment to support the Cross Curricular Orienteering</li> <li>● Provide a range of opportunities for children to experience different sports, by working with expert coaches</li> <li>● Provide opportunities for our KS1 children to engage in</li> </ul>	<ul style="list-style-type: none"> <li>● KS2 children able to attend a multi-sports club after school</li> <li>● Ensure equipment is well looked after and fit for purpose</li> <li>● Children in Year 1, Year 2, Year 4 and Year 6 receive coaching from an LTA accredited tennis coach</li> <li>● Children in Year 3 receive coaching from a specialist Judo coach</li> <li>● Urban Youth Dance sessions for Year 2 and Year 4</li> <li>● Installation of the KS1 markers from Cross</li> </ul>	<ul style="list-style-type: none"> <li>£ Included in cost for the team of expert coaches (see above)</li> <li>£439.69</li> <li>£525</li> <li>£1440</li> <li>£1680</li> <li>£600</li> </ul>	<ul style="list-style-type: none"> <li>● Clubs are very popular and attendance continues to be at capacity</li> <li>● PE equipment to be audited and organised so that it is easily accessible</li> <li>● Increase in children's enjoyment of physical activity and exposure to a wide range of sports</li> <li>● Transferrable skills in PE lessons</li> <li>● Increase in children's enjoyment of physical</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to monitor clubs and check attendance</li> <li>● Regularly check and ensure equipment is used correctly and maintained</li> <li>● Continue this provision by allocating future funding to a wide range of expert coaches and the swimming programme again</li> <li>● Continue to monitor the success of the Cross</li> </ul>

<p>outdoor and adventurous activities, and develop their orienteering skills onsite through the installation of the Cross Curricular Orienteering course for KS1</p>	<p>Curricular Orienteering</p>		<p>activity</p> <ul style="list-style-type: none"><li>● Children are becoming more proficient at orienteering</li></ul>	<p>Curricular Orienteering Course for KS1.</p> <ul style="list-style-type: none"><li>● Ensure KS1 staff receive appropriate CPD so they are confident in using the course</li></ul>
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Key indicator 5: Increased participation in competitive sport				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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Hull Active Schools Subscription</li> <li>Continue to offer children the opportunity to participate in a competitive sporting event</li> </ul>	<ul style="list-style-type: none"> <li>Continue to subscribe to the Hull Active Schools service</li> <li>Provide virtual challenges for the children</li> <li>Continue membership with Hull Active Schools to access all local competitions. NB. The calendar for competitive sporting events has been significantly reduced due to COVID-19</li> <li>Dedicate a proportion of the grant towards transport costs</li> </ul>	<p>£ 600</p> <p>£30</p>	<ul style="list-style-type: none"> <li>Regular communication with HAS and the PE lead to disseminate information to staff</li> <li>Engagement on Twitter</li> <li>Children enjoy participating in virtual challenges</li> <li>Year 6 children thoroughly enjoyed the chance to attend a kayak festival</li> </ul>	<ul style="list-style-type: none"> <li>Continued investment in Hull Active Schools subscription and participation in inclusive and mainstream sports</li> <li>Continue membership with Hull Active Schools</li> <li>Develop intra-school competition with other YHCLT primary schools</li> </ul>

Signed off by	
Head Teacher:	
Date:	05.07.2021
Subject Leader:	S Veal
Date:	05.07.2021
Governor:	A Matthews
Date:	05.07.2021