

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	£4000
Total amount allocated for 2020/21	£19,580
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5,651.81
Total amount allocated for 2021/22	£19,530
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,181.81

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 2020. Please see note above	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	No. However, children who hadn't met the 25m by the end of Year 3

were offered extra swimming lessons in Year 4 until the 25m requirement was met. Not all children took up this offer.

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: £23.580		Date Updated: 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: 12% (£2823.19)
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:
To increase physical activity at lunchtimes.	A coach from Premiere Sport to deliver 'stay active' sessions on the playground at lunchtimes. Each class allocated 1x30min session per week (maintaining bubbles). The coach will referee games and support children in playing a range of sports.		£ 1920	Children more active at lunchtimes. Coaches involving children in games of football, cricket, netball etc. Children coming back to class visibly enthused (and exhausted!), but calmer and more ready to access afternoon lessons having spent lunchtimes being active. Staff report less disagreements on the playground and less disagreements being brought back into class. Children learning teamwork and fair play.	Lunchtime supervisors gain ideas from sport coach to use themselves on the days the sport coach isn't in school. To continue into the next academic year with a focus on developing pupil sport leaders across upper KS2.
More children to be physically active at playtimes. Children to build positive relationships through teamwork and games.	<u>PUPIL VOICE</u> Each year group offered up to £100 to top up playtime equipment box. Children choose equipment at the start of the academic year with their new class teacher. PE monitors elected by class to be responsible for equipment. Not as much take up of funds this year		£205	Children love playtime boxes. Boxes taken out every morning and afternoon playtime by sport councillors and very popular. Visibly increased physical activity at playtimes. Children proud and have ownership of class box as they have chosen the equipment themselves.	Top up boxes as required each September with new class teacher.

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<p>Provide stimulating, age appropriate resources to facilitate high quality PE. Buy new equipment to aid with social distancing/ children not needing to share.</p> <p>Increase physical activity during the school day for all pupils and decrease anxiety and worries about returning to the classroom after lockdown.</p> <p>Increase physical activity during playtimes and daily mile with the help of energising music.</p>	<p>due to equipment hardly being used in 2020.</p> <p>Subject Leaders monitor resources. Staff report wear and tear and need for top up resources for lessons.</p> <p>Pupils to run the Daily Mile as often as possible – at least 10 minutes running round the Daily Mile track. Timetable in place from Sept 2020 to ensure no cross over of bubbles.</p> <p>New charging cable and long extension lead bought so that the Boom Box can be taken onto the playground whenever necessary.</p>	<p>£600</p> <p>No cost</p> <p>£58.20 + £39.99 = £98.19</p>	<p>High quality PE lessons. Increased level of challenge. More equipment means more children engaged and learning at any one time.</p> <p>Increased stamina in the children. Children say they feel fitter, healthier and more relaxed (pupil voice after 'England does the Daily Mile' day 30.04.21). Staff report improved behaviour, focus and learning when children return to class.</p> <p>Pupil Voice feedback – “I feel relaxed. Doing the daily mile is one of my favourite things to do”. “I feel a lot calmer after I’ve run”. “I feel joyful and peaceful when I run”.</p> <p>Increased energy during daily mile sessions and increase in children moving to the music during playtimes. Some dance in PE lessons made possible in the summer term outside.</p>	<p>Top up resources as needed.</p> <p>To continue next academic year.</p> <p>Continue using it next year. Choose Year 6 Boom Box 'monitors' for lunchtimes.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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:
Highlight the value of physical activity as a means to managing stress and anxiety in response to COVID Recognising Physical Activity as a form of wellbeing, raising the profile with our pupils and our parents.	Every class encouraged to be more active during the school day including Daily Mile activity and active breaks such as Go Noodle and Just Dance. Link to be made explicit by class teachers between daily Physical Activity and improved mental health (on England does the Daily Mile slides).	N/A	Children say they feel fitter, healthier and more relaxed (pupil voice after 'England does the Daily Mile' day 30.04.21). Staff report improved behaviour, focus and learning when children return to class/ work. Pupil Voice feedback – “I feel relaxed. Doing the daily mile is one of my favourite things to do”. “I feel a lot calmer after I’ve run”. “I feel joyful and peaceful when I run”.	To continue next academic year.
	Share with parents Active Schools+ Active at home challenges and Mindfulness resources, engaging with our parents and encouraging active participation. Links, opportunities and ideas were shared across our website class pages during lockdowns and year group isolations.	N/A	Positive feedback from parents. Parents sent in photos of children accessing Yoga activities and other active home challenges and expressed how much children enjoyed doing them. Some parents even took part and joined in themselves, with one dad expressing how much he’d enjoyed the Yoga sessions!	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6% (£1445)
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:
Subject leaders to ensure they are up to date with current policies and practices in PE,SS and PA. To share good practice with other PE subject leaders across Leeds and have access to new ideas. To gain access to different sport competitions and to hear about other competitions taking place across Leeds and festivals offered through Leeds Active Schools.	To talk to other PE subject leaders from across Leeds and share good practice and ideas (via virtual Zoom meetings). To liaise with Leeds North West School Sport Partnership regularly. Support with the PE page of the school website.	£1200	This year, the partnership has been a vital tool to ensure networking and sharing PESSPA ideas could be maintained through virtual meetings. The regular emails from Leeds Active Schools provided ideas and opportunities for children to get involved in Physical Activity and sport whilst learning from home. These links, opportunities and ideas were then shared across our website class pages during lockdowns and year group isolations.	Continue this partnership into next year. Ensure we are making use of all the support available to us.
Real PE Jasmine Online Platform licence for the academic year. Increase confidence in staff delivery of PE. A streamlined curriculum.	Staff to use the Jasmine online platform in all Real PE lessons. Children and staff to get used to watching the WAGOLL videos and discussing the SC throughout lessons. Staff to ensure they are using the Learning Focus 'cogs' as an integral part of their teaching of the Fundamental Skills.	£245	All children & staff accessing a simple, efficient and progressive learning platform with clear next steps and clear learning outcomes. Staff confidence has increased as each lesson has a specific focus and the lesson plans are easy to follow or adapt. Assessment is easier with staff assessing on the Real PE colour bands every half term. Children have a clearer understanding of how to succeed through watching, coaching and assessing their peers. Staff say it is helping them to differentiate	To continue using Real PE and the Jasmine online platform into the next academic year. To get training for our HLTAs who deliver Real PE and any other staff who feel they need refresher training (if available).

			effectively and it is helping them to challenge all children. Children seen practicing the Fundamental Skills at playtimes and lunchtimes.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
54% (£12,685)

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:
Yoga to be offered to all classes this year as a means of introducing calming strategies and relaxation techniques to help children to cope with the ongoing global pandemic and uncertainties surrounding them. SSP money unable to be used for various other school sport things such as competitions this year so we decided that Yoga would be a priority and would take up a large part of our budget.	Tattybumpkins Yoga to deliver 1x30 minute yoga session per week in the classrooms to every class – maintaining bubbles. Focus on breathing and relaxation techniques and calming strategies. Increase from 2 terms to the full year. During lockdowns and isolations parents were emailed links to access weekly Tattybumpkins pre-recorded session at home.	£10,240	Staff report that pupils are able to calm down more quickly and that sessions have helped in reducing anxiety in the children brought on by the current situation. Relaxation and calming strategies and techniques are being used by teachers and children throughout the week - not just in the Yoga sessions (CPD for staff). <u>Pupil Voice Nov 2020</u> “After the yoga lesson I feel like all my worries have gone away”. “After yoga my body feels more relaxed”. “Lots of negatives in my mind disappear”. “It feels good doing yoga because it’s hard for me to relax normally”. “After yoga I feel calm and relaxed	Teachers, and children, to continue to use the breathing and calming strategies learnt this year as part of their everyday practice in the classroom. Next academic year we will be reverting back to our previous model of 2 terms of yoga aimed primarily at our Reception children and children with additional needs. We will review this later in the year and maybe book Yoga in for some workshops with other year groups.

<p>To engage with a large local sport team. To raise aspirations of children through active role models.</p>	<p>Leeds Rhinos rugby lessons for Year 4,5,6. Access to virtual Rugby/multi-sport sessions throughout Jan-March 2021 lockdown for all year groups.</p>	<p>£2000</p>	<p>and ready for the day". Positive role models from Rhinos coaches. Sense of belonging within the community. Children learning rugby from specialist coaches. Children raising aspirations. Staff CPD.</p>	<p>To maintain this relationship next year. The Leeds Rhinos will also be delivering lunchtime sessions again and potentially an after school club (Covid RA permitting). Children will once again have the chance to attend a game at the stadium at a vastly reduced rate.</p>
	<p>Yorkshire Cricket board lessons for Year 2 and 3.</p>	<p>£445</p>	<p>As above.</p>	<p>To hopefully re-book for the next academic year as children and staff gave excellent positive feedback.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4% (£975)
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:
New format for July sports days as we're required to remain within our bubbles.	<p><u>Pupil voice</u> Sports council consulted on activities and format for 'bubble' sports days. Each year group able to choose how they would like their sports day to be run and what events they would like to see implemented. Bought new equipment for sports day such as sacks for sack races (children's suggestion) and space hoppers! Asked Leeds City Council to put white lines on the field to make the sports days more special this year.</p>	£700	<p>Children and staff loved having the white lines on the field to help with the races – looked more 'professional' and felt like more of an occasion. Fantastic feedback from staff and children on the new format. Everyone welcomed being able to run their year group sports day as they wanted. Good differentiation of activities across year groups – Reception stuck to basic races such as egg & spoon, Year 5 & 6 included more mini tournaments and fitness tests. Children highly enthused and engaged as the ideas came from them and were age appropriate.</p>	All staff keen to continue this format into next year. Each year group running their own sports day separately and with activities that suit their age group.
Year 5 end of year competitive OAA treat day as they missed out on residential in 2021.	Pay for coach to take Year 5 children to Total Warrior day at Bramham Park. Offer to pay for PP children if required.	£275	Children had a fantastic day out of the classroom. All came back to school covered in mud and with huge smiles on their faces!	Continue to offer to pay for these types of opportunities next year.

Signed off by	
Head Teacher:	Cath Hellings
Date:	24/07/2021
Subject Leader:	Victoria Johnson
Date:	21/07/2021
Governor:	Faye Banks
Date:	22/07/2021