



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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/2021	£5,652
Total amount allocated for 2021/2022	£19,530 (Total to spend = £25,182)
How much (if any) do you intend to carry over from this total fund into 2022/23	£0
Total amount allocated for 2022/23	£19,490
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,490

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
<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. Please see note above</p>	<p>100% 6C</p> <p>97% 6M (those that couldn't swim the 25m by the send of Year 3 were offered extra swimming lessons but declined them)</p>
<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>	<p>100% 6C</p> <p>97% 6M (as above)</p>
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

Created by:



Supported by:



offer. Some took up the offer of extra coaching by the local swimming pool during half terms in order to achieve their 25m.

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: 2021/2022	Total fund allocated:	Date Updated:		
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: 47 %	
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 (Tue-Fri). The coach will referee games and support children in playing a range of sports.	£5460	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 council elected by class to be responsible for equipment.	£572	Children love playtime boxes. Boxes taken out every morning and afternoon playtime by PE 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.

Created by:



Supported by:



<p>Provide stimulating, age appropriate resources to facilitate high quality PE.</p>	<p>Subject Leaders monitor resources. Staff report wear and tear and need for top up resources for lessons.</p>	<p>£537</p>	<p>High quality PE lessons. Increased level of challenge. More equipment means more children engaged and learning at any one time.</p>	<p>Top up resources as needed.</p>
<p>Increase physical activity and stamina during the school day for all pupils and decrease anxiety and worries. Encourage getting out into the fresh air.</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>No cost</p>	<p>Increased stamina in the children. Introducing Physical Activity and getting outside as part of a healthy lifestyle. Discussions around it being beneficial for their mental health as well as physical health. Children say they feel fitter, healthier and more relaxed (pupil voice after ‘England does the Daily Mile’). Staff report improved behaviour, focus and learning when children return to class. 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>To continue next academic year.</p>
<p>Increase physical activity levels at playtimes and permanent playtime equipment for PE lessons.</p>	<p>Invest in a ball wall for bottom of bottom playground. Goal and basketball net attached and targets. Should help with mud being brought onto the bottom playground in the winter too. Permanent fixture. Ensure Daily Mile track isn’t impinged upon.</p>	<p>£5329</p>	<p>Children using the ball wall every playtime and lunchtime for sport. Staff using the ball wall during PE lessons in KS2. Increased levels of engagement.</p>	<p>Consider a second ball wall for the top of that playground, as long as it doesn’t get in the way.</p>

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:
<p>Highlight the value of physical activity as a means to managing mental health.</p> <p>Recognising Physical Activity as a form of wellbeing and healthy lifestyles, raising the profile with our pupils and our parents.</p>	<p>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.</p> <p>Link to be made explicit by class teachers between daily Physical Activity and improved mental health/ focus in lessons.</p>	N/A	<p>Children say they feel fitter, healthier and more relaxed (pupil voice after 'England does the Daily Mile'). 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”.</p>	To continue next academic year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7 %
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 & face to face subject leader days). To liaise with Leeds North West School Sport Partnership regularly. Support with PE Rationale.	£1200	This year, the partnership has been a vital tool to ensure networking and sharing PESSPA ideas could be maintained through virtual meetings and returning to face to face competitions etc. Support given on PE Rationale and sporting competitions re-started. Two PE Deep Dive workshops attended which helped up prepare for our discussion with Ofsted when PE was chosen as a Deep Dive June 2022.	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.	£495	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).

<p>Investment in the Real Gym and Real Dance licence – also on the Jasmine online platform. Increase staff confidence in these areas of PE.</p>	<p>Through PE monitoring by the subject leaders, staff had expressed that gymnastics was an area in which they felt less confidence teaching. Staff were keen to have a resource similar to the Real PE one to help with planning and lesson delivery. Staff needed training in new resource.</p>	<p>£102 upgrade</p>	<p>effectively and it is helping them to challenge all children. Children seen practicing the Fundamental Skills at playtimes and lunchtimes and seen implementing them in other PE curriculum lessons.</p> <p>All teachers now delivering 'Real gym' using the Jasmine platform. All teachers attended online training in the Autumn term. Staff confidence increased and really positive feedback from staff and pupils alike. More adventurous equipment being used in PE lessons and levels of engagement (and excitement of children) high. More structure to gymnastics lessons and clear learning outcomes for assessment.</p>	<p>Continue into next year with more training offered to any staff who express an interest.</p>
---	---	---------------------	---	---

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 50 %
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 of our Reception children once again and to key target groups across the other year groups.	Tattybumpkins Yoga to deliver 4x30 minute yoga sessions per week to all of our Reception children in small hall in groups of 15. This will be followed by a small group session, targeting specific pupils in reception (1 or 2 children with high physical needs). Finally there will be a half hour Yoga intervention for targeted pupils across other year groups. Pupils in need of increasing core strength or in need of calming strategies etc.	£8500	Reception staff report that pupils gross motor skills have improved as a result of the Yoga sessions. Pupils enjoy the sessions and understand why they are taking part. They take the calming strategies that they've learnt back into the classroom with them and enthusiastically talk about the yoga poses they have learnt. <u>Pupil Voice May 2022</u> "My favourite Yoga move is the toast where you have to pop backwards like a toaster" (Holly). "I like it when we find the treasure" (Logan). "I like alligator pose when you lie on your side and snap your hands like this" (Alice). "We do yoga to help us be calm" (Holly). "We do yoga to keep our bodies strong" (Cooper). "It keeps us healthy" (Alice). "We do yoga because it's exercise" (Anya).	To continue into next year.
To engage with a large local sport team. To raise aspirations of children through active role models.	Leeds Rhinos rugby lessons for Year 3, 4 and 6 (plus 3x free lessons for Year 1 & 2 in the summer term). Staff CPD. Rhinos coach on the playground on Monday lunchtimes to help with	£2000	Positive role models from Rhinos coaches. Sense of belonging within the community. Children learning rugby from specialist, experienced coaches. Coaches using all correct	PE subject leaders have decided to end the contract with the Rhinos as they've been coming into our school for a few years now. Meeting held with Leeds

	<p>engagement in physical activity.</p> <p>Yorkshire Cricket board lessons for Year 1 and 2.</p> <p>Rhinestones Dance & Leeds Dance studio to deliver dance sessions for Year 4,5 and 6. Year 4 & 6 Streetdance, Year 5 contemporary dance so that children are introduced to a wide range of dance styles. Staff reported not being confident in teaching dance further up school and stretching the children who already attend dance lessons outside of school</p>	<p>£445</p> <p>£1000 (Rhinestones)</p> <p>£660 (Leeds Dance Studio)</p>	<p>terminology and teaching it to children. Children raising aspirations. Staff CPD.</p> <p>As above.</p> <p>Excellent feedback from pupils and staff. <u>Pupil Voice March 2022</u></p>	<p>United Foundation who offer a lot extra for the money. To use Leeds United Foundation in place of the Rhinos next academic year.</p> <p>To re-book for the next academic year as children and staff gave excellent positive feedback.</p> <p>To re-book for next year.</p>
--	---	---	--	---

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:
New format for July sports days as such positive feedback last year after 'bubble' sports days.	<p><u>Pupil voice</u></p> <p>Sports council consulted on activities for sports days.</p> <p>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.</p> <p>Bought new equipment for sports day such as sacks for sack races (children's suggestion), discus and shot put.</p> <p>Asked Leeds City Council to put white lines on the field to make the sports days more special.</p>	£195	<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.</p> <p>Fantastic feedback from staff, parents and children on the new format.</p> <p>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.</p> <p>Children highly enthused and engaged as the ideas came from them and were age appropriate.</p>	<p>All staff keen to continue this format into next year. Each Milestone group running their own sports day separately and with activities that suit their age group.</p> <p>Invest in new PA system with microphones?</p>
Skipping schools workshops and competitions for Year 2 and 4.	Enter the Leeds Skipping Schools competition again as we'd done pre-covid. Skipping coaches delivering 2x workshops in school to teach the skills and CPD for teachers. Boxes of new skipping ropes for children to use in lessons.	<p>£280 (Yr4)</p> <p>£240 (Yr2)</p> <p>£150 x 2 for ropes</p> <p>(£820)</p>	<p>Children (and staff) loved taking part. A lot of year 2 children learnt to skip for the first time following the specialist workshops and huge take up of skipping on the playground at playtimes and lunchtimes. Children enthused. Year 2 won their competition brought the trophy back to school for the trophy cabinet.</p>	To enter again next year.

			Huge sense of pride and teamwork evident.	
--	--	--	---	--

Signed off by	
Head Teacher:	Cath Hellings
Date:	16.07.2022
Subject Leader:	Victoria Johnson
Date:	16.07.2022
Governor:	Faye Banks
Date:	16.07.2022