

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created 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:

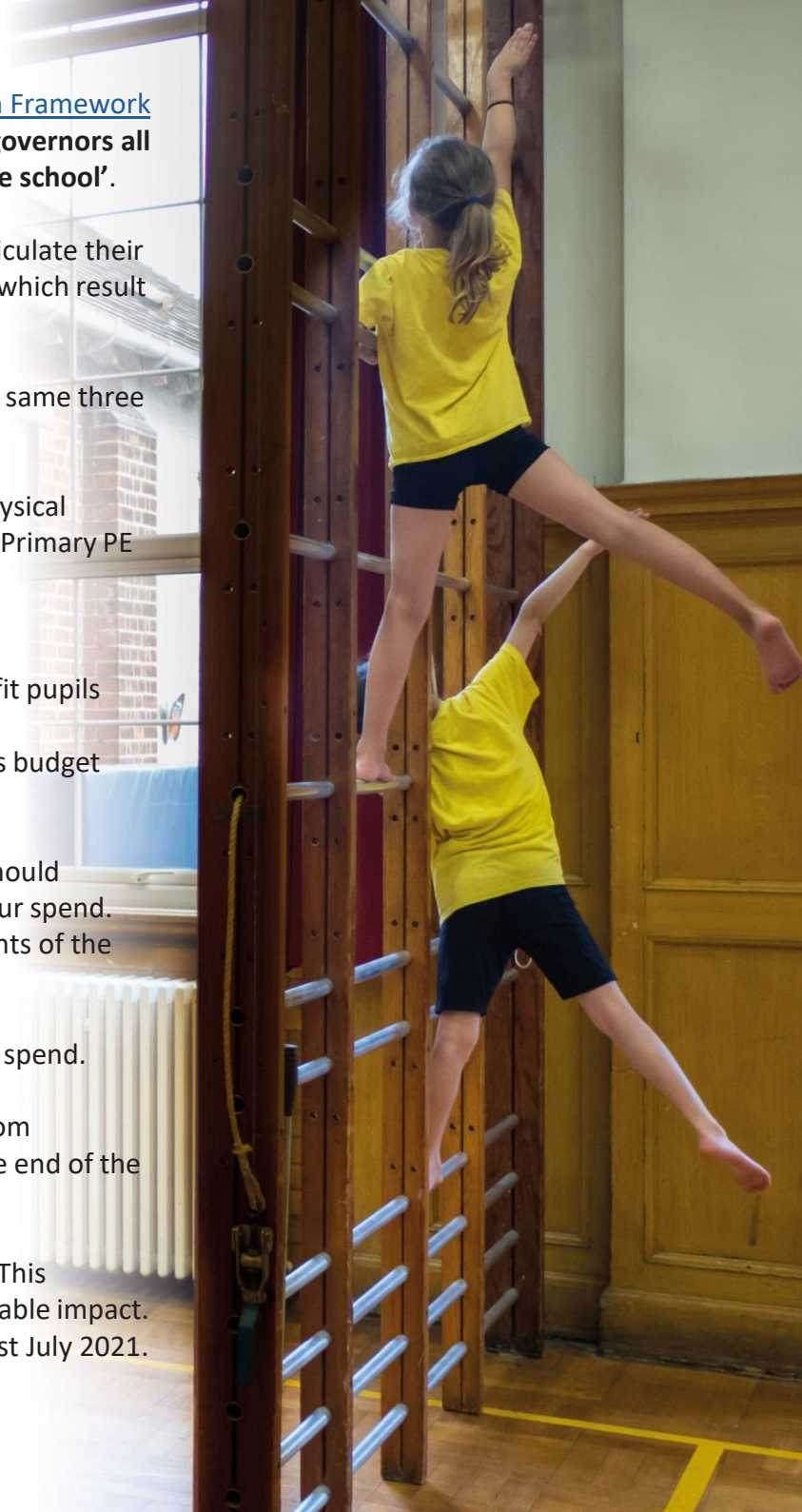
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.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 by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

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>• Active playtimes and provision for children to be active through play and in free choice time. Sports leaders have developed active activities to run during lunchtime.</li> <li>• Increased proficiency in swimming for Y3/4.</li> <li>• Increased range of participation in sport – through sports after school clubs and sports enrichment days.</li> <li>• Increased fitness through targeted 10 min fitness sessions each morning and afternoon.</li> <li>• Sports leaders fully trained and taking responsibility in sports events.</li> <li>• A range of after school clubs offered focussing on sports development.</li> <li>• KS2 staff upskilled by completing tennis coaching course and working with tennis coach.</li> </ul>	<ul style="list-style-type: none"> <li>• Active whizz kids and provision for children to be active through free choice play.</li> <li>• Continued targeted and planned fitness sessions through the whole school.</li> <li>• Increased participation in competitive sport.</li> <li>• Providing opportunities for children to experience and watch a wide range of sports in order to inspire future sporting aspiration.</li> <li>• Improving the range of sports equipment.</li> </ul>

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

YES/NO \* Delete as applicable

**Total amount carried forward from 2019/2020** £.....

**+ Total amount for this academic year 2020/2021** £.....

**= Total to be spent by 31st July 2021** £.....

<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 which you can transfer to the pool when school swimming restarts.</p> <p><b>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.</b></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> <p>Please see note above.</p>	100%
<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>	100%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<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.

Academic Year: 2020/21		Total fund allocated: £	Date Updated: July 2022	
<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:
				%
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:
Pupils understand how physical activity can help them adopt a healthy and active lifestyle, having a wide range of opportunities to be physically active in school.	Develop a clear Physical Activity Policy which incorporates break time activity, fitness sessions, active travel and supervised play.	£500	Opportunities to be physically active in school have increased – more focussed fitness sessions building on baseline assessments. sports enrichment days giving extra opportunities.	Develop by interlinking with PGCE curriculum to educate children on healthy eating and lifestyle. Development of move it mornings to help the children be active in the morning.
Train 'Sports Leaders' from Y4/5 to encourage active learning. Sports Leaders should be confident and know how to explain and run activities.	Train 'Sports Leaders' from Y4/5 to confidently deliver playground activities for 'active lunchtimes'	£500	Summer term – sports leaders running playtime activities – all children encouraged.	Continue to develop sports leaders and empower them with more tools to develop playtime activities further.
Long skipping ropes to be used alongside other equipment every break and lunchtime.	Invest in bespoke equipment to enthuse children to be active at break and lunchtimes.	£1,500	Developed close ties with Sportscool and used their bespoke equipment. PE equipment has begun to be used more effectively at break-times, basketball, dodgeball, cricket and football. Hulo-hoops, beanbags and balls used.	An action plan to help decide sports equipment the school should invest in – prioritised. Continue to discuss, recommend and review use of different sports equipment at breaks and how this can encourage more children to participate.
	Sports leaders to open the P.E shed and access the equipment for break and lunchtimes. Tidy away and lock the P.E shed at the end of break/lunch.	£100	Sports leaders have thrived on the extra responsibility.	

<p>Ensure all pupils are active in the school day at least 30 minutes (in addition to P.E curriculum time).</p>	<p>Ensure the daily mile is completed before the end of the lunchtime break. Teachers and TA involvement, in order to add encouragement to all children.</p> <p>Daily mile:</p> <ul style="list-style-type: none"> <li>- Warm up to start the P.E lesson.</li> <li>- One class per week completes at the end of lunch with the class teacher.</li> <li>- Incorporated into the afternoon fitness session on the remaining days.</li> </ul>	<p>Extra Staff £200</p>	<p>Daily mile has had an impact on the children's fitness – see baseline fitness tests and results of the cross country competition for local schools.</p> <p>Fitness warm-ups before PE started to have impact on fitness. Daily mile has been mostly incorporated into the afternoon fitness sessions.</p>	<p>Daily mile to be completed with fidelity once every week at the end of lunch. Teacher participation to help engage children.</p> <p>PE fitness warm up 10-mins at the start of every PE lesson completed with fidelity.</p>
<p>Two 10-minute-high intensity fitness sessions (morning and afternoon) per day. To be run by the class teacher/TA.</p>	<p>Planned high intensity fitness sessions aimed to build fitness and develop personal best's.</p>		<p>Fitness sessions have improved fitness and helped children engage more in the classroom with particular affect with SEN children.</p>	<p>Personal best to be modified as has not had the desired impact and very difficult to manage. Move to focus on improving baseline fitness results.</p>
<p>Quick 5-minute Joe Wicks adapted work-out as part of early bird activities. Recognition of the huge impact on the cognitive function of the brain including retention and recall.</p>	<p>Deliver 5-minute burst of energy to start the day – designed to improve concentration and thinking in lessons. Complete in the classroom.</p>		<p>Due to the covid disruption this year this has not been completed on a regular basis to assess impact.</p>	<p>Revisit in next year's plan and revise.</p>
<p>Being active is the key – active children achieve more: improvement in learning behaviours such as concentration levels and focus. Supporting pupils to develop better self-belief.</p>	<p>Challenge pupils to record how active they are outside school.</p> <p>Explore and develop initiatives to increase opportunities for children to be active such as:</p> <ul style="list-style-type: none"> <li>- Physical active learning in the curriculum which is accessed by all pupils.</li> <li>- Physically active breakfast club.</li> <li>- Active transport to school.</li> </ul>	<p>£500</p>	<p>Physically active after-school clubs have been well attended – the new sports club have had up to 30 children attend. All children have attempted the daily mile in their own challenging way. Sports leaders have begun to actively engage in running active</p>	<p>To continue with active after-school clubs offering a variety of different sports. Offer at least one morning of active breakfast club. Encourage children to be active in their mode of transport on the way to school – offer dojo's for children who have walked to</p>



	<ul style="list-style-type: none"> <li>- Sports leaders supporting active break and lunchtimes.</li> <li>- Daily mile</li> <li>- Physically active after-school clubs.</li> </ul>		break times and lunches.	school.
Complete baseline physical assessment and continue to review to track fitness throughout the year.	Class teacher to complete termly physical assessments based on improving individual fitness.		Termly assessments have taken place and encouraging results observed.	Maintain assessments revise and improve to make more manageable.
<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:
				%
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:
Invite sports people and coaches into school to motivate and inspire pupils. Arrange for coaches from local clubs to come into school to speak to children.	Develop contact with local sports teams – arranging visitors to talk to the children, arranging visits to sports venues and competitions for the children to experience higher level sport being played. Creating opportunities for the children to experience sport in different environments.	£5,000	Sportscool contact developed providing the school with a new link to sports coaches and access for the children to new engaging and different sports. Specialist coaching in archery, fencing, volleyball and ultimate frisbee.	To work further with Sportscool and develop the childrens knowledge and experience in a range of different sports. Develop the basic knowledge already embedded from this year in archery and fencing will next stage programmes.
Pupils to see PE and sport as an integral and automatic part of their lives at school and at home, becoming more physically active.	Encouragement of children sharing their experiences of physical activity from home and celebrate their out of school achievements. 10 min fitness session structured and presented as lessons.		Class show and tell of sports achievements and participation in clubs and events outside of school.	Reward these achievements in school – dojo's, special awards for extra-curricular activity.
Interweave physical activity into all areas of the curriculum, not just P.E	Focus on healthy body = healthy mind and soul. 5 min physical warm		Linked to our 3 b's in school – discussion in the classroom	Focus on embedding the pillars of PE into every PE lesson.

lessons.	<p>ups in class to help focus minds.</p> <p>The pillars of all P.E lessons; teamwork, communication, good listening, respect, concentration, resilience and work ethic constantly referred to and links made from P.E into all other subjects.</p>		<p>linked to teamwork, communication, good listening, respect, concentration, resilience and work ethic.</p> <p>Fitness sessions timed carefully throughout the day to provide the children with physical warm up breaks to focus minds.</p>	<p>Reference these pillars in the classroom threading them through the whole curriculum.</p>
<p>P.E gives the opportunity to teach life skills such as co-operation, reliance and responsibility. Use Physical Education as a true cross-curricular approach to allow children to develop the skills they require for life-long learning.</p>	<p>Develop the use of sporting role models as a tool to engage and raise achievement – relate to the current achievements of sports stars within competitions that are currently in the media. Get pupils moving during fitness sessions and active 5 minute workouts in the classroom.</p>		<p>Discussion and celebration of sporting events such as the Euro Championships, Wimbledon, Olympics – sports club offered after school linked to these different sports.</p>	<p>Continue to discuss sports achievements both local, national and international. Inspire the children with background stories about the athletes. Focus attention on less known sports too.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<p>CPD – through the Harrogate School's Sports Partnership. Subject leader to attend networking days, subject leader to make full use of the full programme of PD for all school staff, complete the active lunchtimes training, access to the equipment loan scheme and sharing of good practice.</p>	<p>Subject leader to attend networking days and CPD days, developing their confidence in teaching high quality P.E lessons in school and helping to support all teachers across the federation in confidently teaching high quality P.E.</p> <p>To find out how staff feel about P.E and support their specific</p>	£1400	<p>Links with Debbie Speed have been fruitful. CPD days and feedback from these days have helped develop the sports leader initiative.</p> <p>Competitions through the cross country competition have provided crucial chances for the children to complete against other children from the area.</p>	<p>Covid has heavily impacted this objective; carry this work on next year and reassess.</p>



	needs through completing a questionnaire.			
Develop teaching of P.E across the school so that children are confident and competent learners. Staff to work alongside sports coaches, subject leader and specialist trainers.	Develop a framework of progression to help provide a high quality P.E curriculum. Ensuring lessons link to the multi-skills and follow a mastery approach which places importance on head, hands and heart and reflects a high quality sequence of learning which is progressive, challenges the whole child and meets the needs of staff and pupils in school.	£600	Development of the PE curriculum is ongoing – this year we have been working closely with Sportscool in order to bring a wide range of different sporting experiences and opportunities. Starting to develop a progressive high quality PE curriculum.	To carry on the development of the PE curriculum, moving to a 2 year programme in order to provide the children with an extensive well rounded and in-depth programme of study.
	To providing cover staff to release teachers for professional development in PE, sport and physical activity.	£2,500	Co-vid has restricted the progress in this objective.	Reassess and review for next year.
Develop a P.E curriculum which supports development of the key skills needed to be successful in a vast range of different sports and physical activity. Built and designed to progress pupil knowledge, skills and confidence throughout their whole journey through school. Building year upon year.	To provide opportunities for pupils to use their existing skills in specialist environments.		Co-vid has restricted the progress in this objective.	Reassess and review for next year.
Assessment involves pupils fully and identifies and celebrates their achievements.	Baseline and summary assessments to monitor fitness progress and baseline and end of unit assessments.	£150	Baseline and summary termly assessments have provided crucial data to show progress in fitness throughout the whole school.	To continue next year with assessments – minor changes to be considered to improve manageability and accuracy.

<p>All pupils make good progress which is clearly reported to parents.</p> <p>There are opportunities for all pupils to develop their leadership, coaching and officiating skills.</p> <p>Giving Pupils the chance to enhance their existing skills in a diverse range of environments.</p>			<p>Progress clearly reported back to parents though special star awards for PE. Communication through parent consultation and reports.</p>	<p>Develop star awards for each PE lesson based on the different pillars of PE mentioned above.</p> <p>Develop opportunities for pupils in lessons and at break-times to use coaching and officiating skills.</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:

%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements:</p> <p>All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports and activities is available, including opportunities for ALL pupils, through a programme that both responds to demand and introduces sports and activities that the pupils may not otherwise experience. Numerous pupils represent the school and are part of communities that the school has links with.</p> <p>Enable activities that build and develop basic key skills through problem solving e.g multi-skills,</p>	<p>Ensuring that all pupils experience a range of sports and activities.</p> <p>To provide opportunities for ALL pupils including SEND, the least confident and the least active to attend exciting, varied and new range of activities.</p> <p>Establishing progression of P.E skills through sticky knowledge</p>	<p>£1400</p>	<p>Sports enrichment days – provided children with experience of a whole range of sports and activities including fencing, archery, handball, world sports. The wider range of sports opportunities have provided all pupils including SEND and the less confident children. The restarting of local competitions has provided further opportunities such as the cross country competition.</p>	<p>To continue and increase sports enrichment days through-out the whole school. Further fencing programmes and archery to be scheduled.</p> <p>Entry to competitions in a variety of different sports in the local community. Encouragement of the less confident children to try different sports and competitions. Intra-school competitions and festivals to be developed.</p>

<p>physical activity and breakfast clubs. Offering a range of new opportunities.</p> <p>A programme of leadership and volunteering is established. Junior leaders experience high quality training and are supported to be deployed across a whole range of opportunities within school.</p> <p>Excellent partnerships with other providers are in place. Formal links with sports clubs and external sporting organisations are in place which enable pupils to extend their participation and have access to specialist coaches and facilities.</p>	<p>and embedding elements of problem solving in all P.E lessons to deepen learning and create a mastery ethos in P.E.</p> <p>To deliver the Sports Leader Programme throughout school, engaging and facilitating pupil's ability to take responsibility for their learning and delivering of sports and physical activities to the rest of the school.</p> <p>Explore local opportunities and build links with local community sports clubs, establishing strong, sustainable partnerships.</p>	£500	<p>Within each lesson plan a chance for the children to develop problem solving skills with set tasks such as providing different scenarios for children to develop defence or offensive tactics to meet an objective.</p> <p>Through Sportscool we have initiated a sports leadership programme allowing the children to have more responsibility and guidance in leading break-time activities and activities throughout school such as the intra-sport competitions.</p>	<p>To continue to build problem solving elements into each PE lesson.</p> <p>To offer an active wake up and move it breakfast club – at least one session a week.</p> <p>Continue to develop sports leadership within school.</p> <p>Continue to work with Sportscool and Sports Partnership (Debbie Speed) to develop further.</p> <p>Involvement in organisation of internal sports competition.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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>Sports competitions can provide positive outcomes for young people, supporting the physical, emotional, social and personal development of pupils. Encouraging life-long enjoyment and engagement in Physical activity.</p> <p>Develop life skills such as leadership, teamwork, empathy, and conflict resolution.</p> <p>Focus on the process rather than the outcome (on the learning and values of pupils rather than the result).</p> <p>Competitions which take place in a variety of settings and environments such as:</p> <p>Personal Best – competition against oneself.</p> <p>Intra Competition – taking place within school.</p> <p>Inter Competition – competition with other schools.</p> <p>County Competition – competition with other schools across the county.</p> <p>Virtual – using virtual platforms to</p>	<p>To develop an inclusive competition framework which offers a wide range of competitive opportunities through extra-curricular activities enabling pupils to complete at a personal level (personal best), intra and inter level, played at all levels to cater for the different needs of all children.</p> <p>To understand what makes a positive experience of competition.</p> <p>Develop a process for selection – thinking about who in school needs the benefit of competition the most to support their personal development? Attracting and inviting those that need it most to train and compete.</p> <p>Preparing children to be ready for competition. Time spent building confidence and knowledge as well as developing physical</p>	£2000	<p>Co-vid has substantially impacted this objective however we have developed a fully inclusive and competitive sports days and a successfully inclusive cross country competition with local schools.</p> <p>Feedback from sports day and cross country suggests preparation and making it fun and accessible for all are vital.</p> <p>All our sports activities and competitions have been planned to be accessible and fun for all.</p> <p>Competitions carefully selected and linked to PE sessions and clubs to help prepare children and give confidence.</p>	<p>To develop and plan sports festivals to promote inter-school competitions.</p> <p>To continue with carefully selected intra-school competitions and internal school sports competitions created to appeal and be accessible for all.</p> <p>To continue this objective next year and increase inter-school competition as well as introduction of internal school competition.</p>



stimulate competition.	<p>competence.</p> <p>Supporting a positive experience through creating a supportive environment that focuses on the process as opposed to final standings or who lifts the trophy.</p> <p>To provide an opportunity for ALL pupils to have represented the school. Develop a system to monitor participation.</p> <p>Use the house system to hold intra competition ensuring all pupils have the chance to participate in a competition.</p> <p>Overcome transport issues so that this is not a barrier to participation.</p> <p>Make competition a time to celebrate!</p>		<p>Celebration of everyone's achievement and special acknowledgment to children who have shown the different qualities of the pillars of PE.</p> <p>Co-vid has restricted competition opportunity however the whole of KS2 participated in the cross country and the whole school in sports day.</p> <p>Co-vid has restricted this objective.</p>	<p>Continue to focus on achievement through the recognition of achievement of the different pillars of PE.</p> <p>To increase activity in the local school's competition programmes.</p> <p>To develop inter-school sports festivals and competitions focussing on the process rather than the overall standings.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	