

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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](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. **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	£0
Total amount allocated for 2020/21	£17,800
How much (if any) do you intend to carry over from this total fund into 2021/22?	£10,657
Total amount allocated for 2021/22	£17,650
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£28,307

Swimming Data

Please report on your Swimming Data below.

<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 then transfer to the pool when school swimming restarts.</p> <p>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</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>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 2021.</p> <p>Please see note above</p>	31%
<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>	31%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	55.2% dry side learning. Safe self-rescue not part of the programme delivered by swimming instructors.

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?

Yes/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

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
<p>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</p>			Percentage of total allocation:	
			4.9%	
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:
- Promote 30 active minutes of moderate-high intensity activities accumulated over break and lunch times. Improve access to varied equipment to promote this 'active-play'.	- Purchase basic multi-skills equipment to allow children to promote creative and active play during break and lunch times.	£620	- In previous years, with 'bubble-life', children learned how they could be imaginative with the simplest of equipment to create fun and active games. Replenishing this equipment with new and various other pieces of kit has provided a more engaging outdoor environment for the children to interact, with a marked increase in children being moderate-highly active during break/lunch times, achieving the 30 active minutes.	- Continue to audit the playtime equipment for use and safety, conduct pupil voice surveys specifically regarding future break/lunchtime equipment activities.
- Increase the opportunities for physical activity during curriculum time.	- Purchase Active Phonic Mats to introduce physical activity within all phonics sessions.	£170	- Children are much more physically active during otherwise sedentary phonics lessons.	- Identify other areas of the KS1/KS2 curriculum where activities could be made

<p>- Continue the redevelopment of our outdoor spaces, creating safe 'active areas' both on playgrounds and the school field (multi-year plan). Currently in Year 3 of our plan; re-evaluating the field/playground areas & survey children for ideas to create more active and safe spaces. Due to Covid, Year 2's plan was incomplete. Following further evaluation, it was decided an 'Adventure Trail' on the school field would be unsafe and unsustainable as it could not be secured outside of school hours. Instead, to create an 'active field', we plan to survey the children on what 'moveable' and 'different' playtime equipment they would like to use on the field.</p> <p>- Continue raising the profile of active travel within the school day.</p>	<p>- Research various outdoor play equipment suitable for the school field that can be easily and securely stored outside of school hours.</p> <p>- Survey the children on which pieces of this equipment they would most like on the school field.</p> <p>- Purchase and administer equipment during break/play times on the school field, storing them securely in the outside lock-up.</p> <p>Enter 'Sustrans Big Walk and Wheel' (See KI 2)</p> <p>Schedule Fusion Extreme Bike Show (See KI 4)</p> <p>Schedule Bikeability</p>	<p>£600</p> <p>£0</p>	<p>- Children are significantly more active outside whilst using equipment, specifically on the school field now there is dedicated and various equipment for this area.</p> <p>- Children are developing new games and showing team-building and leadership skills using the new equipment.</p> <p>(Impact of 'Sustrans Big Walk and Wheel see KI 2)</p> <p>(Impact of Fusion Extreme Bike Show see KI 4)</p> <p>-Improved numbers of children engaged and succeeding in Bikeability, providing them with the opportunity to improve their road-cycling skills, transitioning to secondary school with safe and active travel.</p>	<p>physically active.</p> <p>Year 1 – Safe, shaded shelter Complete</p> <p>Year 2 – School Field Play Equipment Complete</p> <p>Year 3 – Re-evaluate the field/playground areas, survey the children for ideas of improvements to create more active and safe spaces. Complete</p> <p>Year 4 – Evaluation and maintenance of active spaces.</p> <p>- Potentially re-invest in bike/scooter racks to promote active-travel to school.</p> <p>- Continue with this provision next year.</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:
				1.3%
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:
- Celebrate efforts and achievements in a variety of settings to ensure the whole school is aware of the importance of PESSPA, encouraging all children to aspire to participate and achieve their best.	- Achievements celebrated during both class and whole-school assemblies. - Increase our online engagement, efforts and achievements on twitter and school website. - Internal displays celebrating PESSPA, centred on the 'Your School Games' values and Change4 Life. - Install new white-board in the hall to use during lessons to displays learning objectives and to display other PESSPA information. -New PA System	£120 £259	- Back to whole-school assemblies and children love applauding the efforts of our sporting individuals and teams. - Our increased presence online has led to many local and national organisations acknowledging our achievements with likes/shares, widening our engagement within the community. -Raise profile of whole school sporting events (Sports Days) -Engagement of pupils in lunchtime activity (Skip to be Fit)	- Possibly increase our social engagement using other social media (currently only using Twitter). -Encourage more children to be active at lunchtimes.
- Enter our first 'Sustrans Big Walk and Wheel 2022' to begin and promote our active travel journey.	- Enter the 'Sustrans Big Walk and Wheel 2022'. - Encourage children to walk to school every day (or take other active means of travel). - Log daily active journeys for all year groups (including reception).	£0	- Our first year to provide a base-line to improve on next year. - We recorded 1,480 active journeys across the 2 weeks, with a daily average of 71.18% of our school population taking an	- Enter the 'Sustrans Big Walk and Wheel 2023'. - Encourage even more children to take active forms of transport to school. - Purchase more facilities to store bikes/scooters to promote

	- Celebrate efforts and achievements on social media over the 2 weeks.		active journey to school. - Our regional position was 23 rd out of 108 small primary schools in the North. - Quite a few children responded well, changing their daily journeys to support our goal.	active travel. - Inquire about 'Bike-ability' training for Y3/Y4 bridge the gap between 'Pre-pedal' in Y1 and 'Bike-ability' in Y6 (cancelled in previous years due to covid).
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				38.6%
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:
- Utilise 'Complete P.E.' resource, to provide a fully-resourced, balanced P.E. curriculum with assessments.	- Use 'Complete P.E.' to help build a working adapted curriculum for the year (under covid-regulations) to ensure the needs of our children are met along with the N.C. goals.	£105	- Last year's focus following the long lockdowns was to improve fitness and provided opportunities to develop social interactions. This focus remains, but now with an emphasis on building physical literacy in KS1 whilst KS2 develop these within team-games. - Planning our 'new' curriculum we have incorporated the 'golden thread', allowing children to transfer their knowledge and skills not only from term-to-term but year-upon-year, building key skills	- Reassess the needs of the school and our children upon the return of school in September to adapt/create and deliver a high quality curriculum for P.E.

<p>Employ Specialist P.E. Coordinator: - to deliver high quality P.E. lessons and extra-curricular clubs. - Provide additional activities during break/lunch times - upskill break/lunchtime staff to deliver active break/lunch activities.</p> <p>- Following the departure of our specialist P.E. coordinator, we are forging a relationship with Physical Foundations. Identified through the Thrive Trust, Physical Foundations have a proven record of accomplishment of delivering high quality P.E. lessons.</p>	<p>Specialist P.E. Coordinator to: - Timetable and deliver P.E. effectively across the year groups, including organising external coaches. - Organise, attend and deliver sports competitions. - Deliver lunch-time activities. - Upskill lunch-time staff.</p> <p>Our intent is for Physical Foundations to: - continue the delivery of a high quality P.E. curriculum, with clear progression of skills and knowledge. - ensure that staff have a secure understanding of our P.E. curriculum. - lead any CPD necessary so staff have the skills to provide high quality P.E</p>	<p>£5435</p> <p>£4800</p>	<p>naturally to then utilise across various activities/sports.</p> <p>- P.E continues to be a highly popular subject with all children, with afterschool clubs greatly attended. - Children continue to receive consistently high standard P.E. lessons tailored to their class needs following the periods of lockdown. - Lunchtime staff are improving their skills and confidence in leading games and activities</p> <p>- Physical Foundations have ensured a smooth transition from the outgoing P.E. Coordinator, continuing consistently high-quality P.E. lessons for all children. - Staff are developing their understanding of high-quality P.E. and the curriculum within their phase. - Physical Foundations continue to liaise with the new P.E. Coordinator regarding local, regional and national updates.</p>	<p>- Unfortunately our Specialist P.E. Coordinator left for a new career during the Summer 1 term. - We are looking to continue the high quality provision of P.E. through the use of a dedicated P.E. coach from Physical Foundations (see below).</p> <p>- Continue to monitor, support and evaluate the delivery of high-quality P.E. across the school. - Ensure more opportunities for CPD across staff where and when necessary.</p>
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- Reinvest in sports kit for instructors to wear.	- Purchase sustainable, fit for purpose, sports kits for instructors to wear during P.E. and competitions.	£135	- Instructors have fresh, branded kit, easily identifiable for children whether in school or at external events.	- Utilise branded sports kit for all staff when attending offsite events to maintain image and allow to be easily identified when necessary.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 42.5%
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:
- Begin to rebuild a varied offer of afterschool activities to re-engage children and to further increase physical activity - Use pupil voice surveys to ascertain which activities our children would most like in order to increase attendance. Results – Football, Basketball, Gymnastics, Dance.	-Build club links with local sports clubs/instructors to deliver expert sessions and provide a pathway for participation outside of school. - JB Sports and Dance – to deliver both inclusive Cheertots sessions for KS1 and high-quality Gymnastic sessions for KS2. Build a link with her local gymnasium. - Flex Dance to deliver high energy dance sessions and build links to local dance club.	£433 Cheertots/ Gymnastics £800 Flex Dance £450	- Fantastic feedback from children, parents and social media engagements when organising and promoting clubs that had been identified through pupil voice surveys. - All clubs were over-subscribed, with increased numbers of parents and children wanting to join clubs. - Both Cheertots and Soccer Kings reported that a number of our children had signed up for weekend activities or soccer camps. - Professional Golf Coach provided high quality, fun tri-golf sessions	- Continue to use pupil voice surveys to ascertain the children’s current interests. - Begin to build a list of local sports organisations and invite them for taster-days, afterschool sessions, assemblies etc. to promote alternative activities for children.

<p>- Provide a range of opportunities for children to experience different sports, by working with expert coaches</p> <p>At the specific request from a number of Y5/Y6 girls, provide an inclusive opportunity for girls to participate in football (Girls only) #LetGirlsPlay</p> <p>Invite dance specialist to insure the high-quality delivery of the dance curriculum to all children.</p>	<p>- Soccer Kings to deliver high-quality football sessions for KS2 and build link to weekend/holiday activities</p> <p>- Nick Whiting Golf Coach – Y3/4 attended a Tri-golf competition and did very well. During post-competition feedback they requested an afterschool club to prepare for finals.</p> <p>- Y4 and Y6 to trial coaching from specialist Judo coach during the school day.</p> <p>- Tigers Trust female coaches to deliver inclusive Girls Football sessions.</p> <p>- Schedule NAPA Dance sessions for all year groups in half-termly blocks.</p>	<p>SoccerKings £300</p> <p>Golf £200</p> <p>Judo £1200</p> <p>Tigers Trust £600</p> <p>NAPA £3000</p>	<p>with increasing numbers of children now interested in golf and asking for more opportunities to play.</p> <p>- Adding Judo to our existing offer of physical activities has increased our children’s enjoyment of physical activity whilst widening their exposure to a range of sports.</p> <p>- Over-subscribed inclusive Girls Football Sessions. - Some girls registered for a local girl’s football holiday camp. - Girls did so well we developed our first Y4/5 Girls Football team in years, participating and winning Gold at the HAS Girls Football Festival.</p> <p>- All children have an increased knowledge, understanding and skills within dance, with several</p>	<p>- Continue this provision by allocating future funding to a wider range of expert coaches.</p> <p>- Provide more opportunities for girls in both independent and mixed football events. - Link with a local girl’s football team to provide a pathway outside of school.</p> <p>- Continue this provision by ring-fencing future funding to ensure the high-quality</p>
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<p>- Extend opportunities for outdoor and adventurous activities not accessible to the majority of our children: Y6 Welton Waters Whole school Rock Up sessions Development of a sustainable residential programme</p> <p>Invite specialist BMX instructors to inspire children to take up cycling as an interest and promote safe, active-travel.</p>	<p>- Schedule OOA visit for Y6 to Welton Waters for teambuilding and water safety activities. - Schedule Rock Up OOA sessions for Y1-Y6. -Schedule residential visit</p> <p>- Schedule Fusion Extreme to deliver a whole school assembly Mountain Bike Show followed by BMX Workshops for Y5 and Y6 children.</p>	<p>Welton Waters £725 + £280</p> <p>Rock Up £1025 + £300 £650</p> <p>£700</p>	<p>identifying dance as a favourite activity within their pupil voice surveys.</p> <p>- Children loved the Welton Waters experience, attempting sailing amongst other activities team building they've never had the opportunity to try, all whilst learning and applying key water safety lessons. - Two years ago the whole school were taken to Rock Up for OOA activities and ever since children have begged for more opportunities. - All children showed an increase in confidence and team-work all whilst enjoying themselves in an activity they rarely experience.</p> <p>- Children were in awe of the amazing skills shown during the Mountain Bike whilst learning the importance of bike safety. - Y5/Y6 children loved their opportunity to try their own BMX skills, with feedback from many wishing to have more time.</p>	<p>sessions can continue and children can expand their 'golden-thread' of learning throughout each year.</p> <p>-Inquire whether the school could schedule an annual OOA for each year group, to make 'lasting impressions' and memories of physical activity whilst trying alternative activities. (This was previously discussed but cancelled due to Covid outbreaks). -Invest in an annual residential visit for Y6 pupils.</p> <p>- Schedule this opportunity again next year, possibly as an annual event alongside bike-ability, to maximise the impact and promotion of active travel. - Invest in more cycle/scooter storage to support children's</p>
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				active travel to/from school.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12.7%
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:
- Continue membership of Hull Active Schools and enter both their virtual and 'in-person' competition calendar to increase the number of competitive opportunities for our children to pre-Covid numbers.	- Organise the sporting calendar termly with a variety of competitions across KS1 and KS2. - Use Pupil Voice Surveys to clarify which competitions children may be most interested in. - Enter inclusive competitions for LA and SEND children.	£1500	- Finally back to 'in-person' inter-school competitions, albeit at a reduced capacity still due to Covid-disruptions. Despite this, feedback from children, parents and social media engagements has been fantastic. - High levels of engagement within Y5 and Y6, who we initially prioritised due to lost opportunities the previous year. - Almost 100% of KS2 children engaged in intra-school and inter-school virtual competitions. - Attended several SEND events to provide inclusive opportunities for all. - Y3/4 showed their improved skills and continued development within team games winning both the Tri-golf Qualifier and Dodgeball competition.	- Continue to subscribe to the Hull Active Schools programme of competitions. - Extend more opportunities across the KS2 classes using the HAS classification of intent: - Engage – non-competitive games promoting activity. - Develop – friendly competition with focus on improving skills. - Compete – inter-school competition. - Continue to prioritise attendance of LA/SEND events.

- Transport to Humber Active School Competitions	- Hire safe and appropriate transport to events.	£2100	- Provide safe and sustainable travel to these events across the Humber region.	-Continue to monitor and evaluate the transport services, to increase value for money and sustainability.
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Signed off by	
Head Teacher:	J Atkinson
Date:	30.07.2022
Subject Leader:	S Jones, R Brocklebank
Date:	30.07.2022
Governor:	Lee Morfitt
Date:	30.07.2022