

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

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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](http://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 2020/21	£0
Total amount allocated for 2021/22	£16,816
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,816
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,816

## 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><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>	N/A
<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 2020.</p> <p>Please see note above</p>	N/A
<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>	N/A
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	N/A
<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>	N/A

## 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: 2021/22		Total fund allocated: £16,816		Date Updated: July 2022	
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: 44%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<b>Ensure that children have access to sufficient and appropriate equipment that supports development of skills.</b>		<p>PE lead to audit PE equipment needed for each unit and order what is required for the next academic year.</p> <p>PE coach to evaluate and audit equipment in line with the units of they have already taught- Is there anything else they needed?</p> <p>Equipment has been bought and is being used to support the teaching of PE.</p> <p>PE store cupboard to be monitored by sports lead to ensure that equipment is being stored correctly to ensure longevity of investment.</p> <p>PE equipment ensures planned</p>		<p>£3000</p> <p>Resources have been audited and P.E budget used to order high-quality resources that have supported PE lessons.</p> <p>New resources are being used in PE lessons- impact:</p> <ul style="list-style-type: none"> <li>Children are able to talk and present like a sportsperson due to the equipment and resources used in PE session.</li> <li>Children engage in PE sessions using quality resources.</li> </ul> <p>PE coach ensure that PE lead is updated on any resources that need ordering additionally or that need replacing.</p>	
				<p>Sustainability and suggested next steps:</p> <p>PE lead to continue to evaluate the effectiveness of existing resources and liaise with sports coach to ensure school have the necessary equipment.</p> <p>PE lead to monitor the teaching of PE to ensure maximum and appropriate use of quality equipment.</p> <p>PE coach and PE lead to ensure that quality equipment continues to be stored appropriately to ensure longevity of investment.</p> <p>PE lead to continue to develop schemes of work that use the quality resources bought.</p>	

<p><b>Provide children with opportunities to become physically confident in a way which supports their health and wellbeing, and fitness.</b></p>	<p>schemes are being delivered to a high standard.</p> <p>PE lead to ensure that staff are aware of the 30:30 agenda and children have opportunities to become physically active outside of their PE sessions.</p> <p>EYFS &amp; KS1 children to have a forest school experience.</p> <p>KS1 children to engage in 40 minutes of sports led by Featherstone Rovers Players each week.</p>	<p>£360</p> <p>£2000</p>	<p>PE Coach and PE Lead have organised summer and winter resources correctly to ensure longevity of investment.</p> <p>PE coach, teachers and leaders are aware of the 30:30 agenda.</p> <p>Children spend 30 minutes a day engaging in lead adult games and activities at lunch time.</p> <p>Teachers use shed equipment (e.g. scrap shed/ maths shed/ Parachute) during and in between learning times.</p> <p>Teachers use resources such as cosmic yoga and go noodle in class as a tool to support physical fitness and wellbeing.</p> <p>KS1 children have engaged in sports led by rugby coaches weekly for 40 minutes and have become more physically confident.</p> <p>Afterschool clubs have been run by Frickley coaches three times a week. Children have been</p>	<p>PE lead to organise after school clubs for next academic year.</p> <p>PE lead to organise quality sports enrichment days for next academic year.</p> <p>PE lead to organise termly fitness challenges that children can complete out of school.</p> <p>Staff to use this experience as CPD to enable Forest school experiences as part of Wellbeing curriculum next academic year.</p>
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	After school sports clubs run by Frickley coaches to run x3 times per week for 1 hour.	£2000	exposed to a vast range of different sports.	
<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: 50%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b>To promote the importance of PE and exercise and the health benefits.</b>  <b>Provide children with opportunities to become physically confident in a way which supports their health and wellbeing, and fitness.</b>	Skilled PE coach to lead all school PE sessions.  Ensure children come to school in their PE kits on their PE day to ensure maximum use of PE time (not time spent changing).  PE lead to plan in a date for whole-school sports day to go ahead and for parents to attend.  PE Lead to organise for children to take place in out of school sporting fixtures.	£8,400	Pupil voice demonstrates the benefits of attending school in kits/ maximum PE time.  Sufficient time is spent during PE on the progression of skills as well as reviewing and developing knowledge. Children are able to talk and present as a sportsperson.  More time for lessons as no changing time at either side and prevents forgotten kit. Most children come to school wearing the correct kit and feel comfortable enough to fully participate.  Whole-school sports day took place and was lead by skilled	Continue to promote the importance of wearing our PE kits linked to school values.  PE lead to continue to liaise with PE coach in order to share knowledge children have access to high-quality PE lessons.  Extra-curricular activities and out of school sporting events to be planned into 2022-2023 calendar.  PE lead to organise quality sports enrichment days for next for 2022-2023.

<p><b>Children talk, learn and present like a sportsperson.</b></p> <p><b>The explicit teaching of subject specific vocabulary and definitions that an athlete would use.</b></p>	<p>PE lead to collect pupil voice across school.</p> <p>PE lead to monitor the use of vocabulary flashcards in PE review sessions.</p>		<p>Frickley Athletics' sports coaches. Pupil voice and feedback from parents was extremely positive. Sports day allowed the many parents that attended to see that sports is held at a high importance at Girnhill and also allowed them to see the high-quality coaching we receive from the Frickley Athletics' athletics coaches.</p> <p>KS1 children have taken place in a sports fixture held at our local rugby club (Featherstone Rovers). Parents invited along to promote the importance of PESSPA.</p>	
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation: 6%</p>
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><b>Ensure that teachers and other adults are confident to deliver the PE curriculum using the Rosenshine's pedagogy.</b></p>	<p>PE lead to provide PE coach with high-quality schemes of work to support in their delivery of PE through the Rosenshines principles.</p> <p>PE lead to ensure schemes are planned directly from progression</p>	<p><b>£1056</b></p>	<p>Pupil voice shows that the Rosenshines principles are developing the children 'knowing more, remembering more'.</p> <p>Feedback from teachers has implied that schemes planned by PE lead are easy to follow and</p>	<p>PE lead to continue to Liaise with PE coach and ensure that teaching follows the Rosenshines principles.</p> <p>PE Lead to audit sports coaches confidence in the delivery of the PE curriculum</p>

<p><b>To ensure staff are consistent in the teaching of PE.</b></p> <p><b>To ensure lessons are progressive so the children can talk about and apply their learning confidently.</b></p>	<p>grids.</p> <p>PE lead to audit PE coaches confidence in delivering PE and plan for support in less confident areas.</p> <p>PE lead to attend trust professional development meetings in order to upskill themselves and widen their knowledge of leading PE.</p>		<p>support knowledge of teachers delivering the sessions.</p> <p>PE lead has supported PE coach in delivering sports they are less confident in.</p> <p>Sports coach has applied previous skills and experience to her lessons.</p> <p>Pe coach has attended the trust development meetings and has applied learning to their role.</p>	<p>and provide training as a result of this.</p> <p>PE lead to plan in dates to coach the PE coach in using to Rosenshines Principles.</p> <p>PE lead and PE coach to access CPD to broaden knowledge and skills in PE.</p> <p>PE lead to plan in meeting with sports coach at the end of every term to go through the following term's scheme, plan in any dates for sporting fixtures and organise CPD.</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:  
0%

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>Ensure that children are offered opportunities to take part in a wide range of sporting activities.</p>	<p>PE lead to work with the school children's council to audit and choose their preferences for after school sports clubs.</p> <p>PE lead to liaise Frickley Athletics to organise after school sports clubs that off a wide range of sporting activities.</p>		<p>Children who have attended after school clubs have taken part in a wide range of sports, some that they may have never came across, such as, American football.</p> <p>All children have taken part in our school sports day where they were able to take part in a wide range of sports activities.</p>	<p>PE lead to liaise with Featherstone Pyramid group to organise external competitions for 2022-2023.</p> <p>PE lead to liaise with Frickley Athletics to organise sports clubs, a curriculum enrichment day in Aut 1 and sports day for 2022-2023.</p>

	<p>PE lead to liaise Frickley Athletics to organise sports day fixture.</p> <p>PE lead to liaise with Featherstone Pyramid group to organise external competitions.</p> <p>PE lead to liaise with local rugby club to organise coaching sessions for children.</p> <p>PE lead to liaise with curriculum leaders to combine PE and other curriculum areas in Enrichment days.</p>		<p>Fixtures with Featherstone Pyramid have not taken place due to staffing issues on the date of the events.</p> <p>All children in school took part in a world book day dance workshop. This sparked enthusiasm in dance, particularly in the boys.</p> <p>All children in school took part in the sponsored Easter obstacle course.</p> <p>All children have taken place in the sponsored Christmas Reindeer run.</p>	<p>PE lead to liaise with Featherstone Pyramid group to organise external competitions for 2022-2023.</p> <p>PE lead to organise sports enrichment days for 2022-2023.</p> <p>PE lead to liaise with curriculum leaders to combine PE and other curriculum areas in enrichment days for 2022-2023.</p>
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Key indicator 5: Increased participation in competitive sport				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:
<b>Children will take part in many different sporting activities, co-operative sports and competitive sports, whether this be against themselves (personal best) or others to embed values such as fairness, respect, responsibility and determination and also develops a love for sports.</b>	<p>Organise sporting events with the Featherstone Pyramid schools.</p> <p>Plan ahead for coach costs to ensure that we can send teams to the events and compete with other schools.</p> <p>Organise inter-school competitions.</p> <p>Plan after school clubs in line with the sporting events which will be coming up in the year.</p> <p>Make sure pupils are aware of the events in school and that the interest in school sport is embedded.</p> <p>PE lead to ensure competitive elements are planned into schemes of work.</p>		<p>Children enjoy healthy competition with their PE lessons and understand values such as fairness and respect when doing so.</p> <p>PE coach has prepared children for upcoming sporting fixtures to ensure they are confident enough in knowledge and skills to take part.</p> <p>All sporting fixtures and clubs have been promoted and made available to all children.</p> <p>Children display fairness and respect during competitive elements of PE lessons.</p>	<p>Organise sporting events with the Featherstone Pyramid schools for 2022-2023</p> <p>Allocate coach costs to ensure that we can send teams to the events and compete with other schools.</p> <p>Organise termly inter-school competitions.</p> <p>Plan after school clubs in line with the sporting events and pupil choice, which will be coming up in the year.</p> <p>Make sure pupils are aware of the events in school and that the interest in school sport is embedded.</p> <p>PE lead to continue ensure competitive elements are planned into schemes of work.</p>

Signed off by	
Head Teacher:	Jane Littlewood
Date:	27/07/2022
Subject Leader:	Sophie-Jo Smith
Date:	27/07/2022
Governor:	Mrs J Ward
Date:	27/07/2022