

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

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](#) (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

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 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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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"> Developed Westgate PE curriculum and made shift away from sport specific units – focussing on fundamental skills and non sport-specific skills which can be applied to any sport. Provide CPD to teachers for planning and teaching in this way. Developed a progression framework of skills in each PE discipline so teachers are clear which skills children should cover in each year group. Ensured vocabulary is clear and well-defined so teachers and children are able to use confidently and correctly. Created new and improved existing relationships with local sports clubs, including Football, Karate, Tennis, Squash, Dance and Basketball clubs. Achieved Gold Level School Games Mark – through increased participation in intra/inter school competitions, increased variety of sports available through the year, increased visibility of PESSPA throughout school. KS2 playground environment improved and level of activity increased. New climbing frame and playground markings provide level of challenge even for Y6 children. Increased confidence of teachers in delivery of PE lessons due to ongoing CPD provided by specialist PE teacher from PHGS, specialist teacher from ACES and purchase of imoves subscription which provides planning and resources for Gym, Dance and PE units from Foundation to Y6. Broader range of extra-curricular clubs (delivered by school teachers and TAs) leading to increased participation in a variety of sports. Increased experience and expertise of the TAs delivering clubs. 	<ul style="list-style-type: none"> Develop staff confidence further – not solely with delivery of PE but with planning using CPD from Beyond the Physical. Develop knowledge and skills of support staff – e.g. PE admin assistant, and TAs delivery PA clubs by providing them the opportunity to complete Level 3 and 4 qualifications and observe delivery by experienced practitioners. Look into methods of assessment within the new Curriculum and progression framework and how this can be done effectively to inform future planning and teaching. Continue to develop levels of physical activity throughout the school day (30:30). Investigating further ways to develop physical activity levels on the way to and from school and incorporate active learning in the classroom where possible – develop children’s ability and confidence in cycling and scooting so that they can make active choices on their journey to school. Continue to improve links with local clubs and encourage participation of Westgate children. Arrange further taster sessions with Badminton club, Basketball, Dance, Tennis, Squash, Football, Rugby and Athletics where possible. Develop role of Sports Leaders to include active assemblies, break and lunchtime activities and assistance at clubs for younger children. Develop pupil voice in PE through use of MHMS survey and Westgate Health Survey – use to inform curriculum development and extra-curricular offer. Develop use of PESSPA as a tool for whole school improvement through use of physical activity interventions to improve fine/gross motor skills, maths ability, behaviour, teamwork and social skills.

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

YES

If YES you must complete the following section

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £7612	Date Updated: 21.2.21		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
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				£ 7612
Intent	Implementation		Impact	Sustainability & Next steps
To engage more pupils in modes of active travel and enable more children and parents to make active choices for their journey to school.	Install cycle/ scooter shelters and security on school premises so that children can leave bikes and scooters safely.	Carry over funding allocated: £4000	Evidence of impact: We will use the Living Streets WoW Travel Tracker to monitor number of active journeys to school and how many of these are on a bike/scooter. We hope to see an increase in the number of active journeys made by children.	<ul style="list-style-type: none">- To provide a cycle club to encourage children to ride their bikes and to support those children unable yet to cycle.- To enable and encourage families to make active choices about their journeys to school through cycle workshops, family sessions etc.
To encourage active playtimes – use of usual playtime equipment is restricted because of the need to quarantine/clean it in between. Classes are kept separate in their bubble.	Buy each class bubble their own set of playtime equipment to encourage physical activity and collaborative play.	Funding allocated: £1089	Activity levels increased at playtimes and the equipment is very popular.	<ul style="list-style-type: none">- Play equipment monitors chosen in each class to be responsible for looking after the equipment and ensuring it is returned at the end of each session.- Equipment to be refreshed and replaced each year.
To provide professional development for PE subject leader, as well as access to resources, guidance, inter-school events.	Buy into Active Schools SLA	Funding allocated: £1200	PE subject leader’s knowledge of initiatives, resources and national changes in the subject leader is kept up to date and shared	<ul style="list-style-type: none">- Increased knowledge and expertise of all staff in school.

			with school staff.	
To engage more children in a range of sports and activities	To buy equipment to support children in their swimming lessons and to enable Covid-secure activities to take place. Buy woggles, storage bags, arm bands	£75	Children are able to participate fully and safely in swimming lessons.	Equipment can be kept, cleaned and used either in future swimming lessons, or as additional resources in PE lessons in school to developed FMS.
To enable children to play outside using the outdoor equipment	To purchase a disinfectant spray machine which sprays outdoor climbing frames/equipment and keeps it Covid-secure for a month.	£265	Children able to play on outdoor equipment and be active, whereas previously they were not allowed to use it.	Children able to maintain levels of activity.
TOTAL CARRIED OVER: £7612 TOTAL SPENT: £6629 CARRY OVER TO 2020/2021: £983				

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swims competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.	97%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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

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: £17800		Date Updated: 21.2.21	
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:	
				32.6%	
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:
-For all pupils to achieve at least 30 minutes physical activity per day in school. - Educate children in the value and benefits of a healthy active lifestyle. - Ensure our high-quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Raise awareness of the best places to take part in sport and physical activity outside of school. - Provide opportunities for daily physical activity. - To increase pupils’ activity levels throughout the day.	To engage Phil Bateman (ex Olympic cyclist and cycling coach) to lead cycling courses and events for all children from YN – Y6. To include cycling classes, fun sessions, cycling mechanical workshops, parent/child classes.	£810	Children’s skills on balance bikes and pedal bikes increased through fun confidence-building sessions. All children more confident on bikes. Profile of bike-riding and active choices raised across school.		- Identify children unable to ride a bike and provide an extra-curricular club next year at which less confident children are able to develop their skills. - use imoves subscription for Active breaks throughout the day – provide staff meeting to inform staff about different resources/ideas available. - use outside provider to provide targeted clubs / CPD to TAs in delivering active interventions.
	To refurbish the Early Years playground with engaging equipment and resources to encourage high levels of activity when using the playground.	£5000	Increased opportunity for outdoor activity for EYFS children with increased level of challenge and flexibility. Children are more active and challenged when using the outdoor setting.		

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Use new PE curriculum to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Use new PE curriculum to develop the whole child including thinking, social and personal skills - Use PE teaching to support fine and gross motor skill development - Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, pupil reward and recognition of pupils) - School staff better equipped/ more confident to teach PE in school - Monitoring use of scheme and whole school PE coverage - Develop Sports Leaders to support active lunchtimes engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school 	<ul style="list-style-type: none"> - Sports Leaders elected at the start of the year and attend regular meetings taking information, ideas and data between the PE Subject Leader and each class. - Buy into the Active Schools SLA and LSSA which provide opportunities for the following: <ul style="list-style-type: none"> • Competitions across North Leeds • CPD programme • PE Subject Leader days • Advice and support • Youth Sport Trust Primary Membership • Support from Natalie Robinson (SGO) and Donna Russell (Active Schools Lead) - Participate in virtual festivals/ competitions where possible: - West Yorkshire School Games - Skipping 	<ul style="list-style-type: none"> - BtP planning & CPD - Active Schools SLA – included earlier in document - (costs included elsewhere in document) 	<ul style="list-style-type: none"> - PE physical activity and school sport have a high profile and are celebrated across the life of the school - Continued progression of all pupils during curriculum PE lessons. - Successful 'virtual' sports day held - Positive behaviour and a sense of fair play enhanced by promotion in assemblies and PE corridor display 	<ul style="list-style-type: none"> - Develop the use of pupil voice in PE and integrate it into the curriculum - Further develop role of Sports Leaders after year without them. Use Sports Leaders to gain pupil voice regarding PE and to run inter house competitions for younger children. - Use MHMS survey and Westgate Health Survey to gain idea of pupil views regarding PESSPA - Investigate BUSS (Building Underdeveloped Sensory Systems) intervention to identify training and resource needs to support SEN children using physical activity. - Investigate ways to use funding to provide Active Maths interventions, Social PE intervention for behaviour issues etc.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25.9%
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:
<ul style="list-style-type: none"> - To develop the confidence of staff to teach all areas of the PE curriculum whilst giving them the opportunity to gain new skills. - To develop confidence of staff not just in <i>teaching</i> PE but in <i>planning</i> PE themselves, focussing on non-sport specific units and mastery of fundamental skills. - Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision to raise children's attainment. 	Renew imoves subscription (<i>June 2021</i>) to provide planning as a starting point in dance, gymnastics, games.	£1568	<ul style="list-style-type: none"> - Increased staff confidence, knowledge and understanding - Teachers able to more confidently plan, teach and assess National Curriculum PE - More confident and competent staff evidenced through feedback and observation - Enhanced quality of provision - A more inclusive curriculum which inspires and engages all pupils to achieve at their own level - Increased capacity and sustainability - Continued progression of all pupils during curriculum PE lessons. 	<ul style="list-style-type: none"> - Beyond the Physical Subject review: whole subject review including lesson observations, discussions with HT, PE Subject Leader, teachers and pupils to feed into next steps in development of PE. - Review staff's areas of confidence and weaknesses to ascertain areas of focus for further CPD and support from Active Schools / Subject Leader.
	To engage company 'Beyond the Physical' to undertake a subject review (to take place 2020/2021/2022), involving interviews with leaders and teachers, lesson observations and 2 twilights, and feedback.	£2500		
	Purchase membership of Beyond the Physical for access to planning for all staff, including new units being introduced.	£550		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5.4%
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:
<p>-To give all our children experience of a much wider range of sports than we can offer in school, so that they may choose to take up a new sport out of school.</p> <p>- To provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p> <p>- Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport</p> <p>- to provide additional links to clubs within the local community</p> <p>- to develop relationships with community clubs and coaches so a broad and wide range of activities can be offered to all age groups.</p>	<p>To organise annual Health and Wellbeing week – July 2021 to give children access to broad range of sports and activities:</p> <p>Yoga Dance Tennis Wildlife activities Karate</p> <p>Update resources:</p> <ul style="list-style-type: none"> • Refresh small equipment – small balls, beanbags, tennis balls, easy-catch balls etc. • Carry out equipment audit. 	<p>Yoga £470 Dance £0 (free taster session) Tennis £0 (free coaching provided by LTA Youth) Wildlife £0 (free sessions) Karate £0 (free taster sessions)</p> <p>£487</p>	<p>-Several children have joined Karate and Dance clubs as a result of our ongoing relationship with providers.</p> <p>- Increased pupil participation in wider range of clubs and activities</p> <p>- Enhanced quality of delivery of activities</p> <p>- Increased pupil awareness of opportunities available in the community</p> <p>- improved physical, technical, tactical and mental understanding of a range of sports</p> <p>- Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership</p> <p>- Coaches signposting children to community sessions.</p>	<p>-Repeat Health and Wellbeing week annually – many activities free due to relationship with local clubs</p> <p>- use local providers to run taster sessions and possibly extra-curricular clubs</p> <p>-to reach out to new local clubs such as badminton / basketball etc to develop relationships further and encourage children to attend.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.6%
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:
<ul style="list-style-type: none"> - Provide opportunities for children to attend inter and intra school competitions where safe and possible. - PE Admin Assistant role used to assist in organising paperwork and transport for events, competitions and to monitor club participation. Also maintains noticeboard. 	<ul style="list-style-type: none"> - Admin assistant role continued, in order to monitor SSP website for new events / competitions, send out letters, collate reply slips and organise admin for virtual events and competitions. - Attend virtual competitions / events such as Mindful March, West Yorkshire Games, skipping festival. 	£1000	<ul style="list-style-type: none"> - Participation in virtual events – Mindful March, West Yorkshire Virtual Games, skipping festival, and live events such as Westgate Sports Day. 	<ul style="list-style-type: none"> - Continue to attend Active Schools and LNW sports events and competitions. - Implement inter house competitions within curriculum time, linked to learning in lessons.

Signed off by	
Head Teacher:	<i>Helen Carpenter</i>
Date:	14/07/2021
Subject Leader:	<i>Helen Hooper</i>
Date:	14/07/2021
Governor:	<i>Andrew Ross</i>
Date:	

CARRIED OVER FROM 19/20:	£7612
2020/2021 Funding:	£17800
TOTAL:	£25412
2020/2021 Spend:	£19014
Carried over to 2021/2022:	£6398