

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

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

Please visit [gov.uk](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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£7612
Total amount allocated for 2020/21	£17800
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6385
Total amount allocated for 2021/22	£17800
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24185

## 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>	
<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>	73%
<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>	60%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	90%
<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:		
<b>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</b>			Percentage of total allocation: 19%	
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"> <li>- All pupils to achieve at least 30 active minutes per day in school.</li> <li>- To educate children in the benefits of a healthy active lifestyle</li> <li>- To encourage active travel methods and provide children the skills and resources to achieve this.</li> <li>- Ensure PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</li> <li>- Provide opportunities for daily physical activity during break and lunchtimes through confident Lunchtime supervisors and Y6 Sports Leaders.</li> <li>- Raise awareness of the best places to take part in sport and physical activity outside school</li> </ul>	<ul style="list-style-type: none"> <li>- Cycling club provided by Pro-ride. Give all children in school (YR – Y6) the opportunity to learn to ride a bike or to develop confidence, to encourage active travel methods to and from school, and make the most of cycle / scooter storage purchased in previous years.</li> <li>- Use imoves resource to provide active bursts throughout the day</li> <li>- Recruit and train Sports Leaders to deliver activities at break and lunchtimes for younger children. Half term training for Sports Leaders provided by Aces (see Key Indicator 2)</li> <li>- Purchase resources to support delivery of activities at break / lunchtimes and to widen</li> </ul>	£3200 (pro-ride cycling club)  £0 (imoves package purchased last year)  £0 (cost allocated in KI 2)  £1500 (resources)	Many children, including SEN children, now able to ride a bike and reporting increased confidence. Will continue to monitor active travel levels using Living Streets Travel Tracker.  Sports Leaders competent and confident in leading and delivering activities and encouraging more younger children to participate in fun, inclusive activities.  Wider variety of resources encourage wider participation (cheerleading, tchoukball, bouncy)	Midday Supervisor training (£free) booked for September 2022 to support Lunchtime staff in leading activities and supporting Sports Leaders in encouraging active participation at break and lunchtimes.  Cycling club to continue next year but for one term only to target those children who are still unable to ride.  New Sports Leaders recruited and trained through Active Schools Sports Leaders unit (£free) and additional training from Aces (see KPI 2)

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and in the local community.	variety of activities available.		hoppers etc)_	
<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: 30%
<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:
<ul style="list-style-type: none"> <li>- Use PE and Sport to raise attainment in other areas of the curriculum and to improve engagement and behaviour of targeted groups.</li> <li>- Use PE and Sport to support basic number skills and maths ability in children working below age related expectations in Maths.</li> <li>- Use PE and Sport to develop children holistically, including social, personal and thinking skills.</li> <li>- To show children that all staff are active participants and role models in sport and physical activity.</li> <li>- Use PE and Sport to engage and develop confidence of girls in school.</li> <li>- Ensure achievements in PE and school sport are visible across</li> </ul>	<ul style="list-style-type: none"> <li>- Targeted intervention groups led by Active Community Education in Sport (Aces) in these areas: <ul style="list-style-type: none"> <li>- <i>Y1/2 Tagtivate Maths</i></li> <li>- <i>Y3/4 Tagtivate Maths</i></li> <li>- <i>Y6 Sports Leader training</i></li> <li>- <i>Y4/5 Social PE</i></li> <li>- <i>YR/1/2 Fundamental movement skills</i></li> <li>- <i>Y3/4/5 Fundamental movement skills</i></li> </ul> </li> <li>- All staff to wear PE kit for PE days, as the children do. Provide hoodies for staff to wear which match children's uniforms.</li> <li>- Inspire girls to take part in school sport by providing trip to Lionesses v Netherlands at Elland Road as part of Health and Wellbeing.</li> <li>- Share achievements of children in</li> </ul>	<ul style="list-style-type: none"> <li>£4630 (Aces)</li> <li>£850 (hoodies)</li> <li>£792</li> <li>£0</li> </ul>	<ul style="list-style-type: none"> <li>- Children show increased confidence in numbers facts in the classroom.</li> <li>- 2 children in group from Y2 moved from WTS (working towards) to EXS (working at) in Maths.</li> <li>- 1 child in group from Y4 moved from WTS to EXS.</li> <li>- Teaching assistants as well as teachers taking active part in PE lessons and acting as role models in terms of Physical activity.</li> <li>- Children's achievements shared in whole-school assemblies. PE and sport have a high profile and are celebrated across the</li> </ul>	<ul style="list-style-type: none"> <li>Provide targeted interventions and support next year for groups, as this year.</li> <li>Hoodies still to be worn – ongoing at no further cost.</li> <li>Build on success of girls' workshop and Lionesses trip by providing girls only football opportunities.</li> <li>Continue to share sporting success in assemblies and look at inspiring role models in curriculum where possible – link to PSHE gender equality work.</li> </ul>

school. - Develop use of Pupil Voice to develop curriculum and extra-curricular offer in school.	PE and Sport, both in and out of school, within the school community through assemblies.		life of the school. - Better understanding of successes and areas for development in the PE curriculum.
	- Carry out Pupil Voice groups to discover feelings towards both curriculum and extra-curricular provision in school.	£0	
	- Sporting role models are used in other areas of the curriculum such as Black History Month or Health and Wellbeing Week.	£0	
	- Continue the role of PE Admin Assistant to ensure capacity in entering events, communicating with parents and staffing events.	£1000	

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				19%
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"> <li>- To develop confidence and skill of all staff to teach all areas of the curriculum and to deliver engaging and effective extra-curricular clubs.</li> <li>- Raise the quality of teaching and learning in PE and school sport by providing support to deliver an in-depth, inclusive and high-quality PE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide training to HLTA delivering clubs / some PE lessons in the form of Level 3 PE and School Sport qualification (AfPE accredited).</li> <li>- To provide training, planning and resources through Beyond the Physical membership and online</li> </ul>	<ul style="list-style-type: none"> <li>£600 (Level 3 course)</li> <li>£475 (BtP annual membership)</li> </ul>	<ul style="list-style-type: none"> <li>- Increased staff knowledge and understanding.</li> <li>- HLTA talent identified and developed to Level 3 standard - passed with very positive feedback. Able to support teaching staff in certain areas of expertise – quality of delivery increased and raised quality of extra-</li> </ul>	<ul style="list-style-type: none"> <li>- HLTA to complete Primary PE Specialism Level 5 course in 2022 / 23.</li> <li>- Review ongoing staff confidence and specific areas for development through staff survey and 1 to 1 discussions.</li> </ul>

<ul style="list-style-type: none"> <li>- To maintain subject knowledge and expertise of PE subject leader, ensuring school is up-to-date with current initiatives and developments in PESSPA.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>portal.</li> <li>- To purchase Leeds Active Schools SLA which provides: <ul style="list-style-type: none"> <li>- <i>Access to competitions across North West Leeds</i></li> <li>- <i>PE Subject Leader days</i></li> <li>- <i>CPD programmes such as Sports Leader training, midday supervisor training, 1 to 1 subject leader advice and support.</i></li> <li>- <i>Youth Sport Trust membership</i></li> <li>- <i>Physical Activity assembly</i></li> </ul> </li> <li>- To provide specific and targeted CPD at groups and individuals within school staff to raise quality of teaching and learning both in curriculum and extra-curricular settings. E.g. CPD for Teaching Assistants in how to support PE lessons, further support for EYFS in aligning their delivery of FMS with the rest of the PE curriculum.</li> </ul>	<p>£1200 (Active Schools SLA)</p> <p>£2400 (invoiced this year to be delivered in 2022/23)</p>	<ul style="list-style-type: none"> <li>curricular clubs.</li> <li>- PE HLTA completed Preparation for PE award on BtP online portal to improve quality and understanding of PE delivery.</li> <li>- High-quality resources including planning and ideas for modified games to use within lessons all accessible for staff to use.</li> </ul>	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
26%

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"> <li>- To provide opportunities to take part in a diverse range of school sport through extra-curricular activities, competitions and clubs.</li> <li>- To provide taster sessions and links to sports and physical activity clubs in the local community.</li> <li>- To give all 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.</li> <li>- To develop relationships with community coaches and clubs.</li> <li>- To provide opportunities for SEN children through targeted competitions and activities provided by Active Schools.</li> </ul>	<ul style="list-style-type: none"> <li>- Health and Wellbeing fortnight June 2022 <i>Karate – Zetsurin Karate club</i> <i>Inspirations Dance – Cheerleading</i> <i>Athlete Mentor Visits – Antony Cotterill, Wheelchair Tennis Player, and Rachael Mackenzie, Thai Boxer</i> <i>Cycling / Balance Biking – Pro-ride Cycling</i> <i>Circus Skills</i> <i>Ilkley Tennis Trophy</i> <i>Totally Runnable – Girls / Boys</i> <i>Fairness in Sport workshops</i> <i>Scooter training</i> <i>Tennis – Grove Hill Tennis</i> <i>Bowling – Otley Bowling club</i> <i>Dance – Footloose Dance club</i> <i>Trip to Lionesses v Netherlands</i></li> <li>- Provide a range of extra-curricular clubs to all children in school. <i>Multiskills</i> <i>Football</i> <i>Dance/WUSU</i> <i>Gymnastics</i> <i>Cycling</i> <i>Yoga</i> <i>Basketball / Netball</i></li> <li>- YCB Cricket Schools Programme</li> </ul>	<p>£2910 TOTAL</p> <p>£0 £60 £830  £620  £350 £350 £700  £0 £0 £0 £0 £0 (accounted for in KPI 2)</p> <p>£3000 (staffing)</p> <p>£325</p>	<ul style="list-style-type: none"> <li>- Excellent links created and maintained with local clubs, in particular Karate, Squash, Dance, Cheerleading, Tennis, Bowling, Football.</li> <li>- High level of participation in school extra-curricular clubs <b>(see Appendix 2)</b></li> <li>- Good levels of participation from Westgate children at local clubs, particularly Karate, Football, Dance, Tennis.</li> <li>- Increased awareness of opportunities available in the local community.</li> <li>- Increased enjoyment and engagement in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Signpost children to local clubs inc contact details etc. which also gives parents / families the opportunity to be involved.</li> <li>- Health and Wellbeing week to continue annually, maintaining links to local clubs and developing other links further.</li> <li>- Develop contact with West Leeds Activity Centre and look into using equipment in school.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
<ul style="list-style-type: none"> <li>- To provide opportunities for all children to participate in inter-school and intra-school competition.</li> <li>- To provide opportunities for less active, less confident and SEN children to participate in extra-curricular activity.</li> <li>- To participate in varied external events to engage the less active children.</li> <li>- To relationship with local schools to create competition leagues where coach travel / Active schools organisation unnecessary to participate.</li> </ul>	<ul style="list-style-type: none"> <li>- To join PHGS inter-school competitions and festivals – one year group per half term.</li> <li>- To enter as many Active Schools and SSP events / competitions as possible (see Appendix 1)</li> <li>- To provide intra-school competition opportunities with school curriculum and whole school events such as Sports Day.</li> <li>- SEN children to attend Inclusion festivals, and be invited and encouraged to attend all other events where appropriate.</li> <li>- To attend Brownlee Foundation Triathlon this year.</li> <li>- To play football matches against local schools, avoiding coach travel, reliance on parent transport.</li> </ul>	£500 (PHGS fee)  £735 (coach costs)	<ul style="list-style-type: none"> <li>- Every child in school (Y1-6) participated in inter-school competition.</li> <li>- School Games Mark Gold Award for 4<sup>th</sup> year in a row (with gap for Covid) reflecting school commitment and achievement in competition participation and levels of extra-curricular activity.</li> <li>- See <b>Appendix 1</b> for evidence and details of events / competitions attended.</li> <li>- See <b>Appendix 2</b> for evidence of levels of extra-curricular activity.</li> <li>- SEN children attended inclusion festival and good levels of participation of SEN children in other competitions too.</li> <li>- Brownlee Foundation Triathlon attended and a huge success.</li> </ul>	<ul style="list-style-type: none"> <li>- Review attendance data and registers to identify groups of children who may be targeted for events and competitions next year.</li> <li>- Continue to buy into Active Schools SLA to have access to wide variety of events and festivals.</li> <li>- To further develop relationships with local schools to look into developing local football and netball leagues.</li> </ul>

APPENDIX 1 – INTER-SCHOOL COMPETITIONS & EVENTS

2021/2022 Events									
Number	Event	Location	Day	Date	Times	Year group	Number of chn	Attended	Notes
1	Y5/6 netball	St Marys	Tuesday	28.9.21	4 - 5:30pm	5, 6	10	0	Cancelled due to lack of interest
2	Y4 Cricket	Leeds Mods	Thursday	7.10.21	9:15 - 11:50am	4	31	30	
3	Y5/6 BMX	Leeds Urban Bike Park	Thursday	21.10.21	11:15 - 12:45pm	5,6	8	8	
4	Y2 multiskills	St Marys	Thursday	4.11.21	4 - 5:15pm	2	10	0	Postponed due to Covid cases at St Marys
5	KS1 Gymnastics	John Smeaton Leisure Ctr	Monday	8.11.21	1-2pm	1,2	10	11	
6	Y6 Dodgeball (KFG)	PHGS	Wednesday	10.11.21	1:15 - 2:45pm	6	30	0	Cancelled due to Covid cases in Y6
7	Y2 multiskills	Guiseley HS	Thursday	25.11.21	4 - 5:15pm	2	10	7	
8	Santa Dash	Bradford Grammar School	Tuesday	7.12.21	12 - 1:15pm	2,3,4,5,6	10	0	Cancelled due to rising Covid cases in other schools
9	Dodgeball	Ralph Thoresby	Thursday	10.2.22	4 - 5:15pm	4,5	10	9	
10	KS2 Inclusion Festival	Guiseley HS	Thursday	17.2.22	4 - 5:15pm	3,4,5,6	10	3	
11	Y5 Badminton (KFG)	PHGS	Tuesday	26.4.22	9.30 - 10.40am	5	whole class	30	
12	Y4 Netball (KFG)	PHGS	Wednesday	4.5.22	1-2:30pm	4	30	30	
13	St Josephs Football	St Josephs	Monday	9.5.22	3:30 - 4:30pm	5, 6	10	9	
14	Y3 Handball (KFG)	PHGS	Thursday	12.5.22	9.30-11am	3	whole class		
15	Brownlee Triathlon	John Charles Centre	Friday	20.5.22	11am-1:30pm	3,4,5,6	19	19	
16	Y5/6 Bee Netball	St Marys	Monday	23.5.22	4-5.30pm	5,6	10	5	
17	Y3/4 Dynamos Cricket	Leeds Mods Cricket Club	Wednesday	25.5.22	12.30-3.30pm	3,4	10		cancelled due to problems with transport and staffing
18	Y5/6 Dynamos Girls	Otley Cricket Club	Tuesday	7.6.22	12-2.30pm	5,6	18	18	
19	Y2 Multiskills (KFG)	PHGS	Wednesday	8.6.22	1:20-2:30pm	2	whole class	30	
20	Y1 Multiskills (KFG)	PHGS	Monday	13.6.22	1:20-2:30pm	1	whole class	30	
21	Y4/6 Tennis	ILTSC	Friday	17.6.22	10-11:30am	4,6	60	58	
22	Y3,4,5,6 Lionesses	Elland Road	Friday	24.6.22	6:30pm - 10:30pm	3,4,5,6	36	57	
23	Y6 Rounders (KFG)	PHGS	Thursday	7.7.22	1 - 2.30pm	6	whole class		
24	Grove Hill Tennis	Grove Hill Tennis Club	Friday	10.7.22	1:20 - 3:05pm	2,3,4	whole class		and 15th 22nd July



Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>H Hooper</i>
Date:	12/7/22
Governor:	
Date:	