

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 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	£0
Total amount allocated for 2020/21	£17,840
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,740
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,740

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>Last year's Y6 cohort all attended swimming lessons at Louth Meridian Leisure Centre in the summer term.</p> <p>This was organised to replace the sessions they missed out on in Y5 due to lockdowns and restrictions.</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 2020.</p> <p>Please see note above</p>	<p>91% of last year's Y6 cohort successfully passed the 25m swimming assessment (21 out of 23 children).</p>
<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>	<p>100% of last year's cohort could successfully demonstrate the strokes listed by the end of their series of lessons</p> <p>This year's Year 6 cohort will have their lessons in the summer term.</p>

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<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100% of last year's cohort successfully demonstrate they could perform self-rescue when in the pool. This year's Year 6 cohort will have their lessons in the summer term.</p>
<p>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?</p>	<p>Yes/No</p>

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: £17,740		Date Updated: December 2021	
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: %
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"> ✓ Re-establish/re-develop our extra-curricular sport and PE clubs/provision after a year of restrictions due to COVID-19. 	<ul style="list-style-type: none"> ✓ Look to create a range of clubs before and after-school to engage as many children in physical activity as possible. 	£ costs ongoing	<ul style="list-style-type: none"> ✓ Y2 Kickstarters Club launched in September with 12 Y2 children attending weekly ✓ EYFS/Y1 Kickstarters Club launched after Oct Half-term which saw 14 children attend weekly. ✓ Y4/5/6 Boys' Football Club launched in Sept by Mr Chadwick with 24 boys attending weekly ✓ Y4/5/6 Girls Football Club launched by Mr Claybourn in Sept with 18 girls attending weekly. ✓ 20 Children from FS/Y1/Y2 attend our Monday Morning Gymnastics club weekly. ✓ 20 Children from 		<ul style="list-style-type: none"> ✓ Continue to look to create additional clubs that mirror our curriculum offer for that term. ✓ Continue to build and develop our working relationship with Grimsby Twist and Flip Gymnastics to ensure our Gymnastic clubs continue to run to capacity. ✓ Utilise Pupil Voice to ensure that clubs are being created that are in demand and will be attended in numbers ✓ Consider targeting the least active through an invite only Change for Life Club.

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<ul style="list-style-type: none"> ✓ Continue to develop our commitment to The Daily Mile and build on the success of last year's launch. 	<ul style="list-style-type: none"> ✓ Invest in a Daily Mile track to ensure that the runs can take place all year around in a range of weathers. 	<p>£7350</p>	<p>Y2/Y3/Y4 attend our Tuesday Morning Gymnastics club weekly.</p> <ul style="list-style-type: none"> ✓ 20 Children from Y5/6 attend our Wednesday Morning Gymnastics club weekly. ✓ 28 Y3/4 Children attended Mr Chadwick's Indoor Athletics club during Autumn term 2 on a Thursday evening. ✓ 22 Y5/6 Children attended Mr Claybourn's Indoor Athletics club during Autumn term 2 on a Friday evening. <ul style="list-style-type: none"> ✓ Daily Mile to be relaunched after Christmas ✓ All children to be baselined on the Cross Country distances for their age. ✓ All children to be re-timed at Feb half-term to measure progress/improvement in fitness. 	<ul style="list-style-type: none"> ✓ Participation rates to be monitored across school through the collection of baseline data and times. ✓ Continue to celebrate the successes of individuals and classes on Class Dojo, Twitter in assemblies and on the PE board to continue to raise the profile of the Daily Mile; the benefits of physical activity and the benefits of leading a healthy lifestyle.
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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: %
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"> ✓ Pupils actively take part in two hours of high quality PE a week. 	<ul style="list-style-type: none"> ✓ This academic year with have continued our link with Caistor Yarborough Academy who support us with the delivery of high quality KS2 PE. 	<ul style="list-style-type: none"> £11,400 (£3,800 termly) 	<ul style="list-style-type: none"> ✓ Consistency across year groups in delivery. ✓ High quality PE lessons from subject specialists. ✓ Opportunities created this term for inter-school competitions at Caistor Yarborough Academy. ✓ All the children in Y5/6 went to Caistor Yarborough to compete in a football festival against other schools and a Netball festival. ✓ All the children in Y3/4/5/6 were due to attend Caistor Yarborough in December to represent Keelby and compete against other schools for Indoor Athletics until the numbers of COVID-19 cases in school saw us have to postpone until after Christmas. 	<ul style="list-style-type: none"> ✓ Look into further ways Mr Starling and Mr Chadwick can help with the upskilling of others through CPD ✓ Further develop opportunities for intra-school competitions across the school year to ensure each PE unit culminates in an opportunity to represent the academy ✓ Look for a way for intra-school competitions to take place to feed into inter-school competitions.
<ul style="list-style-type: none"> ✓ Continue to refresh and maintain our School Sport and PE display to further 	<ul style="list-style-type: none"> ✓ PE and School Sport display established in the KS2 shared area. This will 		<ul style="list-style-type: none"> ✓ The profile of PE and physical activity has been raised by the creation of a 	<ul style="list-style-type: none"> ✓ Further develop the PE board to signpost more clubs and further raise

<p>raise the profile of PE and physical activity across the school.</p> <ul style="list-style-type: none"> ✓ Creation of a PE and School Sports Council to further raise the profile of PE at KPA and give the opportunity for Pupil Voice to contribute to our offer. ✓ Enter as many inter-school competitions as we can now restrictions are easing to give as many children as possible the chance to represent the Academy at a sport. 	<p>promote the benefits of physical activity; celebrate the successes of individuals, classes and teams and will signpost children to clubs.</p> <ul style="list-style-type: none"> ✓ PE and Club news to be regularly posted on School Story on Class Dojo ✓ PE and School Sports council formed to give the pupils a voice as we look to scale up and shape our PE and School Sport offer. ✓ Liaise with CYA and the School Sports Partnership to organise and enter as many inter-school competition opportunities as we can. 		<p>board in a prominent position in the shared area that all KS2 children pass daily.</p> <ul style="list-style-type: none"> ✓ The profile of PE and physical activity has been raised with regular updates about our extra-curricular clubs shared on School Story ✓ Success celebrated (individual, class and team) ✓ PE council help set up and implement Pupil Voice questions across the school so we can look to shape our offer (particularly our extra-curriculum offer) around what sort of PE and Sports clubs the children want and would attend. ✓ 24 Y5/6 Children went to Oasis Immingham to represent KPA at the SSP Indoor Athletics Competition ✓ All of Y5/6 went to CYA to participate in the Football festival against another school. ✓ All of Y5/6 went to CYA to participate in the Netball festival against 	<p>the profile of PE and physical activity.</p> <ul style="list-style-type: none"> ✓ Create a suggestions box for clubs to create an opportunity for Pupil Voice. ✓ Continue to utilise the huge screen in the shared area to further celebrate and shine a line in the shared area on physical activity. ✓ Ensure that the data from the questionnaires are analysed. ✓ Start to make enquiries with external providers with the view of creating additional clubs that match the desires of the children from the Pupil Voice survey. ✓ Finalise planning with MS and SC regarding dates for intra-school comps. ✓ Utilise Young Leaders in the running of these competitions.
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<ul style="list-style-type: none"> ✓ Planning is starting to be put in place now for the roll out of intra-school competitions across school once social distancing rules allow. 	<ul style="list-style-type: none"> ✓ Develop a long-term plan that will see each half-term block culminate in an intra-school competition that will see all children compete for their house. 	<p>Utilise Mr Starling and Mr Chadwick as part of our SLA with CYA (see costs above).</p>	<p>other schools.</p> <ul style="list-style-type: none"> ✓ All of KS2 were due to attend the indoor Athletics festival at CYA until COVID rates led to a postponement. ✓ 12 KS2 children attended and represented KPA at the SSP's New Age Kurling Competition at Franklin College. ✓ All children across school gain access to competitive sport and the chance to represent their house in competitions. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> ✓ Curriculum support booked in for term 5 and term 6 with Owen Denovan who will model lessons to those who deliver PE lesson in KS1 	<ul style="list-style-type: none"> ✓ Owen to model example lessons to those who deliver sessions in KS2 and provide help/support with planning 	Paid for via SSP (see costs above)	<ul style="list-style-type: none"> ✓ KS1 teachers upskilled with the delivery of KS1 PE. ✓ KS1 teachers supported with the planning and assessment of KS1 PE lessons 	<ul style="list-style-type: none"> ✓ Look into booking additional support/sessions with Owen for KS1 staff into the next academic year.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Intent	Implementation		Impact	
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"> ✓ Establish Young Playground leaders so that a variety of opportunities for physical activities exist and are available at break and dinner time. ✓ Re-Launch Daily Mile Destinations Challenge across the whole school. 	<ul style="list-style-type: none"> ✓ All the children in KS2 to receive Young Leader refresher training weekly across Term 5. ✓ Range of activities linked to a variety of sports shared with the Young Leaders and examples of games provided in a handbook. ✓ Daily Mile Destinations challenge launched in April across the whole school. Expectation established that classes run daily. 	Young Leader training delivered by CYA as part of our SLA £1650 SSP membership (resources accessed DM and Virtual cross country accessed via this partnership)	<ul style="list-style-type: none"> ✓ Large pool of Young Leaders trained and available to lead physical activities at break and dinner time. ✓ More children active/active for longer at break and dinner time. ✓ All classes baselined at the beginning of term by timing each child completing the Cross Country distance expectation for their year group. ✓ This is to be repeated at the beginning and end of each term to show the improved 	<ul style="list-style-type: none"> ✓ Ensure the Young Leader programme is sustainable ✓ Time table different leaders for different days within each bubble if necessary ✓ Provide training to the adults with each bubble if required. ✓ Look into the possibility of relaunching our extra-curricular running club. ✓ Participation rates to be monitored via Daily Mile Destination maps in classrooms and collated on PE Display

			<p>fitness levels of each child. Data will be collected, analysed and made available.</p>	<p>board.</p> <ul style="list-style-type: none"> ✓ Continue to time each class at the beginning and end of term half term and analyse the data. ✓ Continue to celebrate the successes of individuals and classes on Class Dojo, Twitter, in assemblies and on the PE board to continue to raise the profile of the Daily Mile; the benefits of physical activity and the benefits of a healthy lifestyle.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ✓ Launch 'Personal Best' Challenges across school so that children are encourage to try and better themselves over time by continuing to reattempt challenges (Motivation and resilience learning behaviours). 	In term 5, we have launched our Personal Best Challenge in relation to our Daily Mile and Cross Country running. All the children were baselined on run 1 and they will be retimed every 2 weeks to show their progress (improvements with fitness).	Personal challenge and DM resources accessed via SSP	<ul style="list-style-type: none"> ✓ Baseline times shared with all children after their first runs. ✓ Cross Country Gold, silver and Bronze times shared with the children as aspirations for the children. ✓ Children to aim to improve on their previous best every time their run is timed and recorded (every 2 weeks). ✓ Celebrate successes both individually and as a class. 	<ul style="list-style-type: none"> ✓ Continue to collect data on a 2 weekly basis. ✓ Analyse the times and provide positive feedback/praise to individuals and classes. <p>Celebrate successes both in and out of school (e.g. School website, Twitter and Class Dojo).</p>

Signed off by	
Head Teacher:	Annabel Atkin
Date:	16.12.21
Subject Leader:	Steve Claybourn
Date:	16.12.21
Governor:	
Date:	

Created by:



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