

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

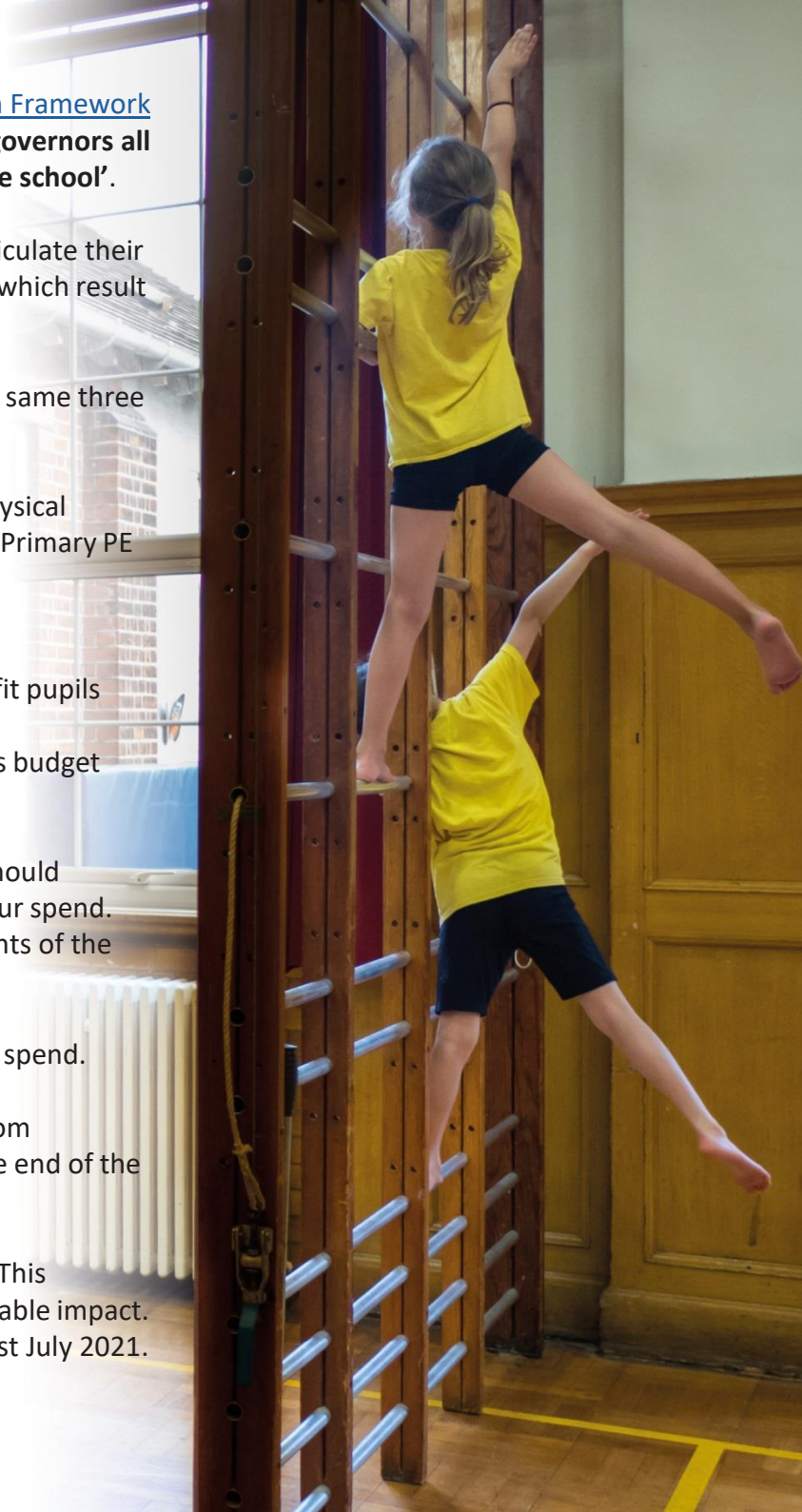
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** at the latest.

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 2021:	Areas for further improvement and baseline evidence of need:
<p>We have maintained our High Quality P.E delivery in curriculum time. Some of the funding has been used to provide resources/equipment to allow us to work in a Covid friendly manner. All of our planning has been supported by AfPE guidance and the membership fee to pay for this was invaluable. The delivery of Dance and Rugby went ahead with a fully qualified coach to strengthen the breadth and depth of expertise with the department.</p> <p>We managed to run a dance and gym extracurricular club during the Autumn 1 term. This was funded through Sports Premium money. As we were not able to run any further clubs/activities between October and April we ran an Easter Sports Camp during the Easter holidays for the year 6 students. This was very well attended and hugely successful in bringing the students back together again in a fun and enjoyable way.</p> <p>We did use the Sports Premium funding to purchase and maintain play time equipment for every bubble in school throughout the whole pandemic. This improved activity rates during break and lunchtimes and helped to maintain the students basic level of fitness. It also provided enjoyment and entertainment when needed.</p> <p>The Shelley Pyramid Partnership has continued throughout the Pandemic and has been very successful. Our School Sports Co-Ordinator has maintained his role in the middle school and supporting the surrounding first schools. Some competitions such as the cross country have gone ahead in Summer 1 2021. We have maintained our membership of the SPIN Partnership to access school games and competitions in the future.</p>	<p>Although the Dance teacher was employed during January and February 2021, only the onsite Key worker or vulnerable students benefited from this as all other students were working from home. Dance is an area of need for the future.</p> <p>Extracurricular clubs and sports teams have been badly affected by the Covid pandemic. There has been very little room for before school, lunchtimes and after school activities. From January 2020 to June 2021 there were no inter school competition events whatsoever in the whole of Kirklees. Many students who normally go to clubs and activities outside of school have also been affected as many things have been postponed or run online. This has impacted the physical and mental health of many of our students and we would like to work to improve this in the future through building upon our extra curricular activities in PE and Sport.</p> <p>Fitness levels and stamina in some students will need to be improved over time to maintain a required level of performance in PE lessons.</p> <p>School teams will need to be re-introduced to various sports and games to be able to compete against other schools. Leaders will need to be identified and trained without the usual role models in the older years to show them how it is done.</p>

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

Total amount carried forward from 2019/2020	£	2,274
+ Total amount for this academic year 2020/2021	£	17,680
= Total to be spent by 31st July 2021	£	19,954

<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 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>Completed some form of water safety in First school. Gill Hood collates this information for Kirklees schools.</p> <p>We are aware that schools have not taken pupils swimming in curriculum time since January 2020.</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>	<p>%</p> <p>N/A</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>%</p> <p>N/A</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p> <p>N/A</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> <p>N/A</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: 2020/21		Total fund allocated: £	Date Updated:	
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	3
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>Develop active play times to allow pupils to learn games which are safe and which raise the HR.</p> <p>Develop morning, lunchtime and afterschool provision.</p> <p>Develop school club links to encourage activity outside of school.</p> <p>Implement Mental Well-Being strategy for the whole school in terms of Covid recovery through Yoga or walking (a mile) in Class Time once a week</p>	<p>Train up Play Leaders (within year 6, 7 and 8) Replenish lunchtime play equipment/resources.</p> <p>Train up a year 6 School Sports Organising Crew</p> <p>Re-connect with local clubs and advertise these within the PE changing room area.</p> <p>Incorporate Yoga into the 30 minute class time once a week for each group to be delivered by a qualified Yoga instructor.</p>	£200	<p>Due to Covid restrictions and the use of Bubbles within school through 2020 and 2021 we were unable to train play leaders/sports leader to help to run activities for other students.</p> <p>We did use some funding to provide and replenish over the year, a set of equipment and resources for each bubble in school. (6 bubbles in total) These included skipping ropes/ ankle skips/hoops and some easy clean balls with cleaning wipes. These were a huge success in terms of providing activity for the students at break and lunchtimes.</p> <p>Some local clubs were able to remain open, especially the football and cricket clubs. Strong club links have been maintained and the sports camps, which were organised and run by the local clubs, were advertised and supported by the</p>	<p>The intent will be carried forward into 2021 to 2022 planning with similar implementation strategies.</p>

			<p>school. This increased activity levels over the school holidays in October, Christmas, February and Easter.</p> <p>We were unable to incorporate Yoga into class time due to the split lunch/play and class time arrangement.</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>%</p>
Intent	Implementation		Impact	0
<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>PESSPA to count towards whole school house system to increase motivation.</p> <p>Sports Leadership Programme to develop strong leadership skills and role models.</p> <p>To increase student voice and student ownership of PESSPA</p> <p>Develop the relationship between school and home with regards to Health.</p> <p>To increase knowledge of careers in Sport</p>	<p>Intra school competitions in all sports throughout the year.</p> <p>SSCO to train sports leaders in all year groups. Register with Sports Leaders UK Young Leader award</p> <p>Young leaders to assist with the running of KMS events and competitions/ intra house competitions.</p> <p>School sports council</p> <p>Student planner to have a designated page for PESSPA.</p>	<p>£200</p>	<p>The sports leadership programme has been severely affected by the Covid pandemic as students have not been able to leave school to work with our local feeder first schools.</p> <p>We have however, included many Sports Leaders from Year 7 and 8 in the running of the Sports Day activities. This has given them the first taste of Sports Leadership and their names have been passed on to the staff at Shelley College who will be able to give them further opportunities in year 9 and beyond.</p> <p>In all curriculum activities we have provided inter house competition and the Sports Days were all house competition based. 100% of students at KMS were actively engaged in Sports day. Some SEND students completed slightly different tasks</p>	<p>Reinstate the leadership programme.</p> <p>Develop the Careers notice board regularly to keep it updated.</p>

	Devise a notice board for Careers in Sport	£200	<p>with their support teacher which were planned in advance and contributed to the house competition.</p> <p>The student planner page has provided important information for students and their families throughout the pandemic with regards to the importance of keeping active. All can list the benefits of exercise on physical and mental health.</p> <p>A notice board for Careers in Sport has been created in the large hall. This is visible to all and helps to inform students of the opportunities for jobs linked to Physical Education and Sport.</p> <p>Stretch and start activities were provided for staff to help with staff wellbeing and to raise the whole school importance of leading an active and healthy lifestyle.</p>	
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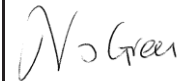
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	32
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to 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>We plan to continue with staff CPD as required.</p> <p>The Bradley Woods trip will be reinstated when it is safe to do so.</p>

<p>To increase knowledge, understanding and confidence when teaching dance, gymnastics and rugby.</p>	<p>Staff to be registered on CPD courses over the next 12 months.</p> <p>Staff to observe specialist coaches when they deliver lessons in these activities during curriculum time.</p>	<p>£3100</p>	<p>A dance teacher was employed during the Spring 1 term as planned. Unfortunately, she was only able to work with the students who were taught onsite during the January/February 2021 lockdown. However, the PE staff were able to work collaboratively with her to increase their confidence, knowledge and skills in the teaching of Dance. A new scheme of work has been developed and will be taught in the next academic year.</p>	
<p>Increase ability to deliver high quality OAA.</p>	<p>Visit Bradley Woods for a day to experience high quality OAA with fully trained instructors.</p>	<p>£3240</p>	<p>The visit to Bradley Woods was cancelled. To allow students to take part in some team building activities and to help their recovery socially and emotionally from the lockdown, KMS provided an Easter Camp. This was accessed by 117 students in Year 6 over the Easter break and was very successful in reuniting the students and keeping them active and healthy.</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	<p>21</p>
<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>To offer a broad and balanced curriculum for boys and girls.</p>	<p>Include Taekwondo in the POS. To be delivered by a qualified coach.</p>		<p>The taekwondo coach was not able to lead any sessions in school due to Covid restrictions. The rugby delivery was also cancelled in Spring 1 due to restrictions.</p>	<p>Maintain club links and employment of external coaches to provide increased opportunities.</p>
<p>To develop the range of extra-curricular activities on offer.</p>	<p>Have a qualified coach for Y6 Dance and Rugby to support the Spring 1 and 2 curriculum delivery.</p>	<p>£2000</p>	<p>We therefore moved the tag rugby block of work to Summer 2 and paid for a Rugby specialist coach to deliver this on the curriculum. This allowed all year 6 students to experience tag rugby on the curriculum and develop valuable skills and knowledge in this activity area. Club links were shared from the local community to help to sustain participation in Rugby for some students.</p>	
<p>Improve the provision of Gymnastics by purchasing new equipment.</p>	<p>Support the PE department with the use of coaches to strengthen the Y6 EC provision for all. This will include SEND and G and T.</p>		<p>We ran a gymnastics and dance after school club during Autumn 1 for 6 weeks. This was very well attended by boys and girls. Unfortunately it had to be cut short due to increased Covid restrictions.</p>	
	<p>Netball Gym Fitness Table Tennis Girls Football Basketball</p>	<p>£625</p>		
	<p>To purchase new trampets and box tops.</p>	<p>£1500</p>		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	44
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>Compete in all School Games Competitions</p> <p>Enter all regional, County and National Competitions where we feel we can compete.</p> <p>Provide transport to away fixtures</p> <p>Allow staff to accompany sports teams to competitions.</p>	<p>Maintain the SSCO role within school for 3 full days.</p> <p>Maintain the SPIN Partnership affiliation.</p> <p>Enter relevant competitions. Pay affiliation fees.</p> <p>Maintain school mini bus</p> <p>Provide funding for staff cover.</p> <p>Bikeability</p>	<p>£5600</p> <p>£400</p> <p>£115</p> <p>£200</p> <p>£1000</p> <p>£1574</p>	<p>Mr Killock has remained in his post at KMS SSCO. He has done a wonderful job in supporting our feeder first schools and helping with transition for the year 5 into year 6 students. He has supported the first schools in their delivery of high quality PE and Sport and provided some opportunities for competition where possible for our year 6 students. He has contributed to extra curricular activities in the summer term and managed the inter house football, netball and rounder's competitions.</p> <p>Although we have not been able to take part in any school games activities outside of school we have received regular updates from the SPIN partnership and guidance on how to work safely under Covid restrictions.</p> <p>Bikeability went ahead in July 2021 and 36 students in total</p>	<p>We plan to run the same intent for 2021-2022.</p>

			<p>complete the Level 2 two day course for free due to the Partnership affiliation.</p> <p>The school mini bus was used in Summer 2 to transport students to an Athletics competition. 32 students in total competed in the event and it was thoroughly enjoyed by all.</p>	
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Signed off by	
Head Teacher:	
Date:	29/07/21
Subject Leader:	Mrs Vicki Joyce
Date:	01.07.21
Governor:	
Date:	29/07/21