



# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised July 2021

Commissioned by



Department  
for Education

Created by



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 2021/22	£22,910
Total amount allocated for 2022/23	£20,380
How much (if any) do you intend to carry over from this total fund into 2023/24?	£2,936
Total amount allocated for 2023/24	£19,820
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£22,756

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	%
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?	Yes/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:		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:
To ensure that all children are accessing as much physical activity each day as possible.	To have a physically active breakfast club		Break times and lunchtimes are far more active with an increased number of pupils involved in physical games and activities every break and lunchtime.	Invest in our outdoor environment. Look at the school space and think how it can be used more creatively.
To create physically active break times and lunchtimes.	To develop the role of lunchtime play leaders.		Least active children are now more involved in physical activity and have become more confident.	Invest more in forest school for more outdoor learning opportunities.
To have a physically active breakfast club.	Project Sport coaches to support by creating physically active lunchtimes for all children to get involved.	£3104 Free due to funding from SPIN and England Women's Rugby Club.	Increased activity of girls taking part in sport.	Continue with play leaders and SSOC targeting the least active children.
Sports leaders to provide sports games for younger children to access during lunchtimes.	Lunchtime clubs run by sports coaches and Rugby (year 6) aimed at girls.		Wider impact as a result of above - Pupils are more active in lessons other than PE and during lunchtimes. Attitudes to learning in some classes are improved as a result of increased concentration in lessons.	Retrain lunchtime staff with a refresher – some staff are still reluctant to play games with the children.
After school clubs and lunchtime clubs to be primarily active accessible for all children across all year groups, led by specialists (particularly targeting inactive girls).	Girls football club (Friday), Upskill lunchtime staff through coaching/training (SPIN).			Possibly look at sports coaches to support with physical lunchtimes next year (need to look how the coaches are implemented to have the biggest impact).
Opportunities for children to develop their gross motor skills, strength and fundamentals outside of lesson times.	Purchase lunchtime/playtime resources to support children being physically active. Provide children with exciting equipment e.g. scooters, climbing equipment etc to encourage them to be active.	£1001		

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	<p>School Sports Organising Crew (SSOC) targeting children who are the least active to participate in intra school competitions.</p>	<p><b>£9459</b></p> <p>Outdoor Gym</p>	<p>Increased physical activity at break times and lunch times. Develop children's gross motor skills and the fundamentals.</p> <p>Improvement in behaviour due to children being more active and engaged.</p>	
<p>To have physically active brain breaks in between learning.</p>	<p>All classes to have a five - ten minute physically active brain break in between lessons to work towards the active 60 minutes a day. This could be split between sessions e.g. one in the morning and one in the afternoon.</p> <p>Continue with GetSetforPE subscription – scheme of work which includes many activities linked to being active other than PE lessons e.g. active blasts, active families, active lunchtimes and classroom PE.</p>	<p>£1100 for 3 years (paid in 22-23).</p>	<p>After a physically active brain break, children are much more alert and ready to learn. The quality of work is much better and concentration is increased.</p>	<p>Target children who are still not active. Can we get them involved in some clubs, lunchtime activities, physical interventions?</p>
<p>To have physically active after school clubs and lunchtime clubs.</p>	<p>This year we have had the following physically active after school clubs:</p> <p>Dodgeball (Project Sport)</p> <p>Multi-skills sports (Project Sport)</p> <p>Football (Project Sport)</p> <p>Girls football (Project sport)</p> <p>Year 5/6 Boys football (Staff from school and Moor End PE teacher).</p> <p>Dance (Fidget Feet)</p> <p>Girls cricket (Project sport)</p> <p>Girls multi-skills (Project Sport)</p> <p>Girls Rugby (England Women's Rugby)</p> <p>Girls netball (Project Sport)</p>	<p>Dance club £378</p> <p>Project Sport £2316</p> <p>Rugby free due to funding</p>	<p>Children have had the opportunity to increase their physical activity during the day and try things that they would not normally. Children have enjoyed attending these clubs.</p> <p>Targeting least active/less confident girls for the girls only clubs. Girls really enjoyed the clubs and their confidence has increased.</p>	<p>Ensure a range of physically active clubs run again next year.</p> <p>Look at clubs that may interest some of the least active children.</p> <p>Get pupil voice and find out what activities they would like to do.</p>

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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:
To have a School Sports Organising Crew (SSOC) who meet regularly.  To provide regular feedback on sports results during celebration assembly and on school website.	SSOC trained by SPIN. Meet weekly to discuss ideas for promoting sport within school and organise fortnightly intra school events.  SSOC have set up a girls football club on Friday lunchtimes.  They attend termly SPIN training. SSOC team to target least confident/least active children to try promote sport and make it a positive, successful experience where all children can succeed.  Create a display of SSOC so children in school know who they are, what events are coming up and achievements can be celebrated. To put all events on the school website and recognise pupils who have participated or being recognised for certain traits e.g. passion, determination, resilience.  Certificates are given out for any sporting achievements/participation in Friday's achievement assembly.		SSOC have worked hard at targeting the children that are least active at lunchtime providing activities that they can join in with. They have created their own awards and certificates and have worked hard to provide leadership at events. They have increased the participation in physical activity at lunchtimes, creating competitions and fun games e.g. bean bag throw competition, speed bounce competition. They have also been in charge of the scooters when they have been in school – supporting and encouraging the younger children.	SPIN coaches to be continually used to support SSOC and assist in raising the profile of sports in school throughout the year.  Continue to attend the training for SSOC and implement ideas. Buy any equipment that might support this.  To ensure all events go on the school website. Try to set up a twitter account to put these events on. Celebrate children's sporting achievements on these platforms.  Celebrate children's sporting achievements after school.

<p>To ensure PE teaching enables the development of like skills that are transferred to other curriculum areas, wider school and beyond.</p>	<p>Teachers to deliver PSHE sessions around the benefits of exercise and the positive impact that exercise has on physical and mental wellbeing. Transfer to other curriculum areas, wider school and beyond.</p> <p>To award children in lessons and competitions for showing other skills such as co-operation, respect, determination and responsibility.</p>		<p>In some areas this has been done really well and children have a much deeper understanding of the benefits of exercise.</p> <p>Need to monitor in more detail how this is transferred to other subjects.</p> <p>Children recognised and awarded for showing the other skills and special awards given during active week/sports days to these children.</p>	<p>Ensure PE, sports and the health benefits are regularly spoke about in school and are encouraged throughout the curriculum. Support teachers with this.</p> <p>Monitor how it is being transferred into other subjects. Look at long term plans across subjects.</p> <p>Collect some pupil/staff/parent voice – what is their current perception of PE at our school?</p> <p>Get parents more involved in PE at school – teach them the importance of being physically active. Parent/child sporting sessions.</p>
<p>To use Bikeability as an opportunity to raise the profile of biking to school.</p>	<p>All children in year 5, that would like to, have an opportunity to work towards level 1 and level 2 to improve their bike riding skills. Any children in year 6 that are not confident to have the training.</p> <p>All children in reception and year one to participate in balance bike sessions. Those children showing skill to move on to the next level of pedal bike run by 'Ask for the Moon'. Borrowed balance bikes off SPIN so children could practice their new skills.</p>	£65.00	<p>Children up-levelled their biking skills, are able to use bikes effectively to travel safely in public and thoroughly enjoyed the experience.</p>	Book bikeability for 2024/25.
<p>To continue to work towards the school games award.</p>	<p>Ensure most of our children are being physically active. Provide children to take part in as many sporting opportunities as possible. Ensure PE has an impact on our school priorities, values and ethos.</p>		<p>This year we achieved the Gold school games award.</p>	

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:
To ensure teachers receive appropriate professional development in PE.	<p>Membership to Newsome Academy SPIN (Sporting partnerships and Initiatives from Newsome)</p> <p>Teachers observe good practise from qualified sports coaches and gain ideas for teaching future sessions. They will ask questions to further their understanding whilst observing to enable them to replicate the session and extend their pupil's learning.</p> <p>Support from SPIN – All year groups from year 1 – year 6.</p> <p>Support from Project Sport in all year groups.</p>	<p>£2880</p> <p>£3316</p> <p>Free due to funding.</p>	<p>Teachers now are more confident and have better knowledge of teaching areas where they were least confident (dance and gymnastics). Children have received a wider range of PE lessons.</p> <p>SPIN assessment on all year 2 children- increased the teachers' knowledge of the children's skills in their classes and how they can best support them to improve.</p> <p>SPIN coach worked with year 2 to focus on the gaps in skills that were found in the assessment.</p> <p>SPIN coach trained playleaders, SSOC, and ETAS (both with lunchtime games and movement groups (SEMH).</p> <p>Sports coaching has developed pupil's wider skills e.g. communication, teamwork, fair play and leadership.</p> <p>Pathways into local community</p>	<p>SPIN coaches will be used to support staff next school year - but in order to see the impact that the coaches have had, we have chosen not to buy in to the advanced package next academic year.</p> <p>PE lead to drop in on PE sessions and check the new skills teachers have learnt are being utilised.</p> <p>Check all teachers are in PE kit to teach PE and children are all in the correct Oak PE kit.</p> <p>Could this be developed further – children are offered</p>

			clubs are offered to children.	pathways but there is little uptake. Mainly because parents are unable to take them to the clubs or pay for them. Look at how we can improve this.
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To enable all teachers to confidently plan, teach and assess National Curriculum PE.	Continue with GetSetforPE subscription which includes a scheme of work from Nursery/ EYFS up to year 6. It provides knowledge organisers and help with assessing pupils as well as many other useful resources.  To ensure GETSETFORPE is being used consistently through school in all year groups.  To support staff with using the scheme.	(Price as above)	Teachers have reported that with using the scheme, they have found that the children have built on their physical, technical, tactical and mental understanding of a range of sports.  It has also developed wider skills such as communication, teamwork, fair play and leadership.	To continue with the scheme. The scheme is now consistently used across all year groups using the school long term plan.  To continue monitor the use of the scheme throughout school and to observe PE lessons to ensure that standards of teaching PE are meeting the needs of all children.  Find out how staff feel about PE and support their specific needs. Provide ongoing training and support.
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
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Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	Make sure your actions to achieve are linked to your intentions:  Supported by:    	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has

what they need to learn and to consolidate through practice:			changed?:	
Continue to offer a range of activities both within and outside the curriculum in order to get more pupils involved.	Enter as many of the after school competitions provided by SPIN as possible (competitions entered listed in indicator 5).  Organise at least one inter-school competition per half term.	Coach Hire £237	Many more children involved in inter-school and intra school competitions. Increased skills and confidence. Children that participated are keen to participate again.  Many more children involved in after school clubs.	Continue to provide a range of extra-curricular sports clubs for children.  Opportunities for all children, regardless of ability are created, promoting a more active lifestyle.
Ensure a range of extra curricula activities are available for children in key stage one and key stage two.	Have a range of after school activities: Dodgeball Multi-skills sports Dance Boys Football Girls Football Cricket Girls multi-skills		More children including the least active and those with SEND and SEMH have taken part in sporting activities and competitions with their class in an environment where they feel comfortable.	Continue to offer sporting activities at lunchtime – targeting those boys which have a tendency to get themselves into trouble.
A range of lunchtime activities offered to children.	SSOC and playleaders to offer different activities to children.  SSOC crew to set up intra school competitions particularly targeting the least active children (every 2 weeks).  Lunchtime clubs: Girls Rugby Girls Netball (year 3/4, year 5/6) Girls football club		More engagement from girls in sports clubs. Girls now much more confident to participate. The girls have reported that they feel more comfortable when it is girls only.	
Focus on SEND children ensuring they have opportunities to take part in a range of sports.	Attend as many of the SEND events as possible as part of the SPIN membership.  Provide opportunities for SEND children to take part in sport.		Attended SEND Cross Country SEND Boccia SEND Inclusion festival (multi-sports).  SEND table cricket club in school for 6 weeks ran by a professional cricketer (Yorkshire Cricket Board). New skills learnt by the children.	Continue to participate in SEND events.  Playleaders and SSOC to arrange activities for SEND children.

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			Increased confidence and improved gross motor skills in SEND children.	
To increase girls' participation in sports.	<p>To get outside agencies in to encourage the girls.</p> <p>Enter as many girls only SPIN competitions as possible.</p> <p>Provide intra-school girls competitions.</p> <p>KS2 girls cricket after school club.</p> <p>KS2 girls multi skills after school club.</p> <p>Year 6 girls rugby club.</p> <p>Girls year 3/4 Netball club</p> <p>Girls year 5/6 Netball club</p> <p>Year 6 girls trip to the local rugby club.</p> <p>KS2 Girls cricket intra school competition.</p> <p>Years 3 and 4 inter school football competition x 3</p> <p>Years 5 and 6 inter school football competition x 3</p> <p>Active week intra school competitions.</p>		<p>Huge increase in the girl's confidence and well-being.</p> <p>Skills especially in football has improved massively.</p> <p>The girls football club has won several competitions and medals which has had a monumental impact on self-esteem.</p>	<p>Ensure girl's football continues in 24/25.</p> <p>Continue to promote sport to girls and get them involved in as many inter and intra school competitions.</p>

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:
To attend a range of competitions and events offered by SPIN.	<p>Increase Participation of <b>all</b> children in competitive sport –</p> <p>Attend following: Level 2 (inter-school)</p> <p>KS2 Cross Country</p> <p>Year 6 Sports Hall Athletics</p> <p>Year 4 Boccia.</p> <p>KS2 Girls football (several competitions)</p> <p>KS2 Boys football (several competitions).</p> <p>KS2 Table Tennis Competition</p> <p>Year 2 Boccia</p> <p>Year 2 Scooter festival.</p> <p>Year 6 SEN Inclusion festival</p> <p>SEN Ten-pin bowling</p> <p>SEN football</p> <p>Year 2Quadkids competition</p> <p>Year 4 4EvaActive event</p>	Included in SPIN membership payment.	<p>Attendance at many sporting events through SPIN show a huge increase in participation including SEND children (See above for all SEND competitions participated in).</p> <p>Children have raised confidence, increased resilience and improved sportsmanship skills.</p> <p>Children's achievements celebrated in achievement assembly.</p>	<p>Continue attending a wide range of sporting competitions offered by SPIN including those for SEND children.</p> <p>Can we offer children some exciting, new activities?</p> <p>Can we provide children with skills that go beyond the national curriculum e.g. yoga, skipping, relay games, creative games.</p> <p>Explore local opportunities for the children.</p>
To arrange intra school competitions between classes.	<p>Organise with SPIN at least 1 x intra school competition per half term.</p> <p>Support SSOC and playleaders to arrange intra school competitions at lunchtimes.</p> <p>Ensure intra school competitions are happening during active week.</p>		<p>Many more intra school activities organised with a huge increase in participation (including SEND and least active children).</p> <p>Children's achievements celebrated in achievement assembly.</p>	<p>Continue providing intra school competitions for children.</p> <p>Extend this into KS1.</p> <p>Could we possibly introduce a system – where all classes compete in competitions.</p>

Links with local schools to arrange competitive events.	Arrange competitive sport with Beaumont and Mount Pleasant.  Cross Country Girls Football Boys Football		Improved relationships with local schools therefore more sporting opportunities arranged for children.  Children able to participate in more competitive sport.	Continue to improve these links and organise more activities with these schools - where transport is not much of an issue.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	