

# 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 2022. To see an example of how to complete the table please click [HERE](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	Non
Total amount allocated for 2021/22	£18,610
How much (if any) do you intend to carry over from this total fund into 2022/23?	Non
Total amount allocated for 2021/22	£18,610
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,610

## 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 2020.</p> <p>Please see note above</p>	83%
<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>	68%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	61%
<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:		
<p><b>Key indicator 1:</b> 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</p>			Percentage of total allocation:	
			20%	
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>All pupils to understand that physical and mental health are closely linked and benefit well-being.</p> <p>To follow the National Curriculum and to be ambitious to go beyond its minimum requirements.</p> <p>To lead healthy and active lives by participating in daily exercise and eating healthy.</p> <p>Pupils are actively involved in a range of sports and are physically active for a sustained period of time.</p>	<p>All pupils participate in the daily mile which takes place every afternoon in Reception, Key Stage 1 and Key Stage 2.</p> <p>PE is planned into the weekly timetable for a minimum of 2 hours a week. (Including PE lessons, lunchtime clubs, after school clubs and use of the outside tyre park).</p> <p>Forest School sessions are designed to encourage physical movement including, 20 minute warm up games and tree climbing. A third of each session is dedicated to physical activity.</p> <p>The PE curriculum is carefully designed to ensure pupils learn the components of knowledge, and pupil's progress at age appropriate expectations.</p>	<p>£3,350 (Forest Schools)</p> <p>£300 (Time out of class for Subject lead to review PE provision).</p>	<p>Pupil voice to gather information about attitudes to PE and pupil engagement in or out of school. Information used to review the activities of cohorts and individual pupils. Pupils to be identified, who would benefit from PE opportunities and experiences the school can offer.</p> <p>Termly PE surveys to be completed to evidence PE participation by all pupils.</p> <p>The New Trust Framework to include PE statements and targets to track pupil's progress.</p> <p>PE Lead to report on progress to link governors and to produce an end of year PE summary Impact Report.</p>	<p>The annual school timetable reflects sporting activity and physical activities within the local community, including inter house sporting competitions and sport festivals.</p> <p>90% of lunchtime and after school clubs involved sporting opportunities which pupils had access to, and readily participate in.</p> <p>All pupils participated in Forest Schools throughout the academic year.</p> <p>PE Lead attended trust cluster meetings.</p> <p>The Trust INSET Day in February 2022 enabled collaboration and curriculum planning between Primary and High School PE leads.</p> <p>Dawn Richardson, from High Peak School and Sport Partnership met with the new PE</p>

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				<p>Lead and supported planning in allocating the school's sport premium funding. This allowed pupils across both Key Stages participate in:</p> <ul style="list-style-type: none"> <li>• Football competitions both girls and boys.</li> <li>• Netball tournaments</li> <li>• Gymnastic competitions</li> <li>• Dance festivals</li> <li>• Inter school sports festivals</li> <li>• Bikability</li> <li>• Cricket</li> <li>• Athletics</li> <li>• Swimming</li> <li>• Archery</li> </ul>
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<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p> <p>3%</p>
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Intent	Implementation	Impact	
<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>Key Stage 1 pupils to develop riding skills, including core strength and by using balance push bikes.</p> <p>Bike ability sessions for Year 6 to be completed to ensure pupils can ride a bike and can learn road safety skills. This will ensure pupils are safe when cycling on the roads. Pupils develop positive attitudes to moving and exercise.</p> <p>To develop cross curricular approaches in ensuring pupils understand the importance of exercise and leading healthy lifestyles, including both diet and</p>	<p>To book 'balance bike; training for Reception pupils in the Lent term.</p> <p>Postponed post pandemic Bike ability sessions to take place in September 2021.</p> <p>To promote stronger links with outside clubs who use the school grounds. For example, Glossop Cycle Club on a Saturday morning and Hollingworth Football Club.</p> <p>School initiatives to include cycle to school week in (October, May and July).</p>	<p>£510</p>	<p>The percentage of Reception and Year 1 pupils being able to balance and ride a 'peddle bike' increases.</p> <p>The PE Sports board is clearly displayed outside Year 4's classroom and is regularly updated with evidence of increased pupil participation.</p> <p>Curriculum links with science and PSHE support pupil's learning about health living and keeping fit.</p>
			<p>Sustainability and suggested next steps:</p> <p>Using cross curricular links to discussing environmental issues, (including reducing our carbon) has enabled the school to encourage pupils to walk, cycle or scooter to school.</p> <p>Healthy living week promoted the importance of cycling or walking to school with 70% of pupils, arriving at school on foot, or on their scooter or cycling.</p> <p>The annual cycling survey was completed to establish the number of pupils who could ride a bike.</p>

<p>regular exercise.</p>	<p>The tyre park has new matting fitted to ensure it can be used in all weathers.</p> <p>To map out the field for sports day to include a running track. (June 2022).</p> <p>Inviting inspirational athletics into school to inspire pupils. November 2021-Ben Watson twice winning Paralympian athlete invited in to talk to pupils and to show pupils his Tokyo gold medals</p> <p>For pupils to take part in Healthy Living Week June 2022.</p>			<p>Tiny bikers will return for new reception pupils again in the next academic term.</p> <p>Extra funding was used for Year 5 pupils to take part in small group Bikeability groups. This increased greater cycling proficiency with the vast majority of pupils.</p> <p>Daily break and lunch time equipment ensures pupils are encouraged to use the equipment to promote greater physical activity amongst all pupils.(For example, boxes include, bats, balls, skipping ropes, hoops and bean bags).</p> <p>Lunchtime staff encouraged pupils to use equipment and to invent their own games to play. Outside sports coaches delivered daily sporting opportunities and supported the school's Summer Makers Market, raising the profile of sport within the school community.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p> <p>40%</p>
Intent	Implementation		Impact	
<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 utilise the Sports Coach to train, mentor and deliver first quality PE teaching and ensures there is progression across all year groups.</p> <p>Some sport clubs and competitions are organised and delivered by all staff.</p> <p>All staff including lunchtime staff are highly trained to deliver high quality PE sessions, supported by the PE coach.</p>	<p>To employ a Tameside Sports Coach (this has become a rolling programme for the last 3 years).</p> <p>The coach to model first quality PE teaching and at the end of every half term to observe teaching staff teaching and to feedback on lesson observations.</p> <p>Lunchtime and after school sporting clubs to continue with a wide range of sporting opportunities for pupils to experience.</p>	<p>£7,500</p>	<p>Lesson observations of teachers teaching PE, evidences strong teaching and pupils making progress in acquiring skills.</p> <p>Teachers have strong knowledge and understanding of progression through physical developmental stages for pupils to go through.</p> <p>The new PE Lead to develop an action plan which reflects the pupils post pandemic needs.</p>	<p>The PE Lead reviewed provision termly. Pupils participated in a range of sporting opportunities including, tennis, hockey, cricket, rugby, gymnastics, netball, basketball, dodgeball, athletics, and dance.</p> <p>The Annual PE Impact Summary Report was published and PE lead will present the evidence of impact to the Governors, at the beginning of the next academic year.</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation: 25%

Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<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>Additional achievements:</p> <p>To ensure <b>ALL</b> pupils post pandemic have the opportunity to experience a variety of sporting activities.</p>	<p>All Key Stage 2 pupils to experience a taster day at Whitehall in Buxton.</p> <p>Year 6 to visit the Lake District in July to attend a 3 day residential. To visit sporting venues, for example, the Manchester Velodrome.</p> <p>To invite Hadfield Crown Green Bowling club to visit school and for pupils to visit the club and participate in Crown Green Bowling.</p> <p>Sport Coaches at lunchtime to offer a variety of sporting opportunities for all age groups, including Archery, Dodgeball, and Cricket, football, Netball, Basketball and ball skills. PE activities are linked to other areas</p>	<p>£2000</p> <p>£2,700</p>	<p>Pupil voice indicates pupils enjoy the activities offered and new experiences are logged. New activities include orienteering, caving, biking skills, team building and problem solving activities.</p>	<p>Pupil feedback. Progress to be reviewed termly and will continue into the next academic year.</p> <p>Year 6 pupils attended the Lake District Residential and enjoyed a wide variety of sporting activities and experiences.</p> <p>The Pupil pathway and the schools Character Curriculum ensures there are physical and sporting opportunities for pupils to experience and to achieve. Commando Joe will continue into the next academic.</p>

	of the curriculum including Forest Schools, Commando Joe and the pupil pathways. For example, Year 5 to climb a mountain (Mam Tor in Whaley Bridge).			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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 all pupil have the opportunity to participate and experience competitive games in school and the in wider community.	<p>To subscribe to the High Peak School and Sports Partnership affiliation. (To included, orienteering, gymnastics, rugby, football, multi sports and cricket).</p> <p>To ensure the PE lead has time to coordinate ad organise events.</p> <p>To develop inter/school house competitions as part of the post pandemic recovery plans.</p>	£2550	<p>To monitor pupil participation in the HPSSPA timetable each term.</p> <p>The school's sporting profile with in the local community is raised.</p> <p>The school achieves the Silver Games Mark Sporting accreditation.</p>	<p>To collect evidence to support the School Games Mark award for July 2022.</p> <p>In July 2022, the school was successful in achieving the Derbyshire Bronze Award for sporting commitment in the High peak area.</p> <p>The Sporting Strategy and PE school action plan to be reviewed termly. (This was achieved).</p>

Signed off by	
Head Teacher:	Mrs Bernadette Quirke
Date:	25 <sup>th</sup> July 2022
Subject Leader:	Mr Simon Robinshaw
Date:	25 <sup>th</sup> July 2022
Governor:	Mrs Rachel Shaw
Date:	25 <sup>th</sup> July