

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) (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

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 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 **31<sup>st</sup> July 2020** 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 2020. 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.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:

Meeting national curriculum requirements for swimming and water safety.	To be completed at the end of the school year.
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.	% Children have not been swimming since Year 4 due to Covid.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: 2020/2021		Total fund allocated: £	Date Updated:	
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>				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:
Ensure children have the correct equipment to use in PE and after school clubs without equipment having to cross bubbles.	Replenish sports equipment stock with extra sets of balls, alternative throwing and catching equipment for ks1, new tennis racquets, cones, spots and extra basketballs.	£1000	New equipment purchased meaning that all children had access to the correct equipment in each bubble. This ensured that all PE sessions could still be taught with all of the required equipment <b>FEB 2021</b>	New equipment has arrived and has ensured that children have the correct resources for each sporting activity. If we are still working in bubbles, then there is now enough equipment to ensure all PE can run as normal and in line with the long-term plan.
Key Stage 1- whole class physical activity in class every morning / afternoon with finger gym and movement time.	Teachers are given access to many different physical activity websites which are classroom based and will ensure that all children partake in an extra 15 minutes of physical activity every day to support physical and mental wellbeing.	£50	Rec and Year 1 children are accessing gross and fine motor skill activities every morning and afternoon. This is helping to develop co-ordination and support handwriting and fine motor skills. <b>FEB 2021</b>	The resources they use for this are free and time has been planned into their daily routine to ensure this can continue. This is an extra 10 minutes a day when the children are physically active and contributing towards their 60 active minutes a day.
KS2- Daily mile- To ensure KS2 children are taking part in the daily mile.	KS2 children to use their afternoon 'break' as time to complete laps of the daily mile track. As playtimes are now staggered due to Covid regulations, each bubble is out at different times. Children to record their results on a whole class chart to monitor how well they are		Implemented in April 2021. Each class has two 15 minute time slots at least a week. Ensuring all children have more opportunities to be physically active coming out of the national lockdown and addressing the obesity crisis amongst young children. <b>FEB 2021</b>	Children are now familiar with the Daily Mile and all staff are ensuring that their class have at least 2 opportunities to complete the daily mile each week. This is having a positive impact of the children's fitness levels and is supporting the

<p>To engage more of our children in sports throughout the school day.</p>	<p>doing across the week.</p> <p>Children to be split into Key Stage 1, Year 3/4 and Year 5/6 bubbles to access lunch time physical activity with the specialist sports coach</p>	<p>£2900</p>	<p>To ensure more children are engaged in physical activity throughout the day, and to address the well-being concerns that we have about our children after lockdown, 2 classes (Year 4 and Year 6 ) will take part in yoga and well- being sessions during the school day. The club will then be offered to KS1 children as an after school club. The impact of this will be monitored as the children start the sessions next half term however we are confident this will have a positive impact not only on the children's physical health but also on their mental health. <b>MAR 2021</b></p>	<p>children in their 60 active minutes a day.</p> <p>Mid Day supervisors have taken part in training this year which has lead to increase in the number of games and activities provided for the children at lunch times. Children are now more physically active and involved in a number of sporting activities. Oliver has also worked with the children on a lunch time to involve more children in his activities and to practice the basic skills. As a result, children who did not used to join in with lunch time sports are now doing so.</p> <p>New sports resource boxes were also provided for each class for them to use on a playtime. This has meant that the playtimes are very active which counts towards their recommended daily exercise time of 60 minutes.</p>
<p>To ensure that all children who are taking part in out of school competitions have the correct clothing.</p>	<p>To order and buy new hoodies with the new school name and logo on to be worn over sports kits when children are taking part in activities and competitions out of school.</p>	<p>£500</p>	<p>With shops closed for most of the Year the hoodies will be ordered for use in the new academic year.</p>	
<p>To ensure all those children who have not yet reached the NC standard in swimming do so by the end of their time at West Vale Academy.</p>	<p>Year 4 to swim all year. Year 3 to swim from whenever access to the school transport and pool is allowed again. Year 5 children to swim from Easter to Summer- the children in Year 6 who did not meet the NC level last year will go swimming again in this group as they are in the same school bubble.</p>	<p>£2000</p>	<p><b>Feb 2021</b> Swimming will now start in Summer 2- for children in Year 3/ 4 and 5 and for those children in Year 6 who, last year, did not meet the NC expectation.</p>	<p>Swimming did not resume this academic year but a plan has been put into place to ensure that the new Year 6 children will have the opportunity to swim next school year and be reassessed for the NC standards.</p>

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:
Start the school year (after lockdown ) with a focus on children’s mental health and wellbeing. Lessons to focus on children understanding how to keep their minds strong.	To work with a 2 week curriculum designed around mental health and wellbeing. Give children the opportunities to share and discuss the implications for them of lockdown.	£100	Well being week took place. The impact of this was that children had opportunities to talk and share their worries. Children could be identified who needed further support and were referred to the family support worker.	Children’s mental health and wellbeing has been a priority this year and this can be rolled out again at the start of the next academic year.
To ensure all staff are using the ‘Phunky foods’ websites, activities and videos	Phunky foods activities such as physical activities which can be used in the class (to comply with Covid guidance around smaller groups for indoor PE ) and mental wellbeing activities are known to staff and all staff are able to login to access these resources when necessary	£100	PE lessons have, on the whole, been taught outside which has ensured that all children could take part in the lesson together as a class bubble. When needed, staff have used the Phunky Foods resources meaning that children have still had the time to take part in physical activities such as yoga. Classes across school have also taken part in Phunky Foods live cooking classes <b>FEB 2021</b>	Children enjoyed the opportunity to learn new skills when completing the cook a long classes and meal cards have been given out to all families for them to use at home.
To train up new Year 5 children to become Phunky Foods ambassadors.	Year 5 children to work with whole school during assemblies and run competitions to promote healthy eating. These may now be done on Zoom this year to ensure children are not crossing bubbles.	£50		
To ensure lunch time staff are confident and have the resources to run lunch time games and activities in their bubble.	Lunch time supervisors to attend training with Oliver to give them ideas of games and activities which they could set up at lunch times. Resources to be given out to each bubble which the dinner ladies can use and create games with.	£200	Lunch time supervisors received training in Apr and were given handbooks with activities in for them to run. Resources were allocated and each bubble has their own bag. Games are now being set up at lunch time to engage the children and ensure more children are kept physically active.	Training has been booked again, each half term, for the next academic year to ensure that lunch time staff have a bank of activities and games to run with the children during lunch times. More sports equipment has been bought to allow this to happen

<p>To train up new Year 6 Play leaders ( when external visitors are allowed back into school ) so they can run physical activities during morning playtimes once children can start mixing again.</p> <p>Once a competition calendar has been set and guidance allows children to take part in activities with other schools and mixing bubbles-</p> <p>Join the Brooksbank family cluster to take part in their inter school competitions so that children have the opportunity to progress through the school stages, local and regional competitions path way.</p> <p>Raise the profile of PE by sharing local clubs and offers on Seesaw with the relevant age groups of children/</p>	<p>Support provided from the SGO from Brooksbank to work with the play leaders to ensure they have the games and skills needed to run the games.</p> <p>Children to take part in a range of sports competitions after trials have been run in school by staff.</p> <p>Signpost children to new and different sports clubs in the local area by sharing information on Seesaw.</p>	<p>£200</p> <p>£500</p> <p>£0</p>	<p>This was unable to happen this year due Covid restrictions around visitors in school at the start of the year and children crossing bubbles.</p> <p>This has not happened this year due to current government guidelines.</p> <p>Grass roots clubs have been shared on Seesaw. Information for Greetland Wild Cats, Greetland Gold Stars and Judo have been shared with parents. Grass roots sports have not been running for the majority of this year so uptake is lower than last year so far. Feb 2021</p>	<p>Training for the year 6 children has been booked for September 2021</p> <p>We have signed up for the Calderdale Primary competitions calendar which will start in September 2021.</p> <p>Club information will be shared again next year for local grass roots sports clubs. We will be making links again with our local rugby club and this has always resulted in the uptake of places.</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:
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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 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 engage all children in a variety of high quality PE sessions with the focus not only on their physical activity but also on the skills involved in team work, being a leader and also self improvement.	Specialist sports staff to deliver high quality sessions, which staff can use as their CPD to ensure that high quality PE teaching, is sustainable after the window of funding has stopped.	£6,000-	All children who have been in school this year have continued to receive high quality PE sessions in a variety of sports. After school clubs started in April and children are taking part in tennis, archery and football clubs. Issues of children's decreased fitness levels, after lockdown, have been discussed and addressed through longer fitness/ warm up sessions and the introduction of the daily mile.	All children have taken part in the recommended 2 hours a week of PE lessons. The children have been engaged in a wide range of PE lessons from Archery to Bush Craft. PE lessons have been used for staff CPD and staff now feel more confident when teaching on their own.
To ensure PE Co-ordinator is up to date with new initiatives, training opportunities and is to attend the annual PE conference.	PE co-ordinator to be released to attend	£100	Conferences have not been running this year	
To ensure all teachers and teaching assistants are confident with using Power of PE scheme across all sporting activities.	Ensure each teacher has all the planning for their year group available to them. PE lead to share information and discuss curriculum set up in staff meeting on Zoom		All teaching staff have taught from the Power of PE scheme and whole school staff discussions have been had about the impact on their lessons. Staff felt it was easy to follow and repetitive games meant the children were more confident to join in. This has meant that children's basic skills are quickly developing.	As the scheme is now available for all staff to access we will continue to use this as a basis for our PE lessons
To ensure all staffs skills are being used And to highlight where training is needed	Staff to complete skills audit. PE lead to ensure training is provided from internal or external sources to ensure all staff feel confident teaching PE across a range of sporting activities.	£300	Staff audit has been completed and results from the audit showed that rugby and gymnastics were the sports that teachers are the least confident to teach.	The staff CPD will take place next year.

<p>To ensure all staff are released, on a time tabled rota, from class to access extra coaching and training from the Project sport specialist coaches.</p>	<p>NQTS will be released from class throughout the year to work alongside the PE specialists to gain a better understanding of the teaching of PE. They will have the opportunity to look at planning and progression grids with Project Sport.</p>	<p>£500</p>	<p>As we were under strict Covid Guidance this year then the staff training in these main areas will be delivered in the next academic year.</p> <p>As staff were unable to cross bubbles it has been difficult to release teachers and cover classes so this programme of CPD will continue next year</p>	<p>Time tabled release time will be available each half term for staff CPD alongside the PE coach.</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:  
%

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>Additional achievements:</p> <p>To contribute to the cost of after school clubs on offer so that all children have the opportunity to take part in after school clubs. The clubs will be run in the children’s school bubbles so that children across all year groups have the opportunity to safely take part.</p>	<p>Project Sport will run a wide range of sporting after school clubs for the children to take part in. They will include competitive sports, inclusion sports and sports that allow children to work on their own such as dance and running clubs.</p>	<p>£3,845</p>	<p>Clubs took place in Autumn 1 and Autumn 2 in group bubbles. Clubs had been set up for Spring 1 but were suspended due to lockdown. The impact of offering the clubs is that 27% of the children taking part in the clubs in Autumn 1 were SEN. 33% of the club uptake in Autumn 2 were SEN children and in Spring 1, 38% of the children who were due to take part in clubs after school clubs were SEN. This is an increase on the number of SEN children who took part in clubs last year. In Autumn 1 and Autumn 2 the percentage of PP children in the clubs was 35% which again is an increase of 11% on last year. Clubs- Yoga and well- being club offered in Summer 1 to Class 4 and Class 6 and as an after school club for KS1 children.</p>	<p>The offer of the free sports clubs is sustainable using the sports premium finding. This will be very beneficial to PP families as there will be no cost implication to the sports club. There will be 3 after school sports clubs each half term next year which will be run by project sport. Pupil voice interviews will be used to determine which clubs the children would be interested in taking part in.</p>

<p>Boiler House visits- Year 3.4 and 5 children are given the opportunity to experience lots of new and different sporting, adventurous activities such as rock climbing, bouldering and caving.</p>	<p>Children to be taken for a 2 week block for each ks2 class to access the curriculums 'Out door and adventurous activity'</p>	<p>£1,800</p>	<p>(Booked in Feb 2021) Yoga and mindfulness after school club sessions and PE sessions. These have been booked for the children once they return to school from lockdown. I know that the engagement in after school clubs in Year 6 is low so they will join in with the yoga and mindfulness sessions during their PE lessons. This will mean that all the children will engage in those sessions.</p> <p>The children went to the Boiler House in June this year. The children worked in teams and as individuals to challenge their selves. All the children had the opportunity to try new sports that they would not usually get the chance to try.</p>	<p>Yoga club has been booked again for the next academic year as this had a high uptake of children wanting the join the after school club. The children talked about calm it made them feel and how it had helped them. 4 different year groups will have access to this during their PE lessons</p> <p>Boiler House sessions for next year have been booked and each class will spend more time there ensuring that they are not missing out on any of the new activities.</p>
<p>To provide the children with dance teaching from external dance teacher to work across the school. Teachers will ensure this links to the topic area and enhances their teaching.</p>	<p>Teachers to discuss their current topic with Jamie. Children to build up a routine linked to topic over the sessions. The teachers will be in to observe and support the children and to learn from Jamie.</p>	<p>£800</p>	<p>Sessions started (20.4.210) Teachers have had a CPD opportunity to work alongside the dance specialist. The children have made cross curricular links with their class based topic and their dance lessons.</p>	<p>Jamie has been booked again for next year. The planning for the sessions is shared with the class teacher so we are building up a bank of planning and resources which can be used again/</p>
<p>To make other sports available to the children through assemblies and taster sessions.</p>	<p>Judo Excellence to come into school for demo assembly and then run an after school club. Cheerleading and yoga will also be offered at a subsidised rate to the children.</p>	<p>£500</p>	<p>Unable to do this due to social distancing guidelines</p>	<p>The Judo clubs will be booked in for the next academic year.</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 ensure transportation is available to take children to competitions and events.	We will liase with other schools in our MAT to ensure that transportation costs can be shared between us.	£300	Due to Covid, all competitive sports have been suspended.	We will be joining the local sports cluster in the next academic year and we will be taking part in local sports fixtures and competitions once again.  Children will take part in sports day in their class bubbles this year instead of as a whole school.
To sure that a range of children can take part in as many of the School competitions, festivals and demonstrations as possible.	KS1 Children to take part in the Gym and Dance display at North Bridge Leisure Centre.	£50	Due to Covid, all competitive sports have been suspended.	
To include all children in a competitive Sports Day	Children to work in teams and as individuals throughout the activities to improve their own performances and gain points for their team.	£100	To run at the end of July-	
To make links between schools in our MAT.	Arrange competitions and games between schools in the MAT. I will liase with the PE lead at Greetland in the first instance.	£200	Due to Covid, all competitive sports have been suspended.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	