

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:

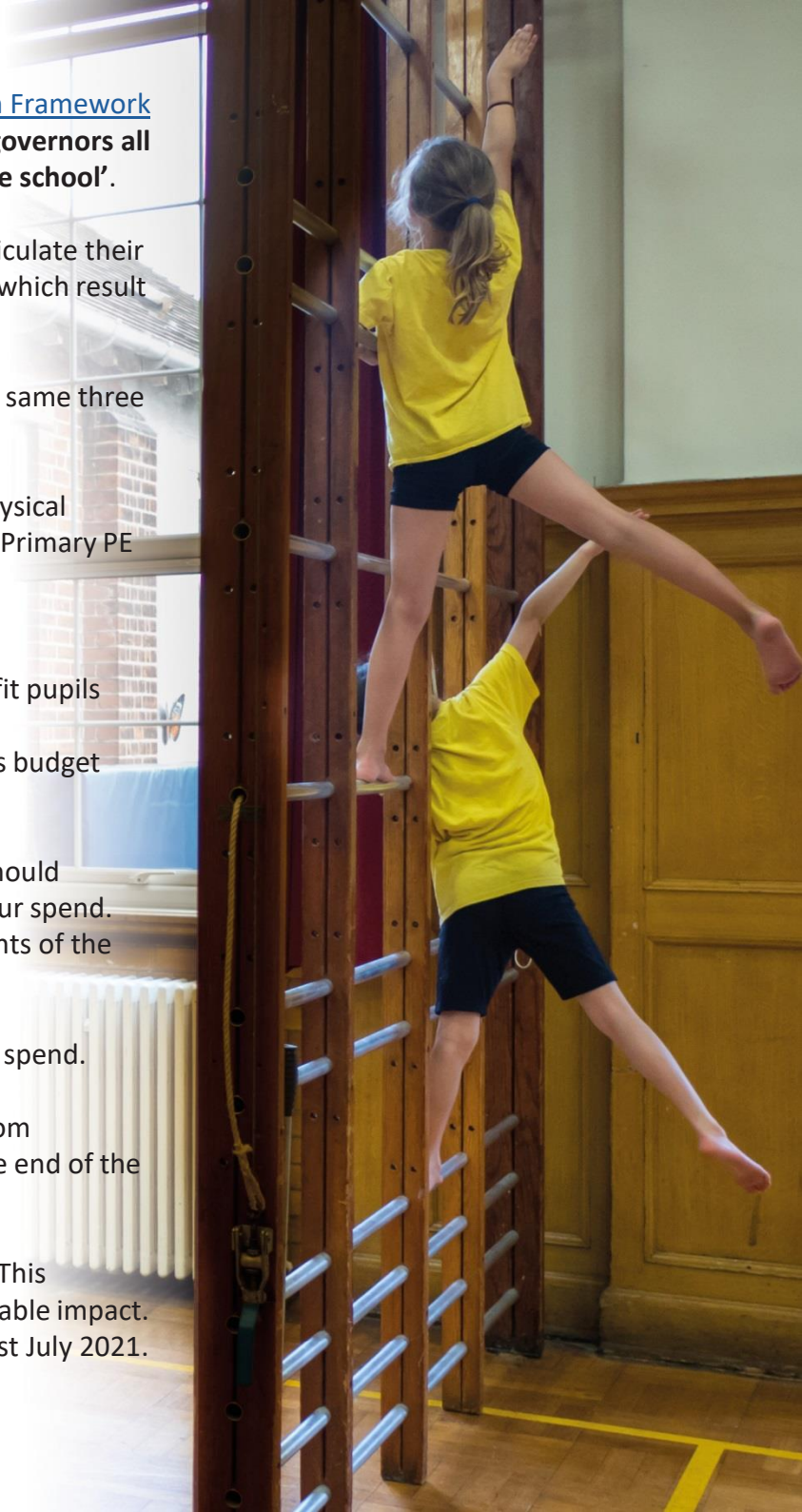
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2020:	Areas for further improvement and baseline evidence of need:
<p>We have implemented REAL PE across the whole school to ensure we are providing children with high quality physical education.</p> <p>We have achieved the Gold Sports mark award since 2016 – 2019 (Sports marks paused over COVID years)</p> <p>We are an active member of the Harrogate School Sports Partnership program which supports us to attend sporting competitions, further our PE expertise with guidance from National Sporting bodies and broaden the range of sporting opportunities at St Peters.</p> <p>We have a strong partnership with a neighbouring secondary school where by expertise and team teaching is carried out to further enhance the skills and confidence of our staff in PE.</p>	<p>Targeting children who are least active – impact of COVID – encouraging them back into sport and physical activity.</p> <p>Target children who cannot swim and achieve the National Curriculum requirements by the end of Year 6 to increase % of children achieving.</p> <p>Ensuring personal best challenges and online competitions still take place – even if children are learning from home.</p> <p>Continue to the work to upskill our staff to ensure high quality PE sessions are taught.</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 £5000
+ Total amount for this academic year 2020/2021 £18,380
= Total to be spent by 31st July 2021 £23,380

<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>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>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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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>	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: £570.74		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: 3.1%
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:	
Ensure that non-lesson times are as active as possible by providing facilitated / structured activities at break times and lunchtimes.		Provide play squad with up to date training to facilitate play. Sports crew to aid activeness with 'personal best' challenges in the playground each week. Update play squad equipment.		£570.74	
Encourage active learning and active breaks in lessons across the school.		Use Golden K markings on the floor to aid with daily mile or equivalent for all classes to trial.		n/a	
Evidence of impact: what do pupils now know and what can they now do? What has changed?:					Sustainability and suggested next steps:
Increased percentage of children being active at break times and lunchtimes. Children are taking responsibility for their own activity when not in lessons.					Continue to train new play squad so good work continues. Create safer spaces in playground to allow for more personal best challenges and active break times to increase.
One class using daily mile every day in the morning. Teacher noticed positive impact on behaviour for learning and cognition in the classroom.					Get more of the school involved in physical activity throughout the school day. Create an incentive to staff and children to increase % of children using outside markings.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 17.8%
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:

PE and Sport to have a role in Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and encourage all pupils to aspire to be involved in the assemblies by representing the school / achieve in PE.	Sporting events each week to be celebrated – achievements from both school based and non-school based sport and PE.	n/a	Number of children bringing in sporting achievements increased. Children excited to share sporting achievements.	Continue to celebrate sporting achievements in collective worships. Plan to have a sporting achievement celebration after sports day.
Notice board to celebrate successes to raise the profile of PE and sport for all children, staff, parents and visitors who visit the school. Sports crew to have a board to promote importance of their impact on making the school more active.	Old notice board in main corridor created as a sport board. This is place and keep updating it with regular sport / PE updates, team photos and club lists.	n/a	More children visually going to look at board and support / celebrate others' achievements. % of children participating and signing up to clubs have increased due to children taking ownership of signing up to clubs and celebrating.	Continue to celebrate achievements in communal areas of school. Sign up sheets for lunchtime clubs to be assessable for children to sign themselves up.
Regular updates from Sporting competitions and PE to continue to be on newsletters and website.	Keep updating website and forming all staff of sport and PE successes so it can be featured on the newsletter/ website and Facebook page. Instagram page to be created to support this.	n/a	Increased social media following and support from parents.	Continue to post on social media and raise awareness of sport and physical education.
Outdoor equipment deemed unsafe so to enhance outdoor equipment to raise profile of physical activity in break times and lunch times.	Quotes from different companies to help enhance physical activity equipment.	£0	Plans not taken place due to COVID. To be reviewed in the new academic year.	n/a
Specialist PE lead to encourage whole school and raise profile of PE and PA across whole school.	PE Lead- time to plan, prepare and carry out Sports days, in-school competitions, whole school incentives and staff meetings to increase profile of PE and PA.	£2273	Sports day carried out in bubbles in Summer term successfully on the stray. Feedback from parents and children positive.	Re assess plans for sports day 2022 and adapt from sports day this year. Allowing for competitive sport to happen through all years and key stages.
Admin time	Help from admin to collate data and commit time to helping Sports Lead with figures, facts and ordering of equipment.	£1000	All equipment and consent forms all collated successfully to ensure children safe to participate in events and all equipment ordered.	Look at forms going online and consent forms to be online so office team spend less time on admin.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22.1%
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
To work within the St Aidan's Sport's Partnership to upskill staff and increase confidence in curriculum PE which all children access.	Ensure each term PE teacher from St Aidan's works with different year group and teachers. Allow teachers time to share good practice and teach PE to use their new found skills and confidence.	£3000	Teachers that worked with staff said they felt supported and their knowledge has increased. They also were confident to take sessions when the specialist could not come in due to COVID.	Ensure new staff for next year are asked what they feel least confident it so we can increase the confidence of the newest members of the team. Liaise with St Aidan's to ensure that they are planning and delivering sessions targeted at staffs weakest areas of PE.
Quality PE equipment to be bought and old equipment to be replaced. New equipment needs to be bought to accompany the Real PE programme.	Old sports kit need to be audited by Sports Crew and staff. New kit to be ordered. Staff meeting in Spring term to showcase new equipment and teach staff how to use safely.	£570.74	New equipment ordered. Each bubble in school had their own equipment. Staff meeting not ran due to COVID.	Continue to ensure PE equipment is at its highest quality to allow teachers to teach PE efficiently and safely.
	Implementation of online REAL PE to help all staff access and deliver high quality PE sessions for all children.	£495	Staff views positive about online platform of REAL PE. Some non teaching staff positive experience of platform too.	To continue to have online platform to help continue the quality PE sessions. Plan in observations and time out to ensure PE is being taught correctly using this platform.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3.8%
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:
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved	Attend sporting events through Sports Partnership which offer new sports and activities for a range of children to try.	£1400(in total) £700 for this key indicator.	Children accessed online sporting and personal best challenges. Pupil voice suggested that small % of children participated in these events but had not been to a 'real' competition previously. Big uptake of circuits club for KS2. But enjoyed different sports and varieties of activities. Those who had tried some new activities missed 'traditional' sporting competitions.	Target children who are least active and give them options to compete virtually in some of the skill based new activities. Continue to use Partnership to support rental of new kit to try – based on pupil voice.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.8 %
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:
Work with Harrogate Sports Partnership to attend competitions.	Ensure all competitions are inclusive and where possible take as many children that want to attend competitions.	£1400(in total) £700 for this key indicator.	Virtual competitions took place due to COVID. Children still engaged in sporting competition despite not being able to go to venues and compete physically. Big push on personal best competitions which included and targeted different children to who would usually go and attend physically in sporting opportunities.	Look into further personal best opportunities for children to compete physically but against themselves to better their own scores. Liaise with partnership to see if they can support to school in further developing this.

Signed off by	
Head Teacher:	Mr P Griffiths
Date:	27.2.2022
Subject Leader:	C.Renton
Date:	27.2.2022
Governor:	Linda McPhee
Date:	27.2.2022