

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 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 2019/20	£0
Total amount allocated for 2020/21	£17,730
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,730
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,730

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>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>	28%
<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>	41%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	45%
<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>	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: £17730.00		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: 46%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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?:	
To raise the profile of the Daily Mile by increasing the number of children taking part.	Set termly challenges for each year group to enhance motivation (run to a specific country etc.) In the summer term, year 2 will start their Daily Mile journey.		N/A	<ul style="list-style-type: none"> Children take part in timetabled Daily Mile at least 2x a week (on the days when they do not have PE). Year 2 now take part in the Daily Mile as they have been trained in the summer term. Children now understand the importance of pacing themselves around the track and showing perseverance. Children have been identified for next year's external cross-country competitions. 	
Establish active play during break times and lunchtimes	To purchase more outdoor play equipment for lunch times. PE lead to meet with the play leaders to give lots of games and ideas. Adults to identify the least active and		£100 £6800 for	<ul style="list-style-type: none"> New equipment has been purchased to encourage physical activity during playtimes Improved behaviour and engagement in positive play at lunch times (seen 	

	<p>use PE equipment to play games and practise their Real PE skills.</p> <p>Playleaders to support games, sports and activities for ALL pupils at break times.</p>	midday supervisors	<p>through SLT and Governor monitoring)</p> <ul style="list-style-type: none"> • More opportunities for a variety of games. • Children with SEND have been completing their IEP targets during break time with a SEND support teacher. 	
Provide targeted activities to engage and support the least active pupils	<p>PE lead to be made aware of least active pupils.</p> <p>These pupils encouraged to attend after school sports clubs to try increase confidence and involvement.</p> <p>Speak to pupils identified about what activities they would like to see available at break and lunchtimes and staff on duty to oversee the implementation where applicable.</p>	N/A	<ul style="list-style-type: none"> • Afterschool clubs have been running since spring 1 with all children invited. • Football club has been invitation only – targeted children. • Year 5 and 6 have completed the eHNA regarding activities they complete and activities they want to take part in. 	<ul style="list-style-type: none"> • Continue with after school sports clubs in Autumn 1. • PE lead to analyse the PE data – identify the least active children and make new class teachers aware.
Provide a broad variety of extracurricular physical activity and sports clubs, offering funding where necessary	<p>Pupil surveys to be carried out in the autumn term to get the pupils voice.</p> <p>We will give the children a variety of different sports/activities to choose including martial arts.</p> <p>Invite a gymnastics coach into school in the spring term.</p> <p>Depending on the pupils’ voice, organise for specialists coaching to deliver blocks of teaching.</p>	£700	<ul style="list-style-type: none"> • Pupil voices have been taken twice this year, and feedback has been written in the PE action plan. • OAA specialist taught a session to children year 3-5. • Due to COVID, visitors were not allowed into school before spring. 	<ul style="list-style-type: none"> • Invite a variety of specialists coaching to deliver blocks of teaching. • Make links with a variety of external agencies – advertise on the school newsletters (especially free sessions).

Educate children in the value and benefits of a healthy active lifestyle	<p>Build or re-establish relationships with local teams/outreach programmes to encourage long term sport participation outside of school.</p> <p>Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness, and well-being.</p> <p>Deliver whole school physical activity days/workshops (skipping days/fitness days) that provide a starting point for their daily fitness.</p> <p>Provide a variety of equipment</p>	<p>£250</p> <p>£230</p>	<ul style="list-style-type: none"> Cultural capital – workshops have been provided by a Paralympian which included a fitness session and a discussion about the importance of persevering during sports. During PE lessons, children are educated about the importance of leading healthy lifestyles. Each year group have had a PSHE unit around ‘Healthy Me’ which has educated the children around leading a healthy lifestyle and understanding what they can do to promote a positive mental health. 	<ul style="list-style-type: none"> Continue with the PSHE lessons. Make sure all children are aware of the benefits during PE lessons. Cultural capital – encourage more athletes to visit the school to discuss the importance.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 5%
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:
Provide children with mental health workshops, activities, and support for ALL pupils.	<p>Organise mental health workshops for KS2 pupils.</p> <p>Identify those pupils who need extra support for targeted sessions</p> <p>Organise mental health days for ALL pupils (Hello Yellow Day/Children’s Mental Health Week)/</p>	£200	<ul style="list-style-type: none"> We held ‘Yellow Day’ to support children’s mental health charity ‘Young Minds’ Children took part in a range of activities to promote positive mental health (physical activity, arts & crafts and personal challenges) 	<ul style="list-style-type: none"> To ensure we book pupil workshops throughout the year on self-esteem, self-worth, exam stress and body changes. To ensure learning mentors are in the sessions for CPD purposes. Continue to encourage

			<ul style="list-style-type: none"> We held a parent fitness and activity workshop with parents/carers – importance of mental health was discussed. Each year group have had a PSHE unit around 'Healthy Me' which has educated the children around understanding what they can do to promote a positive mental health. Analysed the eHNA data which discussed the children's mental health. Well-being room was set up in spring to allow children to discuss their feelings/worries with another adult. 	the wellbeing room.
<p>Embed physical activity into the school day through active travel to and from school, active breaks, and active lessons/teaching</p> <p>To encourage outdoor learning as much as possible to support mental health and wellbeing.</p>	<p>Encourage pupils to walk/cycle to school through the introduction of the bike track and shed.</p> <p>Physical activity awards given in Gold Book (cycle/scooter/walk)</p> <p>Bikeability training sessions for pupils</p> <p>Meet with all lunch time supervisors/Teaching Assistants to explain active breaks (skipping etc)</p> <p>All staff to plan in active parts of lessons to get the children moving</p>	<p>Funded free</p> <p>£250</p>	<ul style="list-style-type: none"> We have purchased a bike shed to encourage children to cycle to school. 80% of children (year 5 and 6) walk to school according to the eHNA data. Children are actively encouraged to actively travel to school to increase physical activity. Bikeability sessions have been delivered to year 4 and 5. Nursery and reception have bene funded a variety of balance bikes and a shed to encourage the love of riding. Balance bike training has been given to all 	<ul style="list-style-type: none"> Continue to actively encourage active travel by communicating to parents on Seesaw and in newsletters. Rewards for active travel. Continue with Bikeability

			<p>children in nursery and reception.</p> <ul style="list-style-type: none"> • Sports leaders are outside at break and dinner to encourage physical activity 	
<p>Enable KS2 pupils to take on sports leadership roles to promote physical activity within KS2 and KS1</p>	<p>During Autumn 2 and Spring Term, identify Sports' Leaders to help lead the Daily Mile and skipping games at break times and lunches to promote physical activity</p> <p>Year 5 class to attend a sports' leaders course. They will support with lunch time games and Sports Days.</p>	£300	<ul style="list-style-type: none"> • 11 children in year 5 have completed the sports playground leader course through Calderdale school games. • The children have supported in the fitness and games session for adults and children. 	<ul style="list-style-type: none"> • Encourage sports leader to promote physical activity. • In the middle of the academic year, year 5 teacher to identify children to complete their sports leaders course the following year.
<p>Further embed Real Gym into the PE curriculum</p>	<p>Introduce 'Must-Knows' for the unit so teachers are aware of key vocabulary that they will share with their pupils and on Seesaw.</p> <p>PE lead to deliver a staff meeting/refresher showing all staff Real Gym in the autumn term.</p> <p>PE lead to share an excellence lessons on Iris for staff to watch.</p>	N/A	<ul style="list-style-type: none"> • PE lead has shared an excellence PE session. • PE lead has discussed with all class teachers before teaching the RealGYM unit. • PE lead has review RealGYM. 	<ul style="list-style-type: none"> • Autumn 2 CPD staff meeting for all teachers. • Make sure all year groups teach RealGYM one term in the year.
<p>Implement and monitor the teaching of OAA in KS2.</p>	<p>Purchase an OAA track around the school grounds. Each year group in ks2 will have the chance to complete a full 6 weeks of OAA this year, following the scheme of work provided (£1700)</p>	£141	<ul style="list-style-type: none"> • An external company has delivered an OAA day session to year 3-6. • Discussed with the PE lead a variety of activities to promote to all teachers. • Year 6 have completed a residential in the autumn term. • Year 3 have participated a 	<ul style="list-style-type: none"> • Book block session of OAA. • During PE staff meeting, discuss the progression of OAA. • New PE shadow is OAA trained – discuss with PE lead activities for year 3-6.

			day of OAA at Nell Bank in Summer 2.	
Encourage children and inform parents of healthy alternatives that can be provided for packed lunches.	<p>Share recipes from change 4 life in the newsletter and or on Seesaw.</p> <p>Share lunchbox tips with parents regularly on Seesaw and the newsletter.</p> <p>Provide links on the website to change 4 life.</p> <p>Healthy lunch day to be organised where each year group make a recipe from change 4 life for children to eat (parents invited in)</p> <p>Organise workshop for parents and their children in summer term to provide healthy, cheap packed lunch options.</p>	£50	<ul style="list-style-type: none"> Lunchbox policy has been shared with parents at the beginning of the year. Parent workshop was provided for healthy eating however no parents came. 	<ul style="list-style-type: none"> Provide a healthy workshop for parents Share recipes on newsletter for healthy meal ideas.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				39%
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>Provide staff with professional development mentoring, training, and resources to help them teach PE and sport more effectively.</p>	<p>Autumn 2 - staff meeting/refresher showing how to teach PE using Real PE (assessment).</p> <p>PE Lead to attend Real PE 3-day training at a later re-arranged date.</p>	<p>N/A</p>	<ul style="list-style-type: none"> All teachers have iris their PE lesson in the summer term. PE lead has attended all 3 days of CPD. 	<ul style="list-style-type: none"> PE lead to watch the iris PE lessons – provide feedback during staff meeting. PE lead to continue supporting staff in delivering a high-quality PE curriculum
<p>Increase staff's knowledge and understanding around planning a unit of dance and assessing against the skills document.</p>	<p>Hire specialist dance teacher to work alongside teachers to enhance and extend the teaching of dance.</p> <p>Dance planning to be saved on the system for future reference.</p>	<p>£4896</p>	<ul style="list-style-type: none"> Each year group have had one half term of quality dance teaching. Dance planning saved on the school system for future reference. Pupils are becoming more competent in dance and there is a higher proportion of children achieving the expected standard in dance (see skills document) 	<ul style="list-style-type: none"> Dance teacher to teach a different unit of work, to build banks of planning for the future.
<p>Increase staff's confidence in teaching PE</p>	<p>Teachers who need extra support, the PE lead will team teach a lesson each half term.</p> <p>Continue to embed Real PE scheme within school through deliver of weekly PE lessons & ongoing purchase of online learning platform – Jasmine Active.</p> <p>Continue to provide all staff with a Dean Field PE kit.</p> <p>Ensure teachers are role models to their pupils when taking part in PE</p>	<p>£1600</p> <p>£188.83</p>	<ul style="list-style-type: none"> All teachers have taught 5 lessons of RealPE/RealGYM. All staff have received a PE kit which has all wear on their allocated days. Children are aware when a teacher is not in PE kit. Techers are modelling the PE lesson along with the videos from RealPE. 	<ul style="list-style-type: none"> Purchase PE kits for new staff. Continue to promote wearing PE kits for staff. Continue with the RealPE scheme.

Continued investment in resources for the teaching of P.E. and after school clubs.	Maintain a good level of high-quality equipment whilst broadening the resources so we can offer a wider range of sports such as resources to teach gymnastics.	£300	<ul style="list-style-type: none"> • A variety of equipment has been purchased in order to complete daily PE lessons. • An audit is taken every term. • Sports day equipment has been purchased for future sports days. • LJ has shared how to use the gymnastic equipment through a RealGYM iris lesson. 	<ul style="list-style-type: none"> • Teachers to share what equipment is needed for their year group PE lessons. • Teachers to share with PE lead when equipment needs replacing.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 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:
Introduce new sports/activities on offer for all children using the 'Pupil-Voice' survey	<p>Invite specialist sports coaches in to deliver sports and activities for ALL pupils informed from results of the summer eHNA survey (martial arts, rugby, football, rounders)</p> <p>Lunch time clubs for KS1 and KS2 to be delivered by play leaders.</p>	£500	<ul style="list-style-type: none"> • OAA external company delivered a session • Play leaders have supported with a variety of activities such as sports day and parent workshop. • Pupils have been taught throughout the year by a PE specialist. This has excelled progress. • Pupils have gained new experiences in a range of sports which will help them next year when competitions re-open. 	<ul style="list-style-type: none"> • Support play workers with activities at lunch time/break time. • Coaches to be invited in from September to deliver a range of sports to increase pupil's skills in sport ready for competitions.

<p>Liaise & maintain links with external/local sport organisations to provide a variety of extra-curricular activities and to encourage continued high take up of sports out of school hours.</p>	<p>Invite sports coaches in from local teams to deliver after school clubs or block of coaching. (RLFC Sky Try, HTAFC Foundation, Yorkshire Cricket in the Classroom)</p>	<p>See above</p>	<ul style="list-style-type: none"> • OAA external company delivered a session • A Paralympian delivered a fitness sessions and a Q&A. • Pupils have been taught throughout the year by a PE specialist. This has excelled progress. • Pupils have gained new experiences in a range of sports which will help them next year when competitions re-open. 	<ul style="list-style-type: none"> • Coaches to be invited in from September to deliver a range of sports to increase pupil's skills in sport ready for competitions. • Take part in competitions through Calderdale School Games.
<p>Introduce Flat Stanley to KS2</p>	<p>Y3, Y4, Y5 and Y6 to take part in basic first aid training.</p> <p>Ensure older pupils are prepared for a potential first aid situation in and outside of school where an adult isn't present.</p>	<p>£630</p>	<ul style="list-style-type: none"> • Y3-6 received first aid training. • All children and adults have praised the school for allowing the delivery of the session. 	<ul style="list-style-type: none"> • To book at the end of July 2023 for years 3-6. • Discuss with SLT and class teachers about delivering the session to year 1 and 2.
<p>Reintroduce after school sports clubs for all pupils.</p>	<p>After school sports clubs to restart in autumn 2. There will be a wide range of sports and activities for all pupils to take part in.</p>	<p>N/A</p>	<ul style="list-style-type: none"> • After school clubs were introduced in the spring term. • Clubs have included netball and football. 	<ul style="list-style-type: none"> • Include a wide range of sporting activities next year. • Enquire about external companies to deliver the after school sessions. •
<p>Introduce SEND activities and sports to ensure inclusivity</p>	<p>Take part in a boccia as an after school club.</p> <p>Invite children to compete against other schools in a competition.</p>	<p>£250</p>	<ul style="list-style-type: none"> • All children took part in sports day including a child in a wheelchair. • Adapted sports day for all children to be included. 	<ul style="list-style-type: none"> • Take part in a range of sports that are inclusive for all SEND children.

<p>Play leaders to lead sports and activities for all at break times.</p>	<p>Play leaders to encourage the children at lunch time. PE lead to provide activity ideas and provide their own CPD.</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Sports leaders have completed their course in summer 2. • The children have supported in the fitness and games session for adults and children. 	<ul style="list-style-type: none"> • Utilise the sports leaders next year in preparing a variety of games and activities for all children during lunch and break time. • PE lead and sports leaders to work together in creating inclusive games.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2100+%
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:
Increase pupils' participation in the School Games	When it is safe to do so, invite children who have never competed for the school to engage in competitive sport. Ensure there is an emphasis on girls competing as much as boys	£250	<ul style="list-style-type: none"> Children have taken part in a variety of competition such as football competitions against other schools. 15 children from year 5 are attending a Calderdale Trinity sports day competing against other schools in the area – 8 are girls who have not competed this sports this year. 	<ul style="list-style-type: none"> We have re-registered to be part of the School Games for the next academic year. We will take part in as many sporting competitions as possible and target the least active, SEND and those who have not had the opportunity to represent the school.
Organise sporting competitions within school & across our cluster.	Each term, organise competitions within each class bubble (football, netball, athletics, tag-rugby and cricket). To begin Cross-Trust sporting fixtures for a range of sports and activities throughout the year.	N/A	See above	<ul style="list-style-type: none"> To have an intra-school competition each term (Autumn Term – netball, Spring Term football and Summer Term cricket) Use Calderdale school games to compete in other competitions. To start back competing against Beech Hill (Trust school) on a termly calendar in a range of sports.

Organise a Trust Sports -Day	In the Summer Term, organise a Sports Day for Dean Field and Beech Hill. Use the survey from the previous event to make necessary changes	£94.17	<ul style="list-style-type: none"> • Due to availability, we held our own Sports Day in classes. • Parents were able to spectate throughout the day which was highly received. • Children took part in a range of activities on a carousal format and winning classes were announced on Seesaw. 	<ul style="list-style-type: none"> • To organise a cross Trust Sports Day • To invite parents back again to support their children. • To use the parent survey from previous year to ensure improvements are made.
Organise athletes, teams or team representatives to come in to deliver assemblies to inspire wider involvement in sport out of school.	PE lead and team to contact local teams and inclusion officers to see what is available. Continue to build healthy links between school and local teams and foundations.	N/A	<ul style="list-style-type: none"> • A Paralympian (Anthony Cotterill) delivered a fitness sessions and a Q&A. • Children raised £977 by part taking in a circuit lead by Antony Cotterill. 	<ul style="list-style-type: none"> • Apply for the school for sports athlete visit next year. • Purchase a variety of equipment with the sponsor money. • To start back competing against Beech Hill (Trust school) on a termly calendar in a range of sports. • To continue with sporting competitions.

Signed off by	
Head Teacher:	F.Pether
Date:	14.07.22
Subject Leader:	L.Jagger
Date:	13.07.22
Governor:	L.Bailey
Date:	14.07.22