

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18,330
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5,604
Total amount allocated for 2021/22	£18,221
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23,835

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 2020.</p> <p>Please see note above</p>	The current Year 6 cohort (2021-2022) did not complete their final term of swimming and so no assessment took place due to the pool being shut due to Covid 19.
<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>	Unable to identify
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Unable to identify
<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

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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: 2021/22		Total fund allocated:		Date Updated: September 2021	
<p>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</p>					Percentage of total allocation: 33%
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?:	
<p>Every child will participate in a 10 minute daily mile run every day.</p> <p>Children be aware of their fitness and progress they are making.</p> <p>Children encouraged to run more during the Daily Mile.</p>	<p>Every Friday, one class receives trophy for running the most laps in the school that week.</p> <p>Teachers to track how many laps children can run in 5 minutes. Chn will create chart/graph to record this information. They will record this information every half term to monitor their own improvement.</p> <p>Subject leader to come up with incentive to encourage chn to keep running during the Daily Mile.</p>		£10 (cost of trophy)	<ul style="list-style-type: none"> As a result, children are more able and fitter than before and are able to do more laps of the running track. Teachers have seen increased confidence and self-esteem of children as they have seen improvements in themselves. Development of co-operation/working in groups. Pupils work together, motivate each other and challenge each other to become better runners. A daily mile rota has been created so that 	
				<p>Sustainability and suggested next steps:</p> <p>Monitor children's progress to see if they are running more laps.</p> <p>Evaluate incentive to see if it works.</p>	

			year groups do not interact with other bubbles and so that the track is not too populated.	
Ensure children are taking part in physical activities outside of school lessons.	Continue to offer places in after school and lunchtime clubs to children with priority given to those children who have not yet attended a club per academic year. External professional sports coach brought in to coach lunchtime and afterschool clubs	Playleader lunchtime sessions £1978 Sports leader lunchtime sessions £2340 Sports leader after school sessions £2100 After school karate £1560	<ul style="list-style-type: none"> • Children are encouraged to be more active and feel more confident doing physical activity. • Can inspire children to take a sport/activity further and seek clubs outside of school. • Pupils have a greater skill set which they can use in competitive sports. • Children show increased confidence. • Children have more focussed activities that can encourage physical activity. 	Look at club rota and reflect upon activities on offer. Look to increase variety of clubs available to children.
Encourage children to ride their bikes, scooters to school.	Introduce 'Wheels Wednesday'. Encourage children to ride their bikes or scooters to school. Give each class bike locks set to code for their class. Inform children of the environmental benefits of this in	£100	<ul style="list-style-type: none"> • Children encouraged to ride bikes/scooters to school. • Increase participation in physical activity. • Make children aware of environmental benefits to using bikes/scooters instead of cars. 	Evaluate success of Wheels Wednesday and look to continue. Potentially look to introduce a second day to encourage children to ride to school more. Lots of children bring

	<p>Worship.</p> <p>Discuss safety when using bikes/scooters inside and outside of school.</p> <p>Have an incentive to motivate children to ride bikes and scooters to school. E.g. Trophy and marbles.</p>	£10		scooters now daily. This has proved to be popular. Next steps are installing a bike or scooter track so that the bikes and scooters can be used throughout the school day and not just for travelling to school.
Promote physical activity throughout the school day. E.g. taking small break for activity in lessons.	Signed up for Active Calderdale Trail Blazer to promote physical activity in children.	Receive £500 funding	<ul style="list-style-type: none"> • Children will be encouraged be active regularly throughout the school day. • Increase in confidence and mental health/wellbeing. • Children more motivated to learn. 	All teaching staff received training from Active Calderdale.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 42%
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 participation in team games during playtimes and lunchtimes.	Develop MUGA by adding goalposts and basketball hoops.	£6,000 (plus £5,500 from last year)	<ul style="list-style-type: none"> • Pupils make use 	The MUGA is full (to capacity) at breaktime and lunchtime. Sports leaders use the equipment daily for a range of sports. Train more pupils to be play leaders so that they can use

				the equipment more independently and away from our sports leaders.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	2%

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 support for planning and delivering PE lessons for non-specialist teachers.	Schedule time with non-specialist teachers to discuss the Real PE system and what this looks like in a lesson and using big books. Invite non-specialist staff to watch a lesson.	N/A	<ul style="list-style-type: none"> Non-specialist teachers are aware of the Real PE system and can use this to a high standard. Non-specialist teachers feel more confident teaching using Real PE. 	Check in on Non-specialist teachers and give chance for feedback. Suggest a PE lesson observation and offer feedback afterwards.
Staff who lead clubs to be covered so they can take children to events.	Discuss cover with HLTA and other TAs in advance to ensure that staff who are part of club can attend.	£100 per afternoon	<ul style="list-style-type: none"> Staff will feel more actively involved in children's progress. Staff will feel more confident in taking children to more events within that sport. Staff can identify strengths and areas for improvement by watching other teams. 	Ensure that covering of lessons is detailed in the school diary.

Staff to become more confident in using the REAL PE and JASMINE (from REAL PE) schemes	Training from REAL PE agency	£495	<ul style="list-style-type: none"> • Staff feel more confident in delivering REAL PE lessons • Staff know what resources are available to support their teaching of PE 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 23%
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:
Organised for a Team GB athlete to come into school. Aim to inspire children to want to become athletes of the future. Children to become knowledgeable of health and fitness.	Athlete will come in to deliver an assembly on why and how they have become an athlete. Athlete will do 30 minute fitness workshops with every class in the school.	£650	<ul style="list-style-type: none"> • Children would become more aware of how to get into Team GB programmes and may look into opportunities outside of school. • Children are made aware of a broader variety of sports that they may otherwise not have known about. • Children know more about health and fitness and can do a number of exercises to help keep them fit. 	Ask the children what they would like to come from the experience. E.g. Questionnaire looking at what inspired them and see if it has changed their future aspirations.

Children to learn a variety of skills using Real PE.	Encourage the use of Real Gym and Real Dance across all year groups.	£495	<ul style="list-style-type: none"> • Pupils will have a broader experience of skills that can be applied in different sports. • Children will be more confident to use these skills inside and outside of school. 	Monitor use of Real Gym and Real Dance. Observe lessons to see how it is being utilised.
Improve tennis skills.	Tennis coach to come in once a week to teach children after school.	£300 (summer term only)	<ul style="list-style-type: none"> • Pupils will have a more expert understanding of how to play tennis and know where they need to develop their skills further. 	Take part in tennis competitions.
Children to learn a variety of skills from a number of different sports.	Multi-Sports Club - 2 afterschool clubs a week where children will participate in many different sports throughout the year.	£2100	<ul style="list-style-type: none"> • Pupils will have a broader experience of skills that can be applied in different sports. • 	Discuss with adult leading club about playing sports that may be related to competitions that take place through the year.
Children to attend after school gymnastics club and have the appropriate resources	Gym blocks and springboard required so that children are ready to participate in gymnastic competitions	£1075	<ul style="list-style-type: none"> • Pupils attend gymnastic club after club 	Children have attended the Key Steps Gymnastic competition. Children use the equipment in PE lessons and after school clubs

<p>Children to participate in sports beyond the PE lesson</p>	<p>BMX coaching for years 5 and 6. External company to provide coaches and equipment</p>	<p>£500</p>	<ul style="list-style-type: none"> Children in Years 5 and 6 all had a lesson with BMX bikes and roller skates 	<p>Children reported enjoying the lessons and wanting to do the lessons again. Children have requested an after school roller skating club. Bike track needed so that children can bring bikes in to use at lunch and playtimes.</p>
<p>Children have a range of play equipment to use at break and lunchtime</p>	<p>Children have music, pompoms, cheer leading equipment, bats, balls, skipping ropes, scoops, stilts to use at breaktime</p>	<p>£310.87</p>	<ul style="list-style-type: none"> Children can practise a range of sport at playtime such as football, table tennis, cheer leading, dance etc. 	<p>Children report being happy in school. Children are active at playtime.</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:
Increase participation in the School Games calendar.	Aim to participate in more games through the Calderdale School Games. Transport	Calderdale School Games £500	<ul style="list-style-type: none"> Pupils will have a broader experience of games at a more competitive level. Children will become more confident and more able to challenge themselves. 	Look around for more competitions.
Encourage competition in school	Organise in-school cross country competition. Winners to go to inter-school competition	Calderdale School Games	<ul style="list-style-type: none"> All children able to participate in a competition. 	Look to continue next year.
Encourage children and staff to look smart when competing against other schools and representing the school	Staff hoodies (with school logo) and school leotards purchased	£427.50	<ul style="list-style-type: none"> Children and staff are able to attend competitions looking like they belong to the St. Andrew's team. 	Suggest that pupils are offered St. Andrew's hoodies for all PE lessons and external competitions

Signed off by

Head Teacher:	Amanda Jocelyn (Head of School)
Date:	July 2022
Subject Leader:	Luke Johnson
Date:	July 2022
Governor:	Glenys Phillips
Date:	July 2022