

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	£ 18,217
Total amount allocated for 2020/21	£ 19,919
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 23,978
Total amount allocated for 2021/22	£ 20,060
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 44,038

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>This will be reported on at the end of the academic year.</p> <p>Year 6 will be assessed at the start of the Summer term and any children who do not meet the requirements will have further lessons over the Summer term.</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>	%
<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

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: £44,038		Date Updated: 25 th March 2022		
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: 49.9%	
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?:	
Pupils are involved in 2 hours of physical activity per week (excluding break, lunch times and extra-curricular activities)		<p>Early Years Foundation stage have outdoor learning and physical education taught throughout their curriculum and throughout the day as part of the Early Years Framework</p> <p>2 hours of PE a week (children dressed in PE clothes on PE days to minimise time lost) for KS1-2 children.</p> <p>KS1-2 children participate in daily mile/10 minutes of jogging at least 3x per week.</p> <p>Teach Active Lessons incorporated into lessons where ever possible</p>		£2,750 Teach Active 3year subscription	<p>Children are more physically active.</p> <p>A survey of pupils indicated that the Daily Mile initiative positively impacted upon classwork and concentration</p> <p>Teach Active can provide evidence that active learning increases childrens' enjoyment of</p>	<p>Sustainability and suggested next steps:</p> <p>As more year groups become 3 form, it will become more challenging to timetable 2 hours of PE for each class. Future planning will need to take account of this.</p> <p>Daily Mile will continue in all year groups</p> <p>Survey teachers on the use of Teach Active in lessons and its impact</p>

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<p>Provide pupils with a range of sport equipment to use during PE lessons and at break times to encourage active break times</p>	<p>Equipment purchased to replenish playground trolleys in each Year group</p> <p>Old or damaged PE equipment replaced including basketball nets, football goals</p>	<p>£1,949</p>	<p>learning and aids retention</p> <p>Pupils use the sporting equipment at playtimes and are more active</p> <p>Staff have sufficient equipment to deliver high quality PE lessons to children</p>	<p>The equipment is expected to last beyond this academic year; however, it may need replacing and renewing in the future</p> <p>Investigate Happy Lunchtimes-linked to character muscles</p> <p>Return to a centralised store of playtime and lunchtime resources</p> <p>Teacher's to continue to remind children to respect and look after equipment</p> <p>A review of current playtime activities and equipment is needed to ensure there are 'quiet' no ball zones for visually and physically impaired pupils and those pupils that wish to do quiet activities. Possibly looking to zone the playground to provide some structured play.</p>
<p>High-quality, inclusive PE lessons in a wide range of sports provided for pupils in PE lessons</p>	<p>Power of PE scheme (which has sequential lessons that build on pupils skills) embedded in all year groups and supplemented by specialist Dance and Yoga sessions (see indicator 4).</p>	<p>£13,200 (with a further £8,415 expected to be spent by the end of the academic year)</p>	<p>Children receive a broader range of sports taught by qualified, specialist coaches with the support of the class teacher (see March 2020 sport survey for pupils' opinions on specialist coached PE lessons)</p>	<p>Children continue to give positive feedback on coached PE lessons</p> <p>Our success in inter-school competitions continues and improves</p>

	<p>Year 4 have weekly swimming lessons during the Autumn and Spring term; 'Top up' swimming lessons for Year 5 and Year 6 pupils who don't meet Swimming and Water Safety requirements by trained school and Leisure centre staff</p>		<p>Majority of Year 4 pupils meet the National Curriculum requirements for Swimming and Water Safety; all Year 6 pupils can at least self-rescue from the water</p>	<p>The majority of children are 'water safe' at a younger than required age. This also gives greater time to target children who will require further lessons in future year groups. The success of this strategy will be regularly evaluated.</p>
<p>A range of after-school sports clubs available to KS1 and KS2 pupils</p>	<p>Sports coaches, including specialist coaches, deliver some PE lessons (See indicator 3) alongside the class teacher.</p> <p>Pupils can access free of charge a range of after school sporting clubs run by specialist sports coaches and staff including: boys and girls football (KS2), tag rugby (KS2), cross-country (KS2), netball (Year 6), basketball (UKS2), Zumba (KS2), multi-sports (KS1) club and athletics (KS1 and 2)</p>	<p>Cost for specialist sports coaches included in previous figure</p>	<p>End of year comparison is expected to show that more pupils took part in extra-curricular activities than the last non-Covid year</p> <p>More staff involved in the running of extra-curricular activities</p> <p>Feedback from pupils is positive and shows they expect to continue attending the clubs in the next academic year</p>	<p>Maintain the range of clubs available and look to increase the range offered in line with the sporting competitions offered by HBSSPAN (Hinckley and Bosworth School Sport and Physical Activity Network)</p> <p>Aim to continue to provide all clubs free of charge to encourage participation by all pupils including disadvantaged pupils</p> <p>More staff encouraged and equipped to run extra-curricular clubs</p> <p>Evaluate pupil feedback to inform future planning</p>
<p>Install and train pupils/staff on the use of ActivAll fitness boards</p>	<p>Two ActivAll fitness boards installed in the playground at a height accessible to all children</p>	<p>£3150 (another £3150</p>	<p>Team captains, Foundation Stage (including staff) and Year 2 pupils have been trained on using the</p>	<p>The boards will be used beyond the academic year- they can be used as rewards for</p>

<p>To ensure Foundation Stage have sufficient resources to deliver a high-quality Early Years Foundation Stage Statutory Framework</p>	<p>Training given to team captains and children from Year 2 so they can manage and supervise use during playtimes</p> <p>Review available equipment with FS staff and identify gaps in provision</p> <p>Order necessary equipment</p>	<p>instalment due in 2022-23 academic year)</p> <p>£943</p>	<p>boards and supervise and support their use during break times</p> <p>Gross motor skill equipment was ordered and provided to Foundation stage</p>	<p>children and groups, including to support physical activity with less active and physically disabled pupils</p> <p>Equipment is used regularly by all pupils</p> <p>EYFS pupils show progress and attainment against standards, where possible</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 0.15%</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>Increase the profile of pupils who represent the school at sporting competition</p>	<p>Re-introduce the 'Sporting Stars' scheme where children received a gold star pin when they represent the school in a sport in Whole School and Key Stage Assemblies</p> <p>Ensure the school has sufficient star pins</p>	<p>£0 none ordered at present as we currently have sufficient</p>	<p>Pupils are proud to wear their pins and actively seek to represent the school</p> <p>Pupils are aware of the Sporting Stars scheme and wish to get one themselves</p>	<p>The stock of pins will need to be maintained</p> <p>Keep a record of pins awarded</p> <p>Encourage children to join extra-curriculum sporting clubs to increase their chance of being selected to represent the school</p> <p>Work to ensure after school club provision matches the sporting competitions offered by HBSSPAN</p>

<p>School sporting certificates and achievements shared in assemblies</p>	<p>Ensure that achievements of pupils who have competed in sporting competitions are celebrated in Whole School or Key Stage assemblies Certificates and trophies to be given where appropriate</p> <p>Display achievements and sporting results on the Sports Notice Board</p>	<p>£45 (trophies and certificates)</p>	<p>Pupils are celebrated and are proud of their achievements</p> <p>Results and achievements are displayed on the Sports Notice Board</p>	<p>HBSSPAN subscription provides certificates and trophies for competitions organised by them</p> <p>Encourage children to join extra-curriculum sporting clubs to increase their chance of being selected to represent the school</p> <p>Work to ensure after school club provision matches the sporting competitions offered by HBSSPAN</p> <p>Sports Notice Board to be maintained by all staff involved in the running of extra-curricular sports clubs and in taking pupils to sporting competitions</p>
<p>Work towards retaining the Gold Sports Award (Sainsbury's School Games Sports Mark)</p>	<p>Review the criteria and ensure criteria are being met and address those that need further action.</p>		<p>The scheme is currently on hold.</p> <p>The school's School Games page has been updated, including the change in PE curriculum leader</p>	<p>Work on maintaining the award will continue once the Scheme is re-activated.</p>
<p>Purchase a reward scheme to recognise pupils achievements in swimming</p>	<p>A swim England Swimming award scheme purchased so pupils are aware of their progress</p>	<p>£25</p>	<p>Pupils provided with swimming passports and stickers to recognise their progress and achievements</p>	<p>Replacement passports and stickers will need to be bought</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12.5 %
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:
Specialist sports coaches used to deliver skill focussed PE lessons to Years 2, 3, 5 and 6 alongside the class teachers to improve staff confidence, knowledge and skill across a range of sports	Specialist sports coaches used to deliver Power of PE lessons with the class teacher (as part of their CPD) that accommodate all pupils and to support in the assessment of pupils using the Power of PE assessment criteria	£ see indicator 1 funding	Staff more confident and equipped to deliver and adapt skills-based Power of PE lessons to all pupils and to assess them based on the Power of PE assessment criteria	Further training to be provided where required (staff request or as determined through observations)
Specialist dance coach used to deliver lessons to years 1-6 for a half term each	Dance coach will plan and deliver lessons to each year group linked to a creative curriculum subject Plans to be provided to each year group to be used in the future	Dance coaching £2,550 (a further £1600 is expected to be spent by the end of the academic year)	Dance coaching delivered by Louise Jaggard of Jumpstart into Primary School Dance Observation of lessons has shown all pupils engaged. Development of skills is evident. Plans to date have been provided to each year group to be used in the future	Staff will have access to the plans they have seen delivered to use in future academic years Staff and pupil feedback will be used to assess the impact Investigate whether we could fund a half term for Foundation Stage in the next academic year
Specialist yoga coach used to deliver lessons to years 1-6 for a half term to support mental well-being (See School SDP)	Yoga coach will plan and deliver weekly lessons for a half term to each year group	Yoga coaching £1,800 (a further £1200 is expected to be	Yoga Coaching delivered by a qualified practitioner from Barefoot Yoga Feedback from year groups has been positive. Pupils interviews show that	Staff and pupil feedback will be used to assess the impact Investigate whether we could

<p>An additional yoga 'well-being' group offered to selected pupils on a weekly basis</p>	<p>Identify a small group of pupils who will benefit from the group</p> <p>Pupils attend the session every week, supported by a member of staff</p>	<p>spent by the end of the academic year)</p>	<p>pupils continue to use the techniques taught when feeling worried, angry or sad (4LQ pupils interviews)</p> <p>In consultation with the SENDCo, a small group of Year 1 pupils were selected to attend</p> <p>Pupils are encouraged to use breathing and relaxation techniques</p>	<p>fund a half term for Foundation Stage in the next academic year</p> <p>Investigate whether we could fund continuation of a 'well-being' group to support identified pupils next academic year</p>
<p>Teachers who will be teaching swimming to attend a teaching Swimming for Teachers course</p>	<p>Relevant staff attend a Swim England Swimming Course for Teachers</p> <p>Arrange a whole staff CPD session to support staff in using the School map and skills development</p>	<p>£275</p>	<p>Year 4 teachers attended a Swim England course in the Autumn term and delivered lessons to pupils</p>	<p>Trained teachers to teach swimming</p> <p>Top up training to take place, where possible</p> <p>Other teachers trained as necessary</p>
<p>Train staff on teaching skills in orienteering (for CPD) and provide taster sessions for all pupils from EYFS to Year 6 (as Orienteering is part of the Power of PE curriculum and staff shared their apprehension in teaching this topic)</p>	<p>Each class to have a lesson with the specialist orienteering instructor</p>	<p>£860</p>	<p>Staff had a CPD session on orienteering</p> <p>Pupils took part in a lesson with an instructor</p> <p>Staff from several year groups have delivered the Power of PE orienteering unit successfully in accordance with the PE curriculum map</p>	<p>Pupil progress and staff feedback/confidence improved</p> <p>Ensure resources are maintained</p> <p>In the future, look to make links with a local orienteering club and take part in the School Orienteering games</p>

<p>Wider involvement of staff in the provision of extra-curricular sporting activities</p>	<p>More staff involved in the running of extra-curricular sporting activities and volunteering to help at athletics club</p> <p>CPD with professional sports coaches will make staff more confident to lead extra-curricular sporting clubs</p>		<p>More staff are running extra-curricular sporting clubs this year; many as helpers to sports coaches or more experienced staff</p>	<p>Encourage staff who have previously helped to run clubs to set up their own</p> <p>Encourage staff that have never helped or run an extra-curricular sporting club to take part, perhaps in a 'helper' role initially</p>
<p>Early Careers Teachers (ECT) given opportunities to work alongside sports coaches and specialist teachers to develop their knowledge of skills-based PE teaching</p>	<p>ECT encouraged to support more experienced teachers in the running of extra-curricular clubs; receive additional, sport specific training; and any relevant sports festival that involve coaching</p>	<p>See swim teaching funding above</p>	<p>ECTs had swimming training and use a scheme to guide and support the teaching of swimming lessons. They also have access to on the spot advice from qualified swimming teachers.</p> <p>One ECT has attended additional swimming training sessions for the swimming gala team</p> <p>Two ECT support a more experienced teacher in delivering an extra-curricular sports club</p>	<p>Review the use of the Specialist sport's coach so that ECTs are working alongside them regularly</p> <p>Look for opportunities for ECTs to take children to more skills based training festivals</p> <p>Provide training opportunities when requested, where possible.</p>

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 8.6%</p>
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Intent	Implementation	Impact	Impact	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>This year's Commonwealth Week to involve Commonwealth Games focussed PE lessons</p>	<p>Specialist PE coaches and teachers to be asked to incorporate sports from the Commonwealth Games in PE lessons</p>	<p>£0 included in indicator 3 funding</p>	<p>KS2 pupils took part in a mini-Commonwealth Games incorporating 4 Commonwealth Sports</p>	<p>Pupil feedback was positive Special sport weeks could be incorporated in future years linked to world events</p>
<p>Balance bike training and 'Big Moves' projects for EYFS pupils</p>	<p>Provide opportunities for all EYFS pupils to develop necessary skills pre-requisite to riding a bike without stabilisers</p>		<p>Staff (who received training in a previous financial year) delivered balance bike session for EYFS pupils Children identified are taking part in the 'Big Moves' scheme</p>	<p>EYFS pupils show progress and attainment against standards, where possible</p>
<p>To purchase equipment to facilitate the provision of a wider range of sports</p>	<p>Identify which sports HBSSPAN runs competitions for that we do not currently provide coaching for Identify other popular sports that children would enjoy playing during break times</p>	<p>£1296 (table tennis equipment)</p>	<p>Dodgeball equipment and table tennis tables and equipment were purchased Pupils can play table tennis during breaks and lunchtimes</p>	<p>Maintenance of equipment Work on expanding extra-curricular clubs to include these sports</p>
<p>To have the school professionally mapped and have a fixed orienteering course put in place</p>	<p>Have the school professionally mapped and a course set out to facilitate the delivery of orienteering lessons</p>	<p>£800</p>	<p>Professional mapping completed and a fixed course is in place The maps and course have been used in the delivery of PE lessons and the staff CPD and taster lessons for pupils Cross curricular lessons using maths for example have also employed the orienteering maps</p>	<p>Update the maps as changes are made to the school grounds Maintain the fixed course and ensure there are maps available for use</p>

<p>To provide Scootfit lessons for all pupils to ensure pupils can use scooters safely since many of our pupils scoot to school and we wish to encourage active travel to and from school</p> <p>See funding Indicator 3 for introduction of Yoga</p> <p>Where possible, take groups of children to sporting festivals and other sporting opportunities offered as part of our HBSSPAN membership</p>	<p>Organise lessons for all pupils to learn how to use a scooter safely and confidently</p> <p>Children taken to sports festivals where the focus is experience rather than competition</p>	<p>£1,710</p>	<p>All pupils took part in a Scootfit lesson led by a professional coach from Scootfit Ltd</p> <p>Skills based sports festivals are planned for the Summer Term</p>	<p>Feedback from pupils and staff was positive</p> <p>Attend as many skills based festivals as possible that are offered as part of our HBSSPAN membership</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.2 %
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:
To subscribe to the HBSSPAN (Hinckley and Bosworth School Sport and Physical Activity Network) at the highest level to provide access to a range of sporting competitions, support and networking opportunities	<p>Purchase HBSSPAN subscription level 3</p> <p>Take part in as many of the sporting competitions as possible</p> <p>Enter as many teams as possible in each event to allow as many pupils as possible to compete and represent the school</p>	£805	We have competed, with much success, in a range of L2 sporting competitions; often progressing to L3 and finals.	Maintain our subscription in coming years Enter as many teams as possible in events so as many pupils as possible get to compete
Engage disadvantaged children, who do not attend extra-curricular activities, in sporting events	<p>An intra-school competition focussed on 'most improved' teams over a half term to be set up.</p> <p>The team is to comprise pupils identified as either disadvantaged or not participating in extra-curricular activities.</p>		<p>Identified pupils take part weekly in the half terms sporting event during school time.</p> <p>Scores are recorded and at the end of the half term the most improved team are recognised in assemblies and given certificates.</p> <p>These pupils will also receive the Sporting Stars pin at the end of the academic year</p>	<p>Now it is set up, the events will happen in the same order each year</p> <p>Children will be encouraged to sign up for extra-curricular clubs</p> <p>Each year, the teachers will be asked to identify a group of children to represent their year group</p>

Provide transport to sporting competitions to enable greater numbers of pupils to attend, where possible	Minibus/coach hire as appropriate to ensure pupils are able to access sporting events. This includes area sports and area competitions	£155	Pupils were able to attend sporting events they might otherwise not have been able to attend	Offer to host events where possible
Offer to host events where possible to maximise the number of children who can access a sporting event	Work with the HBSSPAN co-ordinator to host as many local events as possible		We have hosted several local events and have more planned for the rest of the academic year	Continue to offer this, where possible
Monitor and encourage increased participation in extra-curricular sporting events	Encourage pupils to attend extra-curricular clubs by making them free, in a range of sports and open to as many pupils as possible		We have increased the range of clubs available and all clubs are free	Continue to offer our facilities for local sporting events Where possible, continue to offer clubs free of charge Look to further broaden the number of clubs available Use the Gateway information to monitor and analyse the number of pupils attending clubs

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	