



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



YOUTH
SPORT
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

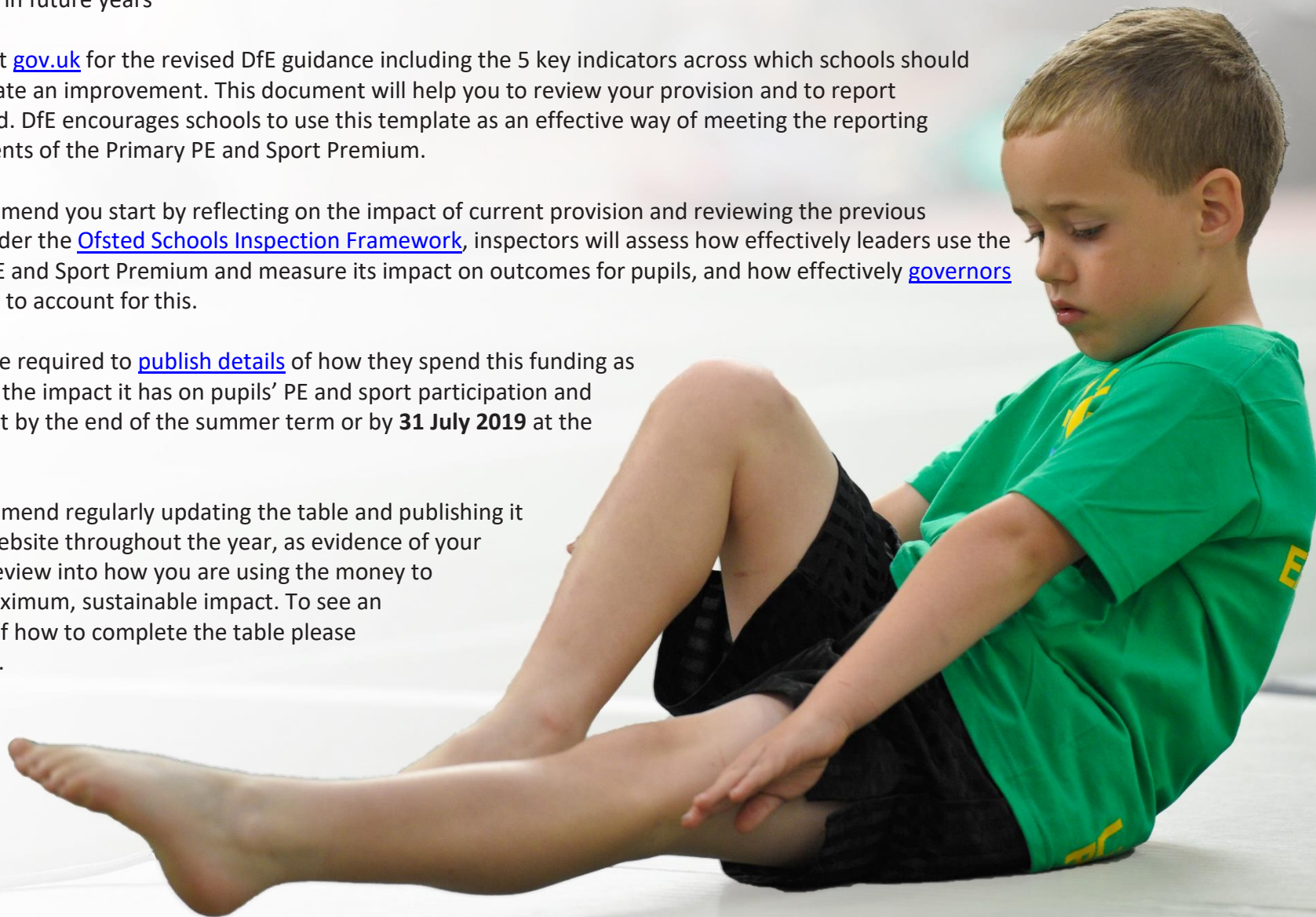
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • At the end of the last academic year, school assessments showed a high percentage of children working above or at the expected level across the school which reflects the schools improving quality of teaching and learning in the subject. • Recorded assessment tasks are now well established across the school, which has allowed staff and the subject leader to check judgements. • Teachers are now confidently delivering the new outdoor PE planning, which has a clearer progression of skills across the school. • With the support of the new planning, the quality of teaching and learning in KS1 has been significantly improved. • Lessons continue to be more physically active because of teachers using outlined strategies to support the implementation of the 90:10 rule. (All lessons should contain at least 90% physical activity rates) • Through our continued excellent link with Leeds United Foundation, some children have completed a writing/reading football club. The club made links between PE and the core subjects with PE being used as a tool to engage children in reading and writing. 	<ul style="list-style-type: none"> • To design and provide a clear template for dance across the academy that improves the confidence of teaching in the subject. • To implement the amended dance planning across the school to ensure lessons are sequential across the academy and in line with the new progression document. The shall include the use of assessment tasks to improve the accuracy of teacher judgements. • To ensure that there is more scrutiny on assessment at the end of each key stage by ensuring they have retained skills over time.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	66%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	10%
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?	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 students today and for the future.

Academic Year: 21/22	Total fund allocated: £17,700	Date Updated: 26.8.21		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation:	
			45%	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ongoing focus linking to indicator 1				
Continue to develop the role of the Sports Leader.	<p>The Sports Leader shall continue to promote new sporting activities at lunchtime.</p> <p>The sports leader shall follow the new outline of activities designed by the subject leader which includes activities that are inclusive promote participation for all.</p>	£6000	<p>Children and subject leader shall recognise the wider range of activities that have been put in place by the sports leader.</p> <p>Activities selected will be accessible to all children by introducing activities that focus more on 'effort rather than skill' e.g. fitness clubs and the daily mile.</p> <p>Children will have exposure to different sports which will in turn allow more pupils to transfer these skills into the PE curriculum leading to higher attainment.</p> <p>More children, including those that are disadvantaged, shall identify themselves as 'regular' participants of physical activity at lunchtimes.</p>	<p>Pupil voice to be used to generate sporting activity ideas that can be led by the sport leader.</p> <p>Subject leader shall work with the sports leader on selecting activities that will promote mass participation.</p> <p>The number of children regularly participating in lunchtime activities shall continue to increase with each academic year.</p>
As a HLTA, the sports leader will also teach outdoor PE lessons in KS1 each week.	Children shall receive high quality teaching and learning in these lessons.	£2000	Through discussions with the class teacher, attainment shall be at least in line with the rest of the school.	The subject leader shall continue to work with the sports leader to ensure whole school focuses are implemented within these lessons.

Key indicator 2: The profile of PE being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
New focus linking to indicator 2				
<u>Teaching and learning</u> To implement the amended outdoor planning (with a focus on dance) across the school to ensure lessons are sequential across the academy and in line with the new progression document.	The subject leader shall ensure the planning is in line with the new progression document. Subject leader shall meet with members of staff to ensure they are clear on the content and delivery of the new planning. Subject leader shall monitor the quality of the implementation of the planning through lesson observations, drops-in and pupil conversations. Feedback shall be provided where needed.	£250	Planning shall be sequential in each year group and show a clear progression of skills over time. Teachers shall have a clear understanding of the progression of planning and better understanding of outcomes. Monitoring shall show that a clear progression in outcomes is evident and the quality of teaching and learning shall be improved.	The subject leader shall evaluate the effectiveness of the new planning in terms of outcomes and the progress of the children and make amendments where needed. Subject leader shall keep up to date with changes and updates in the changes in teaching and learning PE and make amendments where needed.
<u>Assessment</u> To ensure that there is more scrutiny on assessment at the end of each key stage by ensuring they have retained skills over time	Subject leader shall look closely at the planning and determine which skills are essential for a child to be deemed expected. Subject leader shall meet with staff who teach at the end of each key stage to ensure they are clear that we are aren't just assessing against the current year group objectives but the objectives of that key stage when making assessments. The subject leader will support staff in their teacher judgements especially those at the end of each key stage. Subject leader shall create tasks for expected children to perform that assesses them against the objectives from their key stage to ensure provided assessments are accurate.	£250	Assessment at the end of each key stage will be more accurate robust. Teachers will develop a better understanding of what an expected child looks like against the key stage objectives in the school progression documents. There will be more accurate starting points, meaning the subject leader can track progression more accurately.	The subject leader shall work with staff to ensure they can articulate their reasons for specific judgements and subject leader shall support staff where necessary.

Ongoing focus linking to indicator 2

<p>To develop the roles of Youth Sports Leaders within Year 5.</p>	<p>The full year 5 cohort shall take part in the Sports Leaders Youth Award programme with the Leeds United Foundation run over a 6 week half term.</p>	<p>£400</p>	<p>The Year 5 children shall be able to discuss how they have improved their teamwork, leadership and coaching skills over the ten-week course.</p> <p>The play leader will be able to talk about the impact of the Youth Award on pupil participation in sport at lunchtime.</p> <p>The play leader shall also be able to talk about the impact of Youth Leaders on their improved quality to coach younger children.</p> <p>More children in KS2 will take part in organised activities organised by the Youth Leaders at lunch times.</p> <p>KS2 children will be able to talk about the better opportunities they have to play a range of sports at lunch times.</p> <p>KS2 children will be able to talk about the impact of the Youth Leaders and how they have improved their own skills.</p>	<p>The subject leader shall continue to work with the play leader to effectively integrate the Youth Sport Leaders on a lunchtime.</p> <p>The subject leader shall evaluate the success of the Youth Sports Leaders course and whether it shall be continued in the next academic year.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
New focus linking to indicator 3				
To monitor the implementation of the new dance planning across the academy.	<p>Using the new planning, teachers across the school will begin to implement their new planning.</p> <p>Subject leader will meet with teachers individually to discuss any teaching points that may arise within the new planning and support staff in how to teach these out.</p> <p>The subject leader shall use drop-ins and lesson observations to assess the quality of teaching and learning in dance across the school. Feedback and next steps will be provided where appropriate.</p> <p>The subject leader shall provide next steps for the school at a staff meeting.</p>	£650	<p>The class teachers shall develop and increased confidence in the delivery of dance.</p> <p>Lesson observations and drop-ins shall show that there has been an upskill in teacher knowledge in the subject which shall subsequently result in improved teaching and learning.</p> <p>Children will be able to discuss how the quality of their dance lessons have improved.</p> <p>The improvement in teaching and learning shall ultimately result in greater outcomes for the children in lesson and greater progress in indoor PE.</p>	The subject leader shall monitor the quality of teaching and learning in dance and provide support or CPD where necessary.
To support new members of staff in implementing the new planning in indoor and outdoor PE.	<p>The subject leader shall meet with the new member of staff in year 3 to discuss the new outdoor planning and discuss how the planning relates to the progression document.</p> <p>The subject leader shall meet with new members of staff to discuss potential teaching points and whole school actions that have already been put in place e.g. 90:10 rule and the use of recorded</p>	£250	<p>The year 3 teacher will understand the progression of skills over time and how that fits into the whole school progression document.</p> <p>Drop-ins and observations shall show that new members of staff have a clear understanding of whole school actions and relevant teaching points.</p>	The subject leader shall continue to meet with new members of staff to discuss planning and support staff where needed.

	<p>assessments.</p> <p>Subject leader shall use drop-ins and observations to monitor new members of staff and provide support where needed.</p>			
Ongoing focus linking to indicator 3				
Subject leader to continue upskilling by attending relevant courses.	The subject leader will attend any necessary training in order to improve the teaching and learning of PE across school.	£450	Training shall be feedback to staff through staff meetings.	<p>Through discussions with class teachers, the subject leader shall identify areas of required improved subject knowledge.</p> <p>Feedback training to staff and provide coaching courses for staff who show a keen interest.</p>
To continue to improve the teaching and learning of outdoor PE in KS1 by supporting the sports play leader.	<p>The subject leader shall continue to meet with CH regularly to discuss the planning and progression of skills.</p> <p>The subject leader shall continue to monitor the quality of teaching and learning in KS1 through drop-ins and pupil conversations.</p>	£500	<p>CH shall have a clear understanding of the KS1 content including the expectation in terms of outcomes.</p> <p>Assessment recordings shall show that outcomes are at least in line with the rest of the school.</p> <p>Children will be able to discuss how the quality of their lessons have improved.</p> <p>Drop-ins shall continue to show an improvement in the quality of teaching in learning over time.</p>	<p>Subject leader to continue to monitor the quality of teaching and learning in KS1.</p> <p>To provide similar training to other teachers across school were needed.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
New focus linking to indicator 4				
To provide a scheme of work that promotes Paralympic sports.	<p>Subject leader shall contact an outside agency who shall deliver a Paralympic scheme of work in both year 3 and year 6.</p> <p>The subject leader will meet with the outside agency to discuss the expectations of the scheme of work.</p>	£800	<p>Children in these year groups shall have a greater understanding of Paralympic sports.</p> <p>Children will be able to discuss their enjoyment of the scheme of work and have a great understanding of what is meant by inclusive sports.</p>	Subject leader shall work with the year 3 teacher and the outside agency to create planning for year 3 and 6 to complete each year if successful.

Ongoing focus linking to indicator 4

Make cross-curricular links to other subjects.	Through the Leeds United Foundation, children in Year 3 and 4 shall have the opportunity to participate in a football data handling after school club.	£400	<p>The children shall be able to make links between sport and maths.</p> <p>The children shall make greater progress in maths with a focus on the data handling strand of the subject.</p> <p>Children shall gain an enthusiasm and improved enjoyment in maths.</p> <p>Children shall be exposed to future job opportunities in sport such as performance analysis and sports statistics.</p> <p>Selected children, including disadvantaged children, shall be provided with the opportunity to attend a football game at Elland Road.</p>	<p>The subject leader shall work with the maths lead to ensure planning is effective.</p> <p>The subject leader shall continue to find ways that make links across the curriculum and engage children in their learning.</p>
Continue to hold after-school coaching sessions which maintain engagement in a variety of sports.	Children to try out new activities and sports that they won't necessarily have done before, stay fit and healthy, and have fun. These sessions will also link to the tournaments held by Waterton Academy Trust.	£1000	<p>Children will be able to positively discuss the wide range of after school activities offered to them.</p> <p>Children will be successful at competitions held by Waterton Academy Trust.</p> <p>This will continue to improve the quality of PE lessons and after-school clubs.</p>	The subject leader and play leader will continue to work together to offer a wide range of activities.
Continue to purchase any necessary PE equipment/resources to teach the new curriculum and offer children new sporting experiences.	<p>New equipment shall be purchased to support the teaching of a range of sports and activities.</p> <p>The new equipment shall be purchased to support with the delivery of the new progression document and planning for outdoor PE.</p>	£1700	<p>Children will have more exposure to different sports and be able to discuss their increased engagement.</p> <p>All lessons shall be resourced to allow for outstanding teaching and learning in the subject by allowing all children including our most disadvantaged to make at least good progress.</p>	The subject leader shall continue to ensure the school has the equipment to support the teaching of the curriculum.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ongoing focus linking to indicator 5				
Transport for local competitions and tournaments.	More children to attend competitions this year compared to the previous academic year.	£2300	Children shall compete in more competitions in the current academic year. Children shall compete in competitions with the local authority and the MAT. More disadvantaged children shall be given the opportunity to participate in competitive sport.	The amount of competitions we attend to continue to increase with each academic year.
Offer a range of inclusive events for children in SEND.	Waterton Academy Trust provide competitions for SEND pupils, which we plan on attending.	£450	All SEND pupils given opportunities for trips.	Encourage all SEND pupils to attend clubs to inspire them in sport.
Reduce barriers to participation in competitive sport.	PE Kit, equipment and clothing shall be purchased to reduce barriers to participation.	£300	All children shall have the correct PE kit to ensure they can participate in all lessons, extra-curricular activities and competitions. This will include all disadvantaged children.	The subject leader shall work with class teachers in the monitoring of who needs kit providing.