

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	£17,820
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,180
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£16,180

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>	17%
<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>	17%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	33%
<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: 2022/23		Total fund allocated: £		Date Updated: 18.7.23	
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: 34%
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?:	
<ul style="list-style-type: none"> Increase levels of sustained exercise throughout the day and particularly during playtime. 	<ul style="list-style-type: none"> Purchase playground equipment which encourages sustained activity Employ sports coach at lunch time to engage children in sustained activity Wherever possible staff walk classes to school trips Staff to investigate incorporating physical activity into lessons 		£1,000 £4,553	<ul style="list-style-type: none"> Increased stamina in a majority of children. Children report having coach available over lunchtime encourages them to participate in football. 	
				<ul style="list-style-type: none"> Whilst stamina has increased it remains an issue due to very limited outdoor space – artificial grass has resulted in improved levels of active play as accidents are less common. Continuation of sports coach over lunchtime is funding dependent and will continue in 2023/24 School investigating possible use of larger grassed area currently allocated a public park but which is much underused. 	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				204%
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:
<ul style="list-style-type: none"> Engagement in high quality PE, gymnastics and dance to promote the following: <ol style="list-style-type: none"> Strong physical and mental wellbeing Resilience and perseverance Ability to work co-operatively with others Improved gross motor control Improved co-ordination High self esteem <p>NB: the school has very limited outdoor space which has a negative impact on our PE provision. To mitigate this and ensure that our children receive the very highest quality learning opportunities we have worked with PE, gymnastics and dance coaches since 2011. We work very closely with our partners and have developed the PE curriculum with them ensuring a clear progression of skills and a wide range of opportunities.</p>	<ul style="list-style-type: none"> Provision of high quality PE, dance to every child on a weekly basis. Provision of high quality gymnastics to every child in KS1 and KS2 for two terms. 	£29,550 £3,500	<ul style="list-style-type: none"> Improvements in physical and mental well-being following COVID lockdowns are evident PESSPA is a key tool in improving and maintaining resilience, which had dropped significantly - children seem to see their progress as more immediate and tangible in PE Teamwork and co-operative learning are improving; this is evident as much in gymnastics and dance as in team sports in PE Improvements to gross motor skills and co-ordination, particularly in younger children, are supporting improved handwriting. The inclusive nature of our provision ensures that the participation of every child regardless of level of skill is valued building confidence and self-esteem. An equal focus on PE, dance and gymnastics ensures that all children have the opportunity to excel in an area of physical 	<ul style="list-style-type: none"> Continue with provision. Increase engagement in interschool competition in team sports and athletics. Take part in interschool competition in gymnastics

			activity.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
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:
<ul style="list-style-type: none"> All staff know and understand the PE curriculum and have the skills to deliver it. 	<ul style="list-style-type: none"> Staff to work alongside PE, dance and gymnastics coaches to develop skills, techniques and confidence in delivering the PE curriculum Leaders to liaise with providers to develop opportunities for staff development. 	£1117	<ul style="list-style-type: none"> Pressure on teaching staff to deliver 'catch up' lessons in English and maths has reduced the opportunities for PE CPD. This has not affected the quality of provision delivered to children this year. 	<ul style="list-style-type: none"> Leaders to plan in staff CPD in PE at the beginning of the year and ensure that it is given priority.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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?:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ul style="list-style-type: none"> Limited outdoor space and proximity to a busy road means that sports that involve throwing or hitting a ball or javelin etc any distance cannot be taught in any meaningful way on site. Opportunities need to be explored to ensure that children have access to and experience of these sports. Give additional purpose to elements of the children's PE programme by providing opportunities for dance performance. 	<ul style="list-style-type: none"> School to join Hull Active School Partnership. PE lead to explore all opportunities for children to engage in different sports outside of the normal curriculum. Whole school dance performance at NAPA twice a year. 	£1500	<ul style="list-style-type: none"> There have been a limited number of activities available and these have been one off opportunities available to small groups. We do not feel that our involvement in Hull Active Schools has had any meaningful impact on children's access to sport or fitness. Evidence shows that preparation for the dance show gives children purpose and engages them more readily in lessons. Performance on stage builds confidence and positive reaction from audiences builds self-esteem. 	<ul style="list-style-type: none"> We plan to return to termly trips to Airco Arena to give children access to activities which develop skills such as throwing and catching in a larger space. Dance shows are hugely successful – next step to discuss developing gymnastic displays to showcase to parents the work children are doing.

Key indicator 5: Increased participation in competitive sport			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:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To develop and promote resilience, fair play, respect through competition. To nurture aspiration and a healthy competitive spirit. 	<ul style="list-style-type: none"> PE lead to establish links with local schools and set up regular football matches. Whole school sports day to take place at Costello Stadium in the summer. School to join Hull Active School Partnership. 	£800	<ul style="list-style-type: none"> Evidence of impact: what do pupils now know and what can they now do? What has changed?: Participation in regular football matches has inspired children to want to improve technique. Evidence shows that children who compete in inter school matches are developing and improved understanding of working as a team. Playing against unknown teams is challenging and developing children's sense of fair play and respect in games. Enjoyment and participation in Sports day was very high – children who thrive on competition had the opportunity to excel whilst the confidence of others was built by the support and encouragement of staff and peers. There have been a limited number of activities available from Hull Active Schools and these have been one off opportunities available to small groups. We do not feel that our involvement in Hull Active Schools has had any meaningful impact on children's access to All activities to be continued in 2023/24. Girls' football club established to build skills and confidence for girls' football team. PE lead to investigate extending competitions looking at including a range of sports. Gymnastics coach to plan participation in inter school gymnastics competitions. Participation in inter school competition to be monitored to ensure all groups of children have the opportunity to take part.

			competitive sport. <ul style="list-style-type: none"> • 	
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Signed off by	
Head Teacher:	Louise Oddy
Date:	18.7.23
Subject Leader:	Gareth Cranmer
Date:	18.7.23
Governor:	Gary Hughes
Date:	18.7.23