

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Increased pupil participation in a range of extra-curricular sports clubs. An increased wide range of sports opportunities / competitions Focus on development of Girls participation in school sport An increase in the number of pupils taking part in intra school competitions An increase in the number of pupils taking part in inter school competitions Playleader trained pupils and playleader programmes in place Children confident in self & peer assessment in PE Provision for More able pupils Practical Staff CPD for PE subject leaders *All pupils in year 2,4,5,6 accessed inter school competitions (2019) restrictions in 2020 due to Covid 19 prevented full access) Achievement of Sainsbury's School Games Mark Gold award in 2018-19</p>	<p>30 minutes a day physical activity (development of health and activity) Consistent use of Personal challenge across the whole school Increased engagement of girls and disadvantaged /hard to reach pupils. Further develop the sports organizing crew Develop more links with community *Maintain high-level involvement in inter school competitions and extend intra school competitions (need to adapt for Covid 19) *Staff CPD continuous need to update / keep informed / how to adapt</p> <p>Return to school (post school closure) focus: *Use PE to build stamina, strength and flexibility *Improve basic movements, agility, balance, coordination, object control *Support with developing positive mental health, deal with anxiety *Develop confidence to try new things *Develop social interaction, collaboration and teamwork</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Total amount carried forward from 2019/2020 £2996.00
+ Total amount for this academic year 2020/2021 £13,177.00
= Total to be spent by 31st July 2021 £16,173.00

If any funding from the academic year 2019/20 2020/21 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: ££2,996	Date Updated: December 2020
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What Key indicator(s) are you going to focus on? **Key indicator 1, 3 & 4**

Total carry over funding: £ 11,000 – from funding invested in BLP PE and Sport offer by 8 primary schools in the cluster

What Key indicator(s) are you going to focus on?

Total carry over funding: £2996

Intent	Implementation	Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?
<p>KI 1 Increase pupil activity time through the school day from pre-school to after school club to move towards 30minutes activity per day for KS1</p> <p>KI 3 To develop staff confidence in safe use of balance bikes and how to develop pupils skills when using the bikes.</p> <p>KI 4 Provide a broad range of sports and activities to engage all pupils for KS1</p>	<p>Purchase of balance bikes Helmets Physical teaching resources for staff to have. Access to online resources for teaching staff</p> <p>Balance bikes to be used by pupils in Key stage 1 either as part of taught lessons/ activity or during their free play / activity time</p>	<p>Part of the £4000 invested in the Brigshaw Learning Partnership PE & Trust offer.</p> <p>Using money that was not spent during 2019 academic year.</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?</p>
<p>KI 1 Increase pupil activity time through the school day from pre-school to after school club to move towards 30minutes activity per day for KS1</p>	<p>Provision of lunch time sports clubs in KS1 and 2 (Premier sports) 3x weekly.</p>	<p>Coaches £2,175 Equipment £821</p>	<p>75% of KS1 and 2 children are more active and focused at lunchtimes. Developing co-operation and teamwork</p> <p>Decrease of behaviour incidents over lunch time.</p>
			<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p> <p>Bikes, helmets and resources will last for many years. As pupils progress they will be able to access intra school cycling events.</p> <p>Continue with lunchtime clubs</p>

<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 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>	41%
<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>	24%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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.

Text in green is provision through the Brigshaw Learning Partnership PE and Sport offer. This is 25% of our PE and Sport premium spend. Text in blue is Swillington Primary School provision for 2020-21

* Covid 19 guidance dependent

Academic Year: 2020/21		Total fund allocated: £ 13,177		Date Updated:	
<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:
					%
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 pupil activity time through the school day from pre-school to after school club to move towards 30minutes activity per day.	<p>Promote/use of range of activity initiatives</p> <p>5 quick activity wins /Disney 10 min shake up / 'go noodle' activity</p> <p>'Body coach' for schools videos</p> <p>Development of quick wins for physical activity in the school day</p> <p>Purchase and use of Walk to school week resources for all classes 2021</p> <p>Provision of targeted after school sports clubs to engage hard to reach/inactive pupils</p> <p>Access to Hit the Ground running challenge</p> <p>Purchase of balance bikes for KS1 students</p> <p>Use of the Big pedal 20201</p>		Part of the £4000 invested in the Brigshaw Learning Partnership PE & Trust offer.	<p><u>The planned impact:</u></p> <p>All pupils are more active during the school day.</p> <p>Children more confident and excited to use the new balance bikes.</p>	Regular reminders to staff of activity levels and quick wins in the classroom.

	<p><u>Daily mile</u> Arrange daily mile delivery for Y1-6 using staff member</p> <p><u>Enrichment clubs</u> Arrange after school enrichment club programme for the year with a range of different sports for Y3,4,5 &6 Pupil survey to find out what extra clubs the pupils would like</p> <p>Identify pupils who aren't engaging in after school sports and activity and invite directly to before and after school clubs and engage with parents.</p> <p>Use of Go Noodle/ BBC Supermovers in lessons, to ensure active breaks within the classroom.</p> <p>Provision of lunch time sports clubs in KS 1 and 2 (Premier sports). Purchase of equipment for active playtimes.</p> <p><u>Home Learning</u> Weekly P.E. lessons and challenges were available during lockdown through our online learning platform-Travel to Tokyo challenges used for school- home.</p>	<p>£150.00 £10 GBDO entry fee</p> <p>Equipment £274.90</p>	<p>All pupils are more active during the school day.</p> <p>Years 5/6 benefitted from Castleford Cheerleading coach once a week and were successful in the Great Big Dance Off competition coming 4th Nationally (out of 149). Years 3/4 benefitted from a Paralympics club, which links in to our diversity/tolerance drive.</p> <p>75% of KS2 children are more active at lunchtimes.</p> <p>Evidenced on children's Dojo portfolios and record of achievements.</p> <p>80% of pupils took part in the home learning challenges- Travel to Tokyo.</p>	<p>Continue with daily mile 2 or 3 times a week</p> <p>To continue with the coach and after school club next year and enter the competition.</p> <p>Continue to target inactive students</p> <p>Continue with lunchtime sports clubs.</p> <p>Continue to use the online platform for children who are isolating.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:

<p>Increased focus on health and activity to increase alertness of pupils during the school day.</p> <p>Development of cross curricular skills through PE – including areas such as leadership, resilience, determination team work and oracy.</p> <p>Use of PE and Sport to develop pupil confidence, enjoyment and pride in school achievements.</p>	<p>‘PE and Sport Offer booklet’ that details the intent and implementation of PE & Sport across the BLP.</p> <p>Provision of quick wins for High quality PE to create creative and reflective learners as well as leaders.</p> <p>Provision of activities in Key indicator 1 to improve health of pupils leading to more focused minds at key points in the school day.</p> <p>Provision of activities in Key indicator 5 to allow pupils to re-engage with school sport and the wider community.</p> <p>The use of trophies and awards for the inter school virtual competitions and intra school cross country to celebrate success</p> <p>Access to Sport Education style videos for staff to help to develop Sport Education style PE lesson pupils to develop leadership, teamwork and confidence.</p> <p>Provision of intra school competition and inter school online virtual competition. Accessible by all pupils, rebuilding their confidence and engagement levels.</p> <p>Use of personal best challenges within lessons to develop confidence and develop fitness and basic skills.</p> <p>Access to my personal best resource pack as part of YST membership.</p> <p>Purchase of walk to school week</p>	<p>Part of the £4000 invested in the Brigshaw Learning Partnership PE & Trust offer.</p>	<p><u>The planned impact:</u></p> <p>Improved oracy and improve use of key terminology and increased vocabulary within PE lessons.</p> <p>Pupils able to explain where they need to improve and what they need to do in order to improve.</p> <p>Pupils develop leadership skills and teamwork skills.</p> <p>Confident pupils who take pride in their achievement and pride in their schools achievements.</p> <p>A culture where success of all students is celebrated through the use of trophies and medals of wining classes and pupils, as well as pupils working on their ‘personal best’ challenges.</p>	<p>These strategies can be used by all staff and encouraged by the PE lead.</p> <p>Sustainable.</p> <p>To keep it sustainable a refocus on the strategies will be needed.</p>
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	<p>resources for all classes in both key stage one and two</p> <p>* Sports awards evening, virtual or otherwise</p>			
	<p>Provision of all above activities in Key Indicator One.</p> <p>PE leader to support staff in helping pupils develop their own assessment for learning.</p> <p>Increased self-assessment and peer assessment with PE lessons, PE leader to support staff with easy strategies to do this.</p> <p>Development of key words and correct terms within PE when self and peer assessment takes place.</p> <p>Use of social media (twitter) and school dojo to celebrate pupils' achievements within PE.</p> <p>All KS2 have opportunities to be leaders within P.E. lessons. Staff to identify and develop pupils as warm up, equipment,, stretch, skills and results coaches.</p> <p>Encourage personal challenges in all PE lessons and all year groups.</p>		<p>100% of KS2 children self-evaluate (explain what they are good at, where they need to improve and what they need to do in order to improve) after PE lessons</p> <p>100% of pupils to take part in whole school celebrations, reviewing their involvement in PE, Sport and Health activities within school and across the Trust to raise profile of PE and competitions within school.</p> <p>Profile of PE sports events raised within the parent community.</p> <p>100% of all year3/4 class were leaders within PE lessons. The pupils have developed leadership and teamwork skills through coaching roles.</p> <p>Most pupils throughout school had personal targets set within PE lessons.</p>	<p>To develop a school timetable to show the provision of PE, Sport and Health across the school, including before, during and after the school day, on a weekly basis. This is shared with all teaching staff.</p> <p>Increase assessment within PE lessons. PE lead to develop use of the Bronze, silver and gold posters in the hall for self assessment and peer assessment.</p> <p>Development of school sports awards (star of the week) to praise positive values shown within sport.</p> <p>Ensure the teachers have the skills to develop leadership in all PE lessons.</p> <p>To be sustained and aim for 100%</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<p>Provide high quality PE lessons that are 'Covid Safe'</p> <p>Improved quality of PE within school to develop competence and confidence of pupils.</p> <p>To develop pupils basic movement literacy</p> <p>To provide challenge to more able students</p>	<p>Access to a shared online resource of activities that are appropriate and 'Covid safe'.</p> <p>Half termly PE leader meetings to provide support and guidance for PE leaders.</p> <p>PE leaders have access to a Youth Sport Trust curriculum mapping guide so that schools know their PE curriculum goals Intent, implementation and impact. This guide will be used as the basis of a PE leader planning meeting.</p> <p>Quick wins for high quality PE Use of 'Sport Education' in lessons</p> <p>* Joint observations, team teaching, joint planning offer available.</p> <p>Membership of Youth Sports Trust Membership of AfPE</p> <p>Access to YST and AfPE online CPD including amongst others live webinars on high quality PE and Health and safety within PE</p> <p>Access to Ofsted Deep drive preparation course with the YST cluster offer.</p>	<p>Part of the £4000 invested in the Brigshaw Learning Partnership PE & Trust offer.</p>	<p><u>The planned impact:</u> Improved staff confidence in delivering PE and ability to challenge more able and support developing students.</p> <p>Schools develop and are aware of their intent, implementation and impact of their PE curriculum</p> <p>PE leaders up to date with latest guidance and initiatives through membership of professional bodies</p> <p>Staff are aware of how certain activities progress over the key stages and have a variety of activities they can use to challenge students at different levels & ages.</p> <p>Staff are aware of and know the importance of delivering fundamental movement skills at an early age.</p> <p><u>Evidence will be in the form of:</u></p> <p>Assessment records of staff to show pupil progress. PE leader observations Joint 'drop ins' with PE leader and Learning Partnership PE Coordinator. Drop in feedback sheets</p>	<p>Continue to use YST and school games resources for children who are self isolating.</p> <p>Opportunity for joint planning and team teaching with the learning partnership PE coordinator.</p>

			%	
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 a broad range of sports and activities to engage all pupils within school making sure we are addressing disadvantaged, girls & inactive pupils.	<p>Use of personal challenge to allow all pupils access to some level of competition if they are unable to engage with after school provision</p> <p>Provision of Cycling taster sessions and cycling competitions with pro ride during school day for a full year group.</p> <p>Provision of skipping workshops and skipping festivals for year two classes</p> <p>Provision of skipping ropes with the package. Access to city wide competition as part of the package.</p> <p>Paralympic festival – intra school,</p> <p>Access to West Yorkshire school games skipping competition</p> <p>All pupils in year 3,4,5,6 access an intra school cross country competition.</p> <p>Provision of dance in a day project. Virtual online.</p> <p>Provision of virtual sports competitions for all year groups in a wide range of sports</p> <p>Provision of an Olympic week of sport with an external coaching agency for each</p>	<p>Part of the £4000 invested in the Brigshaw Learning Partnership PE & Trust offer.</p> <p>25%</p> <p>P.E. lead Bursary £500</p>	<p>100% of year 5 and 6 accessed the pro ride taster sessions and cycling competitions.</p> <p>Year 2, 3 and 4 accessed the skipping workshops over a half term.</p> <p>Year3/4 accessed this as an after school club.</p> <p>Years 3, 4, 5 and 6 competed in the cross country competition developing perseverance, stamina and success.</p> <p>Year 5 completed the dance in a day project, with parents watching their performance on line.</p> <p>The children progressed by taking part in an intra-school competition followed by an inter-school competition against other schools from the Brigshaw Trust.</p> <p>Development of cultural capital. Years 1, 2, 3, 4, 5 and 6 all learnt a new Olympic sport.</p>	<p>Continue with personal challenges within lessons.</p> <p>Arrange pro ride cycling sessions and skipping workshops.</p> <p>Arrange archery for inactive pupils in Summer 1.</p>

	<p>year group in each school, with a focus on alternative sports for each year group</p> <p>Access to athletics as an intra school virtual competition.</p> <p>Access to Netball as an intra school virtual competition.</p> <p>Access to Rounders as an intra school virtual competition.</p> <p>Access to Gymnastics as an intra school virtual competition.</p>		<p>Pupils enjoy PE and Sport and have experience of a range of activities.</p> <p>Years 2, 3, 4, 5 and 6 all took part in the virtual competitions, achieving lots of success, medals and trophies. Evidence of this was shared on class and school stories on dojo and the display board on entrance to the hall.</p>	
	<p>Arranged cycling, dance, and skipping workshops with external agencies.</p> <p>*Identify hard to reach pupils and invite to after school different sports clubs / activities / events to engage all pupils.</p> <p>PE leader to review current sports provided and identify any gaps in provision.</p> <p>PE leader to use student voice to identify sports and activity preferences of pupils.</p> <p>Class rota set up to allow 100% of KS2 children the opportunity to access the football/basketball court at least two play times a week.</p> <p>Intensive swimming lessons arranged when able for Y6 children not yet achieving end of KS2 targets.</p> <p>A broad range of activities taught within the PE curriculum – including.... Multi-skills</p>	<p>Swimming £2,431 + £2,130.50 transport</p>	<p><u>Planned Impact</u> All pupils in KS1 and KS2 given access to new sports activity beyond normal lessons – inactive children targeted and personal invites given. Pupils enthused by sport and given the chance to find a sport and activity that they enjoy.</p> <p>Children weren't able to attend for the full year due to covid restrictions, therefore the percentages of competent swimmers has been reduced.</p>	<p>Continue to target inactive students.</p> <p>Complete a PE survey using student voice.</p> <p>Discuss with high school the possibility of Year 7 being able to 'catch up' with their swimming.</p> <p>Arrange swimming for 2021-2022 Y6 pupils who are</p>

	Athletics High 5 Netball Gymnastics Dance Rounders Cricket Basketball Dodgeball Handball Football Tennis Skipping			not able to swim 25m.
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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:
To allow all pupils opportunity to represent the school in inter school competitive sport from year 1 to year 6. To develop further opportunities through intra school sport	Provision of intra school competitions and virtual inter school competitions. <u>Virtual events:</u> Team relay challenges Indoor athletics challenges Netball Gymnastics Hit the ground running challenge Virtual Dance competition Rounders competition Paralympic competition Cross Country - intra school cross country for year 3,4,5,6 in all schools and all year groups.	Part of the £4000 invested in the Brighshaw Learning Partnership PE & Trust offer. 25%	<u>Planned Impact</u> All pupils from year 1 to year 6 are able to access the competitions as they are being run as intra school. Increased engagement. Comparison of scores as a virtual competition across the cluster of schools allows pupils to celebrate of success. Increased confidence in pupils own ability to take part in a competition	Continue with the format of the intra school competitions in PE lessons.
To allow all pupils opportunity to represent the school in inter school competitive sport from year 1 to year 6. To develop further opportunities through intra school sport	To promote intra school and virtual competitions with all classes To engage pupils in intra school and virtual sports competition. To plan intra school competition to link to the PE topic for each half-term as a finale to each PE topic.		100% of children from F1 – Y6 have taken part in at least 1 intra school competition. 100% of children from Y1-6 have taken part in at least one inter-school competition. 100% of children from Y3-Y6 taking part in at least 6 competitive sporting events	Endeavour to achieve School Games Platinum Award for 2021/22 Publish results of competitions on Class Dojo and Twitter. Continue to give out Dojo

	Full day Sports Day involving a range of different competitive sports – running, skipping, sack, relay, jumping, throwing and tug of war. F1 – Y2 AM. Y3 – Y6 PM.		such as athletics (running, jumping, throwing), cross country, Gymnastics, netball and rounders. 100% of Y1 – Y4 children attended the skipping competition. Increased pride of children in taking part in intra and inter school competitions.	points for extra sporting activity especially partaking in competitions and out of school clubs.
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Signed off by	
Head Teacher:	M Cahill
Date:	14.10.21
Subject Leader:	K.Hilton
Date:	14.10.21
Governor:	P.Cook
Date:	14.10.21