

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:

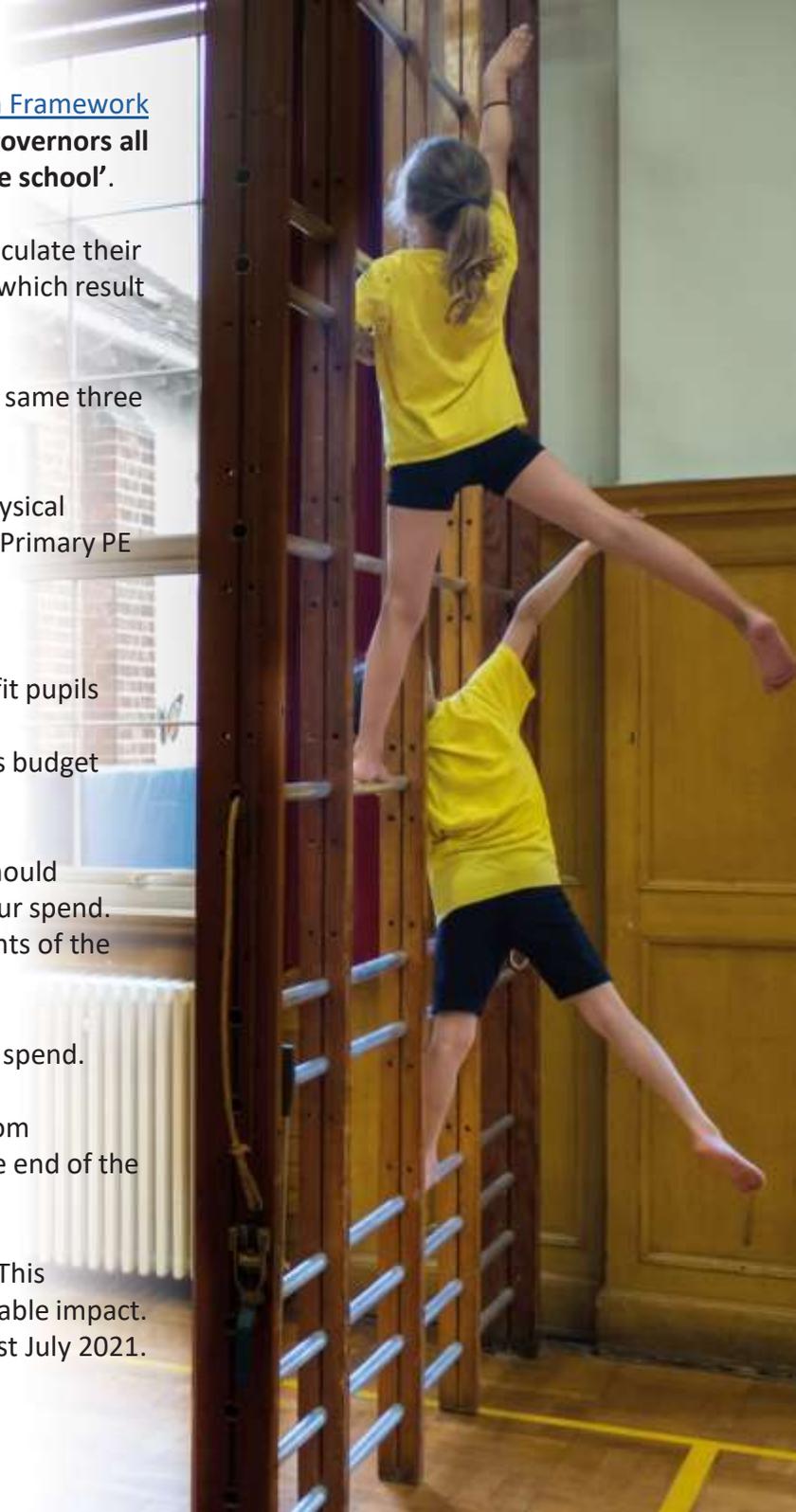
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
<ul style="list-style-type: none"> • An improvement in the strength of teaching within PE lessons amongst all class-based teachers. • All children have access to at least 30 minutes of daily activity at school • Structured play during lunch time is now fully embedded in all three playgrounds. • Strengths and areas for improvement within the teaching of PE have been identified and highly tailored CPD has been put in place due in March 2020 prior to Covid 19 lockdown. • Continuation of our partnership with Leeds Active Schools and Leeds Rhinos. • A baseline assessment for pupil achievement in PE has been undertaken • A baseline assessment for teaching PE has been undertaken and reviewed throughout the year • PE Assistant role is further developed to enhance teaching within PE lessons and other physical activities • Craze of the week and skills based has allowed for increased physical activity as well as introducing different personal best challenges that change week by week. Conversations with children show that this aspect of the playground is popular. • Entered 6 inter-school competitions including 2 b teams in netball and football. 	<p>Complete focussed teacher training that was due prior Covid 19 lockdown Continuation of the Real Legacy package including the launch of Real Play and Real Gym</p> <p>Taking into consideration adaptations and new principles in relation to Covid 19 guidelines.</p> <p>Embed intra-school competitions across the school.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

Total amount carried forward from 2019/2020 £0
+ Total amount for this academic year 2020/2021 £ 21000
= Total to be spent by 31st July 2021 £ 21000

<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>89% of children could perform safe self rescue.</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>	<p>23% of children can swim 25 metres</p> <p>All children were non-swimmers at the time of undergoing swimming lessons.</p> <p>66% of children could swim 15 metres.</p> <p>80% of children could swim at least 5 metres.</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>23%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>89%</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>	<p>No</p>

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: 2020/21	Total fund allocated: £	Date Updated:		
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:
				%
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:	
Ensure that the quality of previously embedded PE lessons and structured playtimes remains high in spite of the Covid 19 pandemic.	<ul style="list-style-type: none"> PE and Physical Activity policies were updated with an addendum in relation to Covid 19 protocols. Significant increase of PE equipment purchased has allowed for PE lessons to continue as normal. Staggered playtimes, zones and a significant increase of equipment available to avoid cross contamination during playtimes. Swimming lessons continue from April 2021. 	£3800 from additional equipment purchases.	The PESSPA policies, in conjunction with other school policies have ensured that PE lessons have been able to continue as normal without breaking guidance on Covid regulations. Children now know how to access PE lessons and physical activities without compromising Covid protocols. A thorough risk assessment shared with staff, children and parents ensured that swimming received full participation from all 90 children in year 4.	Maintain and update Risk Assessments and policies in relation to the latest government guidelines. Plan for additional lessons for the year 4 and 5 cohorts who have missed out on swimming lessons between March 2020 -March 2021.
Daily mile track is used to increase fitness levels of children in KS2	<ul style="list-style-type: none"> Daily mile track used as a strategy to increase physical and learning capacity for children. Daily mile track to be available for staff. 		Children in LKS2 ran 3 laps of the Daily Mile track and times were recorded. This was done daily between March – June. Children recorded their times and measured	Records are shared amongst other teachers. Daily mile track is time tabled and its successes are measured over time.

			<p>them against their baseline run and their fastest run. All children improved their baseline to their fastest by at least 8 seconds each, however the mean average improvement was 19 seconds. Their teacher reported a significant change in their confidence and ability to take on hard challenge.</p> <p>Many classes use the daily mile as a morning starter/wake up mechanism. All teachers reported that this helped focus children upon returning to the classroom.</p>	
Take up the training, competitions on offer from The Leeds North Alliance	<ul style="list-style-type: none"> • Vision for intra school competition is now ready to be implemented in September 2021 • PE Lead has received the most up to date training. 	£1200 subscription cost	Intra school sports competitions will start in autumn 1 2021.	<p>Maintain and update Risk Assessments and policies in relation to the latest government guidelines.</p> <p>Provide broad range of activity to ensure needs and wants of all children are catered for.</p>
<p>Ensure that all pupils have access to physical activity during times of self – isolation/lockdown.</p> <p>(Also referred to in KS3)</p>	<ul style="list-style-type: none"> • All children have access to Real PE at home logins. • All children receive PE activities in their home learning packs during periods of self-isolation/lockdown. 	£500 for continued Real PE licence post Jan 2021	<p>94 children accessed the Real PE at Home.</p> <p>Feedback from parents regarding home learning – including PE was positive and found to be easily accessible in spite of English being a second language for many of our families.</p>	<p>Real PE at Home logins are repurchased for another year.</p> <p>Real Funs package is relaunched in conjunction with the Real PE at Home.</p>
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:
Children with barriers to learning (physical, behavioural, cognitive) receive additional timetabled physical intervention led by the PE Assistant.	<ul style="list-style-type: none"> Children targeted for additional support continue to demonstrate positive attitudes to learning and school life in general. 	£15,500 from staffing for PE Assistant	<p>PE assistant works with small groups of children to reduce the number of barriers to their learning. The reasons for their barriers differ from child to child.</p> <p>One year 5 teacher said: “He [PE Assistant] uses his skills and knowledge of sport to help [child] engage with school. He uses PESSPA as a way of helping him integrate with school.”</p> <p>Another year 5 teacher said: “Connor [PE Assistant] has given Child additional support this year. Her gross motor skills have improved but also her confidence is <i>growing</i>.”</p> <p>Another year 4 teacher said: The PE Assistant has worked with four boys who found playtimes tricky. By using physical activity as the vehicle, his additional support has dramatically reduced the amount of playtime misbehaviour being brought into the classroom.</p>	PE Assistant maintain the relationships with pupils and other pupils requiring his help are identified.
PE lessons across school have a cultural emphasis on the six learning behaviours (Also referred to in KS3)	<ul style="list-style-type: none"> Teachers and other relevant staff receive tailored CPD on using the six learning behaviours identified within Real PE to ensure that the lessons learnt within a PE lesson are carried through into wider learning. 	£500 for continued Real PE licence post Jan 2021	<p>The impact of the lockdowns has meant that this training – scheduled for March 2020 did not take place until June 2021. The impact is difficult to measure as of July 2021.</p> <p>All teachers reported that the training was successful and that they felt more able to implement the strategies taught within the training.</p>	Ensure that new staff or returning staff feel confident to teach Real PE using the six learning behaviours as the driver of the lesson.

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:
Also seen in KI 1				
Ensure that all pupils have access to physical activity during times of self – isolation/lockdown. (Also referred to in KS3)	<ul style="list-style-type: none"> All children have access to Real PE at home logins. All children receive PE activities in their home learning packs during periods of self-isolation/lockdown. 	£500 for continued Real PE licence post Jan 2021	94 children accessed the Real PE at Home. Feedback from parents regarding home learning – including PE was positive and found to be easily accessible in spite of English being a second language for many of our families.	Real PE at Home logins are repurchased for another year. Real Funs package is relaunched in conjunction with the Real PE at Home.
Also seen in KI 2				
PE lessons across school have a cultural emphasis on the six learning behaviours	<ul style="list-style-type: none"> Teachers and other relevant staff receive tailored CPD on using the six learning behaviours identified within Real PE to ensure that the lessons learnt within a PE lesson are carried through into wider learning. 	£500 for continued Real PE licence post Jan 2021	The impact of the lockdowns has meant that this training – scheduled for March 2020 did not take place until June 2021. The impact is difficult to measure as of July 2021. All teachers reported that the training was successful and that they felt more able to implement the strategies taught within the training.	Ensure that new staff or returning staff feel confident to teach Real PE using the six learning behaviours as the driver of the lesson.
All teaching staff receive Real Gym training.	<ul style="list-style-type: none"> Teachers receive two 1.5 hour training sessions. Sustainable equipment is purchased. PE Lead is up to date with H&S issues surrounding new equipment. 	£500 for continued Real PE licence post Jan 2021	The delay to Covid restrictions, initially June 19 th , has meant only one of the sessions has been delivered. Part two of Real Gym will take place in the autumn term 2021.	Part two of Real Gym in autumn 1. Equipment is fully risk assessed and shared with all staff before it is used.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<ul style="list-style-type: none"> Intra school sports are widely accessible to all KS2 pupils. <p>Also referenced in KI 5</p>	<ul style="list-style-type: none"> Share vision of competition within Harehills to teachers and pupils. Initial vision is modified to ensure all stakeholders have <i>ownership of school's long term aims and vision.</i> 	£1200 subscription cost	Impact of further lockdowns has slowed down the process. As Local Authority policy changes – which do not run concurrent to government policy and change in September – we will have freedom and capacity to do this.	Both are to start Autumn 1 Week 4. Monitor participation and take feedback after each competition/Leaders activity.
<ul style="list-style-type: none"> Real Leaders will have a responsibility to lead and maintain sports events and begin to replicate this in golden time activities and sports days. 	<ul style="list-style-type: none"> Real Leaders identified Real Leaders group starts with a view to running school competition. 			
<ul style="list-style-type: none"> Intra school sports will link more <i>specifically to Leeds School's Sports Alliance Games</i> once intra school games have been embedded. 	<ul style="list-style-type: none"> Links with Leeds School Sports Alliance is formed. Engagement with virtual opportunities for personal best. 	£1200 subscription cost	Activities and challenges posted upon the school website available for all pupils to engage.	Map out competitions on offer and continue the buy in offer for Leeds Schools Sports Alliance

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:
Also referenced in KS 4				
<ul style="list-style-type: none"> Intra school sports are widely accessible to all KS2 pupils. 	<ul style="list-style-type: none"> Share vision of competition within Harehills to teachers and pupils. Initial vision is modified to ensure all stakeholders have ownership of school's long term aims and vision. 	£1200 subscription cost	Impact of further lockdowns has slowed down the process. As Local Authority policy changes – which do not run concurrent to government policy and change in September – we will have freedom and capacity to do this.	Both are to start Autumn 1 Week 4. Monitor participation and take feedback after each competition/Leaders activity.