



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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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 PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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 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. We recommend regularly updating the table and publishing it on your website 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"> • All children in Reception and KS1 are participating in at least 2 hours of high quality PE per week • 75% of current teachers and TAs have participated in the CPD program and quality of teaching and confidence has improved. • A greater emphasis placed upon children's physical fitness and well-being which is measured from Reception and again at the end of the academic year to measure impact, also from identified needs due to lockdown • Children are offered high quality after school clubs which provides them with links to sports groups in the community • LTS have had coaching for lunchtime activities to engage children in physical but fun activities through coaches • All staff share the same vision in improving physical fitness and Well-being in all pupils. 	<ul style="list-style-type: none"> • Inter and intra school sports events participation • New staff to school to participate in the CPD program offering support and training in all aspects of Physical Education. • To offer a wider range of after school clubs which engages a greater number of girls and disadvantaged pupils • To continue to develop children's knowledge and understanding about all round well-being as well as the need to be physically active across the curriculum • To achieve the Bronze 'Schools Games Mark' which has been delayed due to Covid 19

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/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A

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: 2021/2022		Total fund allocated: £16,990		Date Updated: 18.7.22	
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: £7,470
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
All Reception and KS1 children participate in at least 2 hours of PE per week	<ul style="list-style-type: none"> Elite coaches to deliver sessions across KS1 on a Friday (This is where most new teachers or new to year group teachers are in school) Teachers to deliver PE sessions using the PE Pro APP Elite Coaches to deliver after school clubs which are changed ½ termly to ensure breadth and coverage of skills delivered and engage with girls & PP x 3 a week Elite Coaches to deliver lunch time clubs four times per week with Sports Ambassadors from AJS Sports coaches and PE lead to work with lunch time supervisors to enhance the quality of provision at lunch times. To audit PE equipment to ensure high quality provision. 	Elite Coaches £35 x 4 x 38 = £5,320 per year Resources replenished and new PE kit purchased to enable ALL children irrelevant of their background to participate in PE sessions £300 a term = £900 PE Pro APP £1250	Evidence <ul style="list-style-type: none"> All children received 2 teaching sessions of PE per week Registers of after school club show full attendance at 3 clubs offered a week (20 children per session) Observations of lunchtimes show much more pupil and LTS engagement due to the coaches modelling small group games and activities, including support from Sports Ambassadors from Airedale Junior School. A wider range of equipment has been available for children to access at break and lunchtimes Playground markings have initiated greater engagement of physical activity and small group games as well as outdoor learning opportunities. Impact <ul style="list-style-type: none"> Behaviour at less structured times of the day have remained calm – see ½ termly behaviour evaluations Behaviour in lessons and focus continues to be exemplary – see learning walks and behavior evaluations Children are motivated to join out of school clubs and be physically active during break/lunchtimes 	Sustainability. <ul style="list-style-type: none"> The funding will enable all children to continue to have 2 1 hour sessions of PE per week and participate in after school clubs to further enhance mental and physical well-being due to lockdown Equipment audit enables new equipment to be introduced at playtimes and lunch times. Various after school clubs will continue for the whole school from Sept 22 Teaching staff, LTS and TAs have had CPD throughout the year. Next Steps <ul style="list-style-type: none"> Timetable 2 PE sessions per week for each class during 22-23 New to school teachers, Teaching Assistant & LTS CPD and for new developments available Review and offer alternative after school clubs to broaden range of skills on offer – increase the attendance of girls and disadvantaged pupils (pupil voice) Equipment audit and order equipment if needed to ensure whole class sets are available for both lessons and playtimes. 	

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: £3,990
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to improve the physical fitness of all pupils. Pupils are engaging in physical activity in lessons where possible.	<ul style="list-style-type: none"> Fitness tests to be conducted on all pupils entering reception and KS1 at the beginning and end of the year to show progression and impact of the increase in PE engagement. All children to engage in 2 hours of taught PE per week Ensure children are exposed to a variety of sports to increase breadth and knowledge. Various After School Clubs offered to KS1 pupils Lunch time equipment to be audited to ensure high quality resources. Lunch time supervisors to work with coaches and Sports Ambassadors to encourage children to engage in physical activity at lunch time. Questionnaire to be sent to children about what physical activity they are participating in outside of school. Celebrate pupils sporting achievements outside school in weekly newsletters and within celebration assemblies 	<p>Lunchtime coaches £35 an hour x 3 days x 38 weeks = £3,990</p> <p>Audit of playground equipment funded to support play leaders and lunchtime supervisors</p> <p>PE Pro APP £1250</p>	<p>Evidence</p> <ul style="list-style-type: none"> Children's fitness levels during the initial fitness test were extremely low. They increased throughout the year through high quality teaching sessions twice per week. (See results outcomes in PE file) The importance and profile of PE increased throughout school. (Evidenced in Ofsted report PE Review in April 22 and through parent view June 22) Enrichment files & videos for PE show involvement by all children in lessons - inclusion Comments from coaches, teaching staff and pupils are extremely positive – Pupil voice and enrichments Assemblies and workshops from professional personalities have been positive. Children have met professional sports people and assemblies across school as well as Cas Tiger players joining children to read on WBD. <p>Impact</p> <ul style="list-style-type: none"> Physical fitness tests show an increase in physical fitness for all children; response times and emotional literacy improvements All children access sessions twice weekly. Importance of Physical fitness and well-being is embedded throughout the curriculum, not just in PE Aspirations have been raised to work hard in sport after meeting various professionals PE Pro APP has ensured high quality PE has been delivered by teachers in conjunction with coaches, so has acted as a support tool for less confident teachers. 	<p>Sustainability</p> <ul style="list-style-type: none"> Fitness tests will continue at the beginning of each academic year. Coaches that have worked with children previously have been requested to guarantee continuity. High priority of PE, physical fitness and Well-being within school and with parents <p>Next steps.</p> <ul style="list-style-type: none"> Ensure to continue to use Sports Ambassadors to lead activities at lunchtimes learning from the coaches Ensure children are exposed to a variety of sports to increase breadth of coverage and knowledge All children to continue engaging in 2 hours of high quality PE per week using the PE Pro APP Celebrating pupils sporting achievements outside school in weekly newsletters and within celebration assemblies Liaise with local clubs to raise their profile within the community so children have further opportunity to participate in further activities outside school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £500
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To invest in CPD for all new staff to school	<ul style="list-style-type: none"> Questionnaire sent to new staff about their PE teaching. How confident do they feel with teaching PE currently? Staff audit to take place on strengths and areas for development and allocate CPD where needed and further training of PE Pro APP To run CPD with Elite to work with new staff in school and Year 3 to build capacity and staff knowledge using the PE Pro APP Lesson observations from PE lead of current teaching staff that have had CPD to ensure consistency and continuity. Sports coaches to work with lunch time supervisors and Sports Ambassadors to ensure that children have access to high quality physical activity during lunch times. Sports coaches to work with Sports Ambassadors to develop their skills. Staff to have the overall confidence to plan and deliver high quality PE lessons, move learning forward and make accurate assessments of individuals. Assessment to inform next steps in planning using PE Pro APP 	<p>Elite Coaches every Friday to teach Rec/KS1 PE sessions across the year group with teachers present modelling use of PE Pro APP £35 x 4 x 38 = £5320</p> <p>PE Pro APP £1250</p> <p>PE Leader CPD £500</p>	<p>Evidence</p> <ul style="list-style-type: none"> Staff have received CPD for various PE skills through a coaching approach Clear program and structure outlined, modelled and supported by Elite Staff questionnaires at the beginning and the end of a term to show impact of the sessions. Flexibility for change in staff as this is run every half term. PE leader has attended CPD sessions with PE Network and Yorkshire Sports Trust to keep abreast of ideas, recommendations and networking Modelling use of PE Pro APP with teachers so they can also make use of the lessons and videos to enhance their own delivery of PE <p>Impact</p> <ul style="list-style-type: none"> Staff are more confident when teaching, differentiating and including every child in PE through use of PE Pro APP Staff are gaining and/or developing knowledge from coaches and from use of the PE Pro APP who specialise in specific areas of PE. Children are being exposed to a wider range of physical activities The program is run in a supportive way Discussions with staff show that confidence has increased and knowledge has been gained and shared Children are enjoying PE lessons, understand the structure of the lessons: reviewing prior skills taught, learning new skills whilst understanding about warm-up, cool down and evaluation 	<p>Sustainability.</p> <ul style="list-style-type: none"> PE lead is experienced and has worked with coach companies for a number of years. All staff during 21-22 have had CPD program coverage with Elite which is further supported through the use of the PE Pro APP developing new learning, PE coverage and skills Widened network of other PE Leaders in the LA/Trust to liaise with <p>Next steps</p> <ul style="list-style-type: none"> Review assessment procedures for various areas of PE using PE Pro APP and video evidencing Staff audit to take place on strengths and areas for development and allocate CPD where needed. CPD in new activities launched from PE PRO such as boxing, handball & curling to keep PE exciting and engaging for both pupils and teachers

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £5,150
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure the curriculum mapping demonstrates coverage of a wide range of sports.</p> <p>To ensure After School clubs cater for all groups of learners e.g. pupil premium/SEND and those who are part of school teams.</p>	<ul style="list-style-type: none"> Children to continue experiencing sports which they wouldn't necessarily experience in school e.g. Forest schools, boxing Questionnaire sent out to children about the sports they would like to participate in Ensure the coverage and progression of PE continues across EYFS/KS1 Make links with sports clubs out of school are established Promote after school clubs by showing photographs in assembly and asking children taking part to talk about their experiences. After school clubs planned effectively to show progression and a higher level is taught if needed from the PE lessons. Regular observations made of the after school clubs to ensure high quality provision is being provided Attendance of after school clubs monitored and recorded. Monitor the number of children who are participating in intra/inter school events throughout the year to increase participation 	<p>PE lead release time to curriculum map £200 per term x 3 = £600</p> <p>PE Pro APP = £1250</p> <p>After school clubs £35 x 3 = £105 x 38 = £3,990</p> <p>Forest schools Y1 x 7 weeks = £560</p>	<p>Evidence</p> <ul style="list-style-type: none"> Curriculum mapping overviews demonstrate progression of coverage of skills, and PE coverage across the phase (EYFS/KS1) 3 after school sport clubs have been available to pupils throughout 21-22 Increased participation in all clubs 20 children per club and some had reserve lists Register from clubs show that they were well attended with an increased proportion of girls and disadvantaged attending. Some children taking part in the after school clubs went onto out of school clubs run by Elite Sports Coaching or others within the community Children participated in camps run by Elite Sports coaching <p>Impact</p> <ul style="list-style-type: none"> A broad range and progression of PE coverage is evident in the delivery of PE across school especially through use of PE Pro APP A greater number of children participating in more than 2 hours of activity per week Children becoming more focused in specific sports Children joining out of school clubs within the community. 	<p>Sustainability</p> <ul style="list-style-type: none"> Planning coverage and progression of skills is of high quality and inclusive for all – this is also evident on the PE Pro APP Elite Coaching to continue working with school to further develop teachers, engage and enthuse with our young people and share new expertise and knowledge <p>Next steps</p> <ul style="list-style-type: none"> School Council to ask children what after school clubs they would like school to offer. Monitor the number of children who are participating in intra/inter school events throughout the year to increase participation

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:

£1000

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase the number intra and inter sports activities the school enters annually.</p>	<ul style="list-style-type: none"> • Engage with other schools in the pyramid to organise events and involve the Sports Ambassadors where possible • Increase participation in inter and intra sports activities • Participate in competitions within the LA, West Yorkshire Games 	<p>Events throughout the year, race for life etc</p> <p>Elite organized Inter school competitions £500</p> <p>Local competitions e.g. Tag Rugby, Cross Country, Multi skills</p> <p>Bus costs tbc</p>	<p>Evidence.</p> <ul style="list-style-type: none"> • 2 team events have taken place termly at the Hut with schools across the pyramid/Trust • Groups of year 1 and 2 children attended inter school events at the Hut led by Elite. (See enrichments) including those with SEND and SEMH <p>Impact</p> <ul style="list-style-type: none"> • Children are beginning to understand competitive sport and develop sportsmanship • Children had the opportunity to apply skills taught within weekly PE sessions 	<p>Sustainability</p> <ul style="list-style-type: none"> • To continue to enter Inter school competitions organized by Elite and across the LA <p>Next steps.</p> <ul style="list-style-type: none"> • Inter school competitions to be a focus for 22/23 • Monitor the number of children who are participating in intra/inter school events throughout the year to increase participation • Engage with other schools in the pyramid/Trust to organise events and involve the Sports Ambassadors from AJS where possible • Use class themes to build teams in school.