

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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SPORT
TRUST





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

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 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 2020** 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 2020. 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.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<p>Key Achievements</p> <ul style="list-style-type: none"> • Over 1200 places have been taken up at a physically active after school club. 279 pupils have attended an after-school club with physical activity (287 in 2021/2022) All Y1-Y6 72% (75% in 2021/2022) Boys 77% (74% in 2021/2022) Girls 68% (76% in 2021/2022) Disadvantaged 78% (72% in 2021/2022) Others 72% (76% in 2021/2022) SEN 70% (66% in 2021/2022) <p>Sporting competition 96/266=36% of KS2 have represented school Boys 37%, Girls 35%, Disadvantaged 48%, Others 33%, SEN 65%</p> <ul style="list-style-type: none"> • We have offered some new clubs to keep pupils physically active as well as clubs to multiple year groups including badminton, athletics, dance, netball, gardening, litter picking, performing arts, orienteering, basketball, cricket, badminton, scooters, girls' football, multi-skills and mixed football. • A 'walk, scoot, bike to school' initiative continued throughout the year to encourage pupils to walk, scoot or bike to school. Rewards continued to be given to pupils who regularly participated. The best classes also received an award each week. • Catch-up swimming sessions (due to Covid) were set up for pupils in Year 6 who could not swim competently, confidently and proficiently over a distance of at least 25 metres. These took place each Tuesday after school during the autumn term. 	<ul style="list-style-type: none"> • To continue to increase the % of pupils who take part in inter-school activities • To continue to increase the % of girls, disadvantaged and pupils with SEND representing school in inter-school sports competitions/ after school physical activities • Provide staff with opportunities to observe outstanding PE lessons in school • Provide new staff with PE CPD – dance, orienteering, gymnastics • CPD for staff member to lead an after-school gymnastics club through British Gymnastics <ul style="list-style-type: none"> • To ensure progress in PE skills across school • To increase the number of sporting heroes who visit school • To increase the percentage of pupils who can swim competently, confidently and proficiently over a distance of at least 25 metres • To increase the percentage pupils who can perform safe self-rescue in different water-based situations and use a range of strokes effectively before they leave Y6 • Continue to promote walking, scooting and cycling to school rather than using the bus or getting a lift • To continue with the annual Healthy Schools Week • To provide Bikeability training for Y5 and Y6 • To further increase the opportunities for active learning across the school • To further develop opportunities for adventurous play during break and lunchtimes • To continue to provide an opportunity to all pupils to be physically active in the 'enrichment sessions' each Friday afternoon.

• School continued with the JU:MP (Join Us: Move Play) project – part of Creating Active Schools. 2 members of staff attended 2 CPD sessions on reducing sedentary time in lessons. The Skipping School led 2 sessions for each class in the spring and summer terms. Each year group received their own set of skipping ropes. Some Year 5 children attended some training to become skipping leaders at break and lunchtimes. Year 5 pupils took part in SOLO (Screen Off Life On) project promoting increasing physical activity outside of school by reducing the amount of screen time. 12 Year 5 pupils took part in a BMX session at a local track.

Parents/Carers have been invited to a Stay and Play Outdoor Play and Learning session to see how physically active the children are at breaktimes and lunchtimes.

A proportion of children in Year 1,2 & 3 have opted to take part in a trial and baseline measurements have been taken for the amount of activity they do. Some of these have been interviewed too.

All Y5 pupils took part in Bikeability sessions.

Enrichment Friday afternoons 'Fantastic Friday' (Year 1-Year 6) provided an opportunity for children to take in physically active sessions. The children on average did 1h 10 mins of a physical activity each Friday.

Competition successes

Panathlon

A group of children with SEND took part in a number of Panathlon competitions and reached the West Yorkshire final.

Cross Country

20 pupils represented school in the local competitions with 4 pupils being selected for the West Yorkshire finals.

Football

The Y5/6 girls' football team represented Bradford at the Premier League Primary Stars tournament at Manchester City. The Y5/6 boys' team won the Bradford Schools competition. Both teams won their local area competition.

<p>Bull Tag The Y5/6 boys and girls each came joint first in the Bradford finals.</p> <p>Cricket The Y3/4 boys' and girls' teams played in the West Yorkshire finals.</p> <p>Hockey, Badminton, Athletics and Basketball – Pupils from Y3-Y6 played in local competitions.</p> <p>A variety of year groups entered football competitions in school for both girls and boys – some were competitive and others had a participation focus.</p> <p>During the year and as part of Healthy Schools week around 30 KS2 children had an opportunity to have a tennis coaching session and then watch professionals playing in the Ilkley tennis tournament.</p> <p>Around 30 KS2 children took part in climbing wall sessions, playing at a local cricket ground and crown green bowling.</p>	
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<p>Meeting national curriculum requirements for swimming and water safety. This year group's swimming attendance was severely affected by Covid.</p>	
<p>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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p>	54%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	54%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	54%
<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

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: £19820		Date Updated: 25.07.2023		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 40.0%	
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?	
Provide as many opportunities as possible for children to engage in physical activity in school.		In Key Stages 1 and 2, a dedicated sports area at break times and lunchtimes is used to ensure that a greater range of pupils participate in physical activity. Activities are led by an adult Sports Coach. At break times children from Year 1 to 6 are able to take part in a range of different games such as multi-skills, dodgeball, bull-tag, cricket, football, basketball and running races in the ball court or on the school field. Years 2 and 3 play fun, active games working on their hand-eye coordination and ball skills. Years 4,5 and 6 play a range of different sports such as athletics, basketball, tennis, badminton, netball, football and cricket.		£7932	There has been a positive impact in the number of children engaging in physical activity in and out of school. Children are more aware of how 60 minutes (30 minutes in school and 30 minutes out of school) physical activity daily can benefit you psychologically and physiologically. Children’s hand-eye coordination and ball skills improve. Confidence and ability to work as a team similarly improved.	Expand role of Young Leaders using the Team Building resources. Further CPD for staff to use the Cross-curricular PE equipment and resources to make their lessons more active. CPD on reducing sedentary time in lessons.

	<p>School has invested in OPAL (Outdoor Play and Learning) -funded separately -which focuses maximising play opportunities for all children to be physically active from Reception to Year 6 at break and lunchtime.</p> <p>A 'walk, scoot, bike to school' programme continued to encourage pupils to walk, scoot or bike to school. Rewards are given to pupils who regularly participated and a class in each Key Stage is awarded a prize for the best weekly total.</p>	<p>Funded elsewhere</p> <p>Free</p>		
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Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation: 3.1%
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>During the weekly achievement assemblies, Low Ash News and on social media, continue to celebrate sporting achievements and results. This will ensure that the whole school is aware of the importance of physical activity, PE and sport and to encourage all children to aspire to being involved.</p> <p>Continue to celebrate teamwork, good sportsmanship, resilience and determination as well as the outcome of the game/achievement.</p> <p>Children are enthusiastic about sharing their achievements in front of the school, which gives them recognition of their achievements on a wider scale and builds their confidence and sense of self.</p> <p>Individuals to demonstrate their skills in front of others – gymnastics, football, dance etc. in lessons, assemblies and talent show.</p>	<p>Minibus transportation to and from venues – for competitions, enrichment afternoons (walking in the local area), swimming</p> <p>Continue with awarding a school sportsperson of the year trophy.</p> <p>Continue to invite sporting role models to school.</p> <p>Sporting teams to be photographed and displayed around school.</p>	<p>£580</p> <p>£30</p>	<p>All children identify with success and aspire to be a sporting hero. All children understand the importance of having: a growth mindset, a positive work ethic, dealing with failure, overcoming barriers and the sacrifices athletes make to become an elite level athlete.</p> <p>Children have the opportunity to engage in a range of sporting activities which they will not have encountered before. This will ignite their passion for being physically active, impacting positively upon their engagement in PE lessons and being physically active both in and out of school.</p> <p>Children understand the importance of exercise, physical activity, sport and healthy eating and the positive impact this has both psychologically and physiologically.</p>	<p>Look to further embed physical activity in more areas of the curriculum through innovative approach based on training received – eg Cross-curricular Orienteering and physically active sessions in the classroom to reduce sedentary time.</p> <p>All staff to continue to be fully aware of PESSPA training opportunities and website. Quality resources will improve teaching and raise the profile of P.E. in school and enhance positive participation/enjoyment in P.E.</p> <p>Survey children to ascertain which sports personalities the pupils relate to and invite them into school/ have assemblies focusing on them if this isn't possible.</p>

<p>Introduce role models – sporting personalities so pupils can identify with success and aspire to be a local sporting hero. This can be done during assemblies. Visitors to come to school eg Dance teacher, Taekwondo instructor, Rugby and Football players.</p> <p>Signpost parents/carers and children to clubs taking place outside of school.</p>			<p>Photograph this year’s teams and to continue to build the profile of sport in school.</p>	<p>Develop contacts with other professional athletes and invite them into school.</p> <p>Photograph next year’s teams to continue to build the profile of sport in school.</p> <p>Children aspire to be sportsperson of the year.</p> <p>Children have a mind-set that walking is good for the body and the mind.</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:
				2.2%
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>Develop teachers' confidence in delivering orienteering and use these skills across the whole school to be used in lessons other than PE to increase opportunities for outdoor physical learning.</p> <p>Develop teachers' confidence in delivering PE across the school - this will lead to improved outcomes for pupils in these areas of PE.</p> <p>Support for PE Leader in leading PE across the school.</p>	<p>Annual subscription for Complete PE - Staff have access to planning, videos of how pupils practise a skill.</p> <p>Membership to Association of Physical Education for PE Leader and opportunity to access support through the purchase of Complete PE resource.</p> <p>PE Leader & SLT member to attend Creating Active Schools & the Yorkshire Sport Foundation Conference – Focus on PE, physical activity and wellbeing</p> <p>Sports Coach Lifeguard CPD</p>	<p>£65</p> <p>£115</p> <p>£50</p> <p>£200</p>	<p>PE leader will have more confidence in observing and providing constructive feedback in lessons – this in turn improves teaching and outcomes for children.</p> <p>Exposing teachers to the delivery of outstanding PE lessons through quality resources as well as sharing drills and exercises has improved staff's confidence and has had a positive impact on the children's learning and the outcome of what they have produced.</p>	<p>PE leader to film some 'model' PE lessons showing the correct sequence of learning and progression across school in each PE topic.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				29.2%
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:
Continue to offer a wide range of activities both within and outside the curriculum in order to increase the number of pupils involved. Particular focus on those pupils who do not take up additional physically active/sport opportunities.	Subsidise the employment of a specialist gym coach to lead club for pupils in KS1. Target 'disadvantaged pupils' to offer them a free after-school gym/dance place each half-term. Target 'disadvantaged pupils' to offer them a free after-school physically active session place each half-term. Target SEND pupils and employ a support for them in a physical active after-school club each half term.	£760 £4373	Over 1200 places have been taken up at a physically active after school club. 279 pupils have attended an after-school club with physical activity (287 in 2021/2022) All Y1-Y6 72% (75% in 2021/2022) Boys 77% (74% in 2021/2022) Girls 68% (76% in 2021/2022) Disadvantaged 78% (72% in 2021/2022) Others 72% (76% in 2021/2022) SEN 70% (66% in 2021/2022)	Arrange a pupil survey to ascertain what new clubs pupils would like to introduce in school 2023/2024. Potential additional extra-curricular clubs to be introduced: - table tennis club - martial arts - dance - crown green bowling
To ensure all pupils have the opportunity to reach the National Curriculum standard in swimming.	Catch-up swimming lessons for Covid-affected cohort	£662	20 pupils took up this opportunity and all of them met the National Curriculum Standard	
Provide physically active/ sporting opportunities for all pupils not just those who attend after-school clubs.	Enrichment sessions for all KS1 & KS2 pupils focusing on Panathlon-style event, scooting, gardening, orienteering.		The children on average did 1h 10 mins of a physical activity each Friday afternoon during enrichment time.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25.5%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Engage more children in inter-school sports teams. A greater number of pupils to have opportunities to take part in inter-school competitions and after physically active/sports school clubs. Provide physically active/ sporting opportunities for all pupils not just those who attend after-school clubs.	Employ a Sports Coach to lead coaching sessions for school teams in the run up to competitions. Employ Sports Coach to lead sporting teams at a variety of events throughout the year with a Teaching Assistant -including the use of Secondary school facilities Employ Sports Coach to lead after school sports clubs. Sports Coach to run a House football competition across KS2. Enrichment sessions for all KS1 & KS2 pupils focusing on Panathlon-style event.	£559 £4494	Over 1200 places have been taken up at a physically active after school club. 279 pupils have attended an after-school club with physical activity (287 in 2021/2022) All Y1-Y6 72% (75% in 2021 2022) Boys 77% (74% in 2021/2022) Girls 68% (76% in 2021/2022) Disadvantaged 78% (72% in 2021/2022) Others 72% (76% in 2021/2022) SEN 70% (66% in 2021/2022) Sporting competition 96/266=36% of KS2 have represented school Boys 37%, Girls 35%, Disadvantaged 48%, Others 33%, SEN 65%	To introduce additional competitive sports identified through pupil voice survey in order to engage a greater number of pupils (especially girls).

Signed off by		Date
Co-Headteachers	Fiona Meer, Beth Medhurst	25.07.2023
Deputy Headteacher	Daniel Hurst	
Subject Leader:	Sarah Broadbent	25.07.2023
Governor:	Sarah Allport	25.07.2023