

# 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](http://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](#).



Created by:



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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	£16,255
How much (if any) do you intend to carry over from this total fund into 2021/22?	£9,398
Total amount allocated for 2021/22	£15,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,398

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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. Please see note above	77%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	77%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	70%

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?

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.

Academic Year: 2021/2022		Total fund allocated: £3792		Date Updated: July 2022	
<b>Key indicator 1:</b> 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: 15.5%
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:
To equip the pupils with the skills to look after their own mental health and wellbeing following the COVID pandemic	Para- Olympic Festival Athletics- Whole school festival COVID Recovery for KS1 Active Dance Movers		£515	KS1 pupils participated in moving to music and were able to perform these moves for an audience. This has helped them to build their confidence and self-esteem	In order to support and protect our pupils mental health and well being we understand that each pupils reaction to the pandemic may vary. We are ensuring that each pupil has access to a trusted & caring adult in school. We provide age appropriate information and create a safe physical and emotional environment by practicing reassurance, routines, and regulation.
To ensure all KS2 pupils learn to swim at least 25 metres and can use self-safe practises in the water.	All KS2 pupils swim weekly		£3,278		

Academic Year: 2021 / 2022		Total fund allocated: £0		Date Updated: July 2022	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 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?:	Sustainability and suggested next steps:
To raise the profile of PE and physical activity to encourage all children to be active and lead healthy lifestyles	<p>Create active environments – good access to, and integration in the school day of, open space, forest schools, and playgrounds. Ensure these areas are positively associated with physical activity levels.</p> <p>Access to a range of equipment, along with non-traditional play</p> <p>Offer choice and variety</p>			<p>By offering a variety of physical activity opportunities for our children including free play, has increased participation in physical activity. In addition, a focus on games and fun, as well as the more traditional sports or competitive activities, has helped to encourage participation, particularly among our inactive pupils</p> <p>Increasing the amount of time spent being physically active during PE and other lessons has started to improve both physical development, educational outcomes and the emotional development of our children</p>	Continue to offer a wide range of PE and physical activity to encourage our pupils to be active and lead healthy lifestyles

Academic Year: 2021/2022	Total fund allocated: £13	Date Updated: July 2022	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	0.01%

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 upskill staff to improve progress and achievement.  Replenish and replace resources to enable high quality teaching.	Golden Hill staff have benefitted from learning alongside the PE sport coaches who have delivered PE activities to our pupils this year	£0 (Accounted for in Key Indicator 1)  £13	Staff are able to confidently deliver the programmes of PE delivered by the PE sports coaches.	Attend subject leader zoom meetings  Staff training on PE Passport or alternative methods of assessment  Continue to keep up to date with checking equipment

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<b>Academic Year:</b> 2021 / 2022	<b>Total fund allocated:</b> £20493	<b>Date Updated:</b> July 2022	
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<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 84%
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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?:
To provide sporting opportunities for our pupils which they would otherwise not experience.	Employment of specialist sports coaches to teach a range of physical activities including:- Boxing Fencing Cricket Ball skills Tennis Athletics	£2675	Pupils have accessed a broad range of PE activities in a safe learning environment. 1 Y6 pupil has subsequently gone on to join 15.5a boxing club on the basis of enjoying the sport and having developed some basic boxing skills
Access to adventurous activities including climbing, kayaking, ghyll scrambling. This was to develop pupils' confidence, self-esteem, problem solving skills and physical stamina	Each pupil accessed 2 adventurous activities per term throughout the year:-  Beacon Fell  Fair Haven Activity centre  West View Climbing Centre	£9632  Transport  £2730	The OAA have facilitated experiential learning. Our pupils have been able to problem solve which has then allowed the pupils to use experiential learning using 'trial and error' to continually assess
			Sustainability and suggested next steps:
			Continue to provide sporting/learning opportunities that allow our pupils to experience a wide range of activities and knowledge



	Y6 Residential to Tower Wood	£2532	<p>the situation in order to perfect techniques and processes.</p> <p>The pupils have been able to develop self-efficacy, emotional vitality and integrity, unselfishness, compassion, humility, courage, physique, maturity and appreciation of the natural environment which they may not have developed without these opportunities.</p>	
	Muddy Faces and Cosy Workshops for KS1 RESOURCES FOR FOREST SCHOOLS	£1719	<p>An improvement in gross and fine motor skills outside. EYFS/KS1 use the equipment in continuous provision and staff incorporate it into adult initiated activities.</p>	<p>Ongoing resources and staff will continue to use the equipment to support current and new pupils who attend GH. Look to further enhance and build upon the foundation laid.</p>
	1 full day Soccer Academy activities linking maths, problem solving and practical footballing skills.	£300	<p>Pupils had the opportunity to take part in cross curricular lessons. The pupils used their maths knowledge alongside physical education to find the answers</p>	<p>Ensure these sessions are provided in 2023, however with updated soccer booklets</p>
	PNN Anti-racism in football a 6 weeks 1.5 hour input for Y5 and Y6 pupils	£600	<p>Pupils in Key Stage 2 benefited from tailored lessons and educational videos to improve their understanding of racism. Pupils focused on areas such as terminology, privilege, discrimination and racism in sport.</p>	<p>Look to provide similar sessions to other pupils in school in 2023</p>

	PNE Diet and Fitness programme	£120	Final sessions developing football skills.  Pupils were able to take part in a number of lessons focusing on the importance of diet and fitness. Most pupils were able to understand that good diet and fitness will allow them to perform better academically, feel better about themselves, their bodies and their abilities, cope with stress and regulate their emotions better and avoid feelings of low self-esteem	
	Swimming equipment (goggles, swimming costumes, towels)	£150	Pupils were able to access their swimming lessons with the correct kit	Ensure kit/equipment is monitored and replenished accordingly
	Forest Schools equipment: raincoats	£35	Pupils were able to access forest school lessons in all weathers and experience a wide range of activities.	

Academic Year: 2021/2022		Total fund allocated: £100		Date Updated: July 2022	
Key indicator 5: Increased participation in competitive sport					Percentage of total allocation: .001%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To revamp sports day, providing competitive opportunities for all within classes and across school		<p>Meet with school council to discuss sports day and how we can improve</p> <p>Provide competitive opportunities within PE lessons</p> <p>Look for opportunities of competitive competitions</p> <p>Look to introduce house captains</p>		<p>£100</p> <p>Competitions have not gone ahead this year due to COVID restrictions. The children have had competitive opportunities within their lessons.</p> <p>Due to the provision that is provided at Golden Hill inter competitions are difficult to access. SSP are looking to provide more opportunities for PRU's which we can then look to attend.</p>	
				Sustainability and suggested next steps:  Look to join a cluster with similar pupils where we can look at more inter competitions	

Signed off by	
Head Teacher:	Allison Collinge
Date:	31.07.2022
Subject Leader:	Fran Summers
Date:	31.07.2022
Governor:	Joanne Bowker
Date:	31.07.2022