

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 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](#)

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Details with regard to funding

Please complete the table below.

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| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2022/23 | £18100 |

Swimming Data

Please report on your Swimming Data below.

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| 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. 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 | |
| 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 2020. Please see note above | 90% |
| 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 | 80% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 80% |
| 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? | 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: £18100 | Date Updated: July 2022 | | |
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| 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: 43% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Breakfast club Daily Mile Young Leaders Busy Buddies Swimming lessons for KS2 Specialist coaching, assemblies etc. to excite pupils and widen their opportunities. Various after-school clubs for all age groups New, varied and interesting playground markings encourage children to be more active. Continued use of Trim Trail during playtime, lunch time and as a Shining Stars option. Consider introduction of OPAL | <ul style="list-style-type: none"> Staff continue to utilise all equipment in the Breakfast Club. Encourage staff to carry out Daily Mile with class minimum of 3 times a week. Young Leaders to continue their practice each day. Set up a new schedule etc. to ensure it is continued throughout the year. Set up an after-school club schedule. Book outside sports organisations to deliver after-school clubs in a range of sports. Organisation of transport to/from swimming. Cost of swimming lessons Continue with the Trim Trail rota to ensure each year group has opportunity to use. Look into costs of OPAL for playtime development to ensure it is an active time for all pupils | <p>£5000 equipment/set up allowance.</p> <p>£2800 (transport and swimming cost)</p> | <ul style="list-style-type: none"> Increased number of children attending Breakfast Club. Feedback from teachers and pupils regarding enjoyment of Daily Mile. More children are active during lunchtimes due to more 'fun' equipment and the trim trail. More children attend after-school clubs. Feedback from Young Leaders. | <ul style="list-style-type: none"> Continue to check current equipment and order new as and when required. Ensure outside visitors (e.g. HSSP Sports coach, after school club coach) are booked and confirmed. Organisation of transport to/from swimming. Ensure swimming times are booked in Module 1. Contact OPAL regarding prices/set up to see if it would be effective for HHPA |


Commented [1]: @catherine.hughes@highhalstowprimaryacademy.org.uk I have added this. It's something I have been thinking about and I have heard we can spend sports premium but I need to look into it further. The other thing I thought about was whether we could get a sensory circuit type route painted on the South Path?
Assigned to Mrs Hughes

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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: |
| | | | | 3% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> • Celebration assemblies • Termly Sports Newsletter sent. • Use of new competition kits • Sports Day and Active Week to be high profile events. • Display boards around school. | <ul style="list-style-type: none"> • Ensure medals/trophies/certificates are ready for assembly and given an allocated time to celebrate. • Ensure newsletter is sent out each term with updated results etc. • Active Week and Sports Day will be planned carefully to ensure successful events. • Update the PE display boards. | <p>£200 for Active week resources.</p> <p>£300 for extra kit.</p> | <ul style="list-style-type: none"> • More children are requesting to attend events and competitions. • Great sense of belonging and pride when wearing uniformed kit. • Children remained active during the school closures. Evident through Google Classroom. • Newsletter has enabled greater communication between the school and parents of all sports events. | <ul style="list-style-type: none"> • Ensure PE profile is raised again through assemblies, newsletters, display boards etc. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 19% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> • Ensure Greenacre plans are available to every class teacher and that long-term plan is organised and followed. • Howard Sports Package – CPD included as well as plentiful resources for all sports and for all staff. • HHSP Specialist Coaching for each year group, team-teaching with Class Teacher for CPD. • Training sports leaders and lunch-time supervisors to have greater knowledge of playground activities. • Involving parents with interest and/or | <ul style="list-style-type: none"> • Plan and distribute schedule of Specialist Coaching to all members of staff and ensure pre-CPD questionnaires are completed, along with post-CPD evaluation forms. • Staff to attend HSSP CPD sessions on a termly basis and share resources and information with those who did not attend. • Communicate on a termly basis with parents to gauge interest in volunteering. | £3650 – Howard Sports package | <ul style="list-style-type: none"> • Feedback from staff – generally more confident to teach a wider range of sports. • Observing lunchtimes. • Volunteer parent for Irish Dancing - widening opportunities. | <ul style="list-style-type: none"> - Ask for parent volunteers again. |

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| qualifications in a particular area. | | | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 30% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Additional achievements:</p> <ul style="list-style-type: none"> Qualified coaches to deliver after-school clubs in a range of sports e.g. tennis, basketball, football. All clubs open to both KS1 and KS2. Qualified Gymnastics coach to deliver PE lessons to all year groups. Parents volunteering to run/help clubs (Irish Dancing, cricket, hockey, athletics). PTA raising money for more sports equipment and outdoor classroom. Increased number of intra-school competitions to involve ALL pupils. | <ul style="list-style-type: none"> Organisation of extra-curricular coaches and clubs. Fund every child to attend one club in the academic year. Pupil Premium children to have every club funded for them. Keep a register of those who attend clubs. Raise profile of clubs in assemblies etc. Displays/performances to the rest of the school, as the end goal of clubs, to encourage a greater number of pupils wanting to attend. | <p>Coaches - £3500</p> <p>Club cost for every pupil £2000</p> | <ul style="list-style-type: none"> Raised participation in extracurricular clubs. Every child has the opportunity to attend a sports club. Greater number of pupils have been involved in sports events and competitions. | |

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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 5% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Leigh Academies Trust events More MYG events booked. Attend Howard School KS1 and KS2 events Plan competitive sporting opportunities within the school e.g. relay race morning, sports festival etc. | <ul style="list-style-type: none"> Organise letters, transport etc. in advance. Organise after-school training days and lunchtime sessions before MYG. Book HHPA into the competitions at the beginning of the academic year. | Transport - £500 MYG costs - £400 | <ul style="list-style-type: none"> Greater enjoyment from events. More parental involvement – increased number of parents supporting at events. Become very successful at a range of the competitions throughout the year. Greater number of pupils participating/requesting to participate in events. | <ul style="list-style-type: none"> Book all events.. Organise regular class competitions. |

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| Signed off by | |
| Head Teacher: |  |
| Date: | 28/07/2022 |
| Subject Leader: | Cathy Hughes |
| Date: | 28/07/2022 |

