

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£19,690
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,690

## Swimming Data

Please report on your Swimming Data below.

<p>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></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.                      Please see note above</p>	<p>89% (62/69)</p>
<p>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</p>	<p>89% (62/69)</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>89% (62/69)</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 <b>over and above</b> 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: 2021/22	Total fund allocated: 19,690	Date Updated: 22 <sup>nd</sup> July 2022		
<b>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</b>				Percentage of total allocation: <b>18%</b>
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>Children have access to appropriate resources to experience and enjoy PE including outdoor play equipment for lunchtimes and led by Activity professionals and Y6 Sports Leaders.</p> <ul style="list-style-type: none"> <li>• Increase healthy lifestyles</li> <li>• Increase participation, involvement and physical activity on top of curriculum PE</li> <li>• Engage children in focussed activities</li> <li>• Develop working as a team, learning rules and fair play</li> <li>• Improve continuous provision.</li> </ul>	<p><b>Extra lunch-time provision (Premier Sports)</b></p> <ul style="list-style-type: none"> <li>• Specialist sports / activity professionals leading play, structured games across lunch time.</li> <li>• 30 minute structured sessions 3x per week</li> <li>• 2 x KS1 and 1 x KS2</li> </ul> <p>Y6 Play Leaders – Leading Table Tennis for KS2 – twice a week for 30 minutes</p>	<p>£3,000</p> <p>No Cost</p>	<p>Structured sessions targeting all KS2 children with team games and co-ordination skills</p> <p>Children improved their decision making, listening, competitiveness, team work and healthy lifestyles.</p> <p>Increased participation from children not used to sustained physical activity and competitive games</p> <p>Increased participation from different groups of children and allowing experience of different sports and embedding healthy lifestyle choices</p>	<ul style="list-style-type: none"> <li>• Continue the provision for 2022-23</li> <li>• Use pupil voice to identify different type of activity</li> <li>• Continue to monitor provision of those attending</li> <li>• Ensure widest possible needs are met by all children,</li> <li>• Ensure quality of equipment and provision.</li> </ul>

	<p><b>Paceball</b> 40 minute weekly sessions for KS2 in addition to curriculum PE.</p> <p>Y3/Y4 – 6 x Sessions – Summer 1 Y5/Y6 – 6 x sessions – Summer 2</p> <p>Fast, interactive game. Inclusivity and high energy</p>	£650	<p><b>(258/258) KS2 children participation in the sessions.</b></p> <p>Children improved decision making, listening, team work and healthy lifestyles.</p> <p>Excellent feedback through pupil and teacher voice</p>	<ul style="list-style-type: none"> <li>• Book sessions for Summer term 2022/23</li> </ul>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: <b>4%</b></p>
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Intent	Implementation	Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
<p><b>See Indicators 3 and 4</b> FS/KS1 and KS2 Health Week Whole School Dance Provision Whole school Mindfulness Provision</p> <ul style="list-style-type: none"> <li>• Supporting curriculum PE and Playtimes</li> <li>• To encourage pupils to take on leadership roles that support sport and physical activity within The Hayes Primary School (Pupil Advocates).</li> <li>• To embed physical activity into the school day through active travel to and from school, active break times and active lessons and teaching</li> </ul>	<p>In partnership with <b>Sports For Schools</b> – working with Olympic Athlete Sam Oldham</p> <p>Develop local community links to provide pathways to sports clubs</p> <ul style="list-style-type: none"> <li>• <b>West Bridgford Tennis Club</b></li> <li>• <b>Holy Spirit Celtic – Football Club</b></li> <li>• <b>Keyworth Cricket Club</b></li> <li>• <b>Notts County in the Community</b></li> <li>• <b>Jimmy ‘Jump Shot’ Smith – Basketball</b></li> <li>• <b>Handball England</b></li> <li>• <b>Nottingham Falcons - Korfball</b></li> </ul>	<p>n/a</p>	<p>Raised over £3000 as a whole school sponsored event raising the profile of sport. The money raised being invested back into equipment and ‘Teach Active’</p> <p>Strengthened links with community clubs / professionals who have provided experienced coaches within school to raise the profile of sport and create competition</p> <ul style="list-style-type: none"> <li>• Continue provision for 2022-23</li> <li>• To adapt if there is specific need for individuals, classes or issues that arise within school.</li> <li>• To ensure children are prepared to participate in any sporting event (ie: trained to compete in the high jump).</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Embed ‘<b>Teach Active</b>’ within school to make the English and Maths Curriculum increasingly physical and interactive</li> </ul>

<ul style="list-style-type: none"> <li>• Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</li> <li>• Pupils, staff and parents are aware of sporting activities and achievements across the school.</li> </ul>	<p><b>New Equipment</b>  35 x Skipping Ropes  16 x Football Pack  16 x Dodgeball Pack  20 x Foam Footballs  32 x hoops  Markers.</p> <p>Sports Leader Training for Y6 children</p> <p>Promote and celebrate all sporting events and achievements within school (assemblies and display board) and via the school's social media channels.</p> <p>Greater visibility and celebration of sporting achievements: weekly assemblies, newsletter, etc.</p> <p>School participation at external sporting competitions.</p>	<p>£800</p>	<p>Pupil voice showing that children enjoy curriculum PE and being active.</p> <p>Positive feedback from parents and children regards the opportunities for sport across the school and importance the school places upon it.</p> <p>Y6 children enjoy the opportunity of leading play with the younger children and raising the profile of sport.</p> <p>Children enjoy the different provision and chance to be active across the curriculum.</p> <p>Demonstration of leadership, teamwork and communication skills, alongside facing new challenges. Increase in confidence.</p> <ul style="list-style-type: none"> <li>• All achievements are published on the school Instagram, Facebook and Twitter accounts and in the weekly newsletter to parents.</li> </ul>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: <b>51%</b>
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

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and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<ul style="list-style-type: none"> <li>• Develop self-confidence and self-esteem</li> <li>• Develop co-ordination and sequencing</li> <li>• To be physically active.</li> <li>• A platform to perform to an audience</li> <li>• Develop healthy lifestyles</li> <li>• Raising the profile of dance, especially to boys.</li> <li>• CPD for staff</li> <li>• Support the well-being of all children</li> <li>• To develop flexibility, strength, technique, control, focus, balance, agility and co-ordination</li> </ul>	<p><b>Specialist Dance Teacher.</b> Works alongside Class teachers to plan and deliver activities linked to PE curriculum and to assess effectively - children access good quality sports coaching</p> <ul style="list-style-type: none"> <li>• Employed an additional day a week to enrich the curriculum and provide CPD for staff.</li> <li>• Each class receives a 3x week (40minute) dance block linked to their curriculum every half term</li> <li>• Routines performed in front of peers, during assemblies and celebrations</li> <li>• Staff take an increasingly lead in the provision to develop their skill and knowledge</li> </ul>	<p>£6,630</p>	<ul style="list-style-type: none"> <li>• <b>100% (412/412) children accessed</b></li> <li>• FS continual weekly provision</li> <li>• <b>100% (42/42) children accessed</b></li> <li>• Children perform dance with confidence in assemblies, celebrations and showcases with skill and enjoyment.</li> <li>• Staff are present during sessions which act as CPD and empower staff to deliver sessions when the dance teacher is not working with their group.</li> <li>• Constant verbal dialogue with the dance teacher, staff and P.E. co-ordinator. Feedback at the end of each term between coach and P.E. co-ordinator.</li> <li>• Thorough CPD, teachers have the confidence and ideas to deliver sessions once the teacher has left</li> <li>• Increased participation in extra-curricular clubs (On the Stage) and within the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue provision for 2022-23</li> <li>• Ensure provision supports and enriches the curriculum.</li> <li>• Ensure the increased participation of boys</li> </ul>

	<p><b>Mindfulness and Well-Being</b></p> <p>Whole school initiative. Each year group to receive 6 x 45 sessions a year.</p>	£3600	<ul style="list-style-type: none"> <li>• Increase in flexibility, strength, technique, control, focus, balance, agility and co-ordination evident throughout the block of sessions and developed during lessons</li> <li>• CPD for staff to deliver during the year for children and staff well-being.</li> </ul> <p><b>100% (412/412) children accessed across whole school</b></p>	<ul style="list-style-type: none"> <li>• Continue provision for 2022-23</li> <li>• To adapt if there is specific need for individuals, classes or issues that arise within school.</li> </ul>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: **23%**

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?:
<ul style="list-style-type: none"> <li>• Increase Participation</li> <li>• Increase Competition</li> <li>• Raise awareness to different sports and physical activity</li> <li>• Develop links to clubs and the community</li> </ul>	<p><b>FS/KS1 and KS2 Health Week</b></p> <p>Children have 3-4 x daily 40min sessions across the week with outside providers and staff led across a variety of sports and physical activity: Drumba, tennis, Paceball, Sport Stacking, basketball, korfbal, hockey, kickboxing, dance, yoga, mindfulness, scooters, table tennis, rowing, football, dodgeball, invasion games.</p> <p>All culminating in a Key Stage</p>	£2380	<ul style="list-style-type: none"> <li>• <b>100% (412/412) whole school engagement</b></li> <li>• Whole school engagement of all children.</li> <li>• Feedback from children, staff and providers</li> <li>• Increased participation in extra-curricular provision</li> <li>• Strengthening school-club pathways: particular hockey, football and cricket.</li> <li>• Increased self-esteem and</li> </ul>
			Sustainability and suggested next steps:
			<ul style="list-style-type: none"> <li>• Continue provision for 2022-23</li> <li>• Source new and different providers to enhance current provision</li> </ul>



<ul style="list-style-type: none"> <li>• Allow younger FS and KS1 children to participate in Forest School and being active in an outdoor setting</li> </ul>	<p>sports day at the end of the week</p> <p><b>100% (412/412) children accessed)</b></p> <p><b>Transport</b> 4 week Forest School experience (2.5 hours) at Sharp Hill Woods.</p>	<p>£1255</p>	<p>confidence with different skills.</p> <ul style="list-style-type: none"> <li>• Increased positive perception to physical activity and increased future participation</li> <li>• Success evident in the enjoyment had and increased participation of the children</li> <li>• Children greater at taking risks and working together</li> <li>• As a result children will be increasingly active across a variety of sports.</li> <li>• Developing health lifestyles in the local community</li> </ul>	<ul style="list-style-type: none"> <li>• Success evident in the enjoyment had and increased participation of the children</li> <li>• As a result children will be increasingly active across a variety of sports.</li> <li>• Developing health lifestyles in the local community</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Children have access to a comprehensive and regular programme of competition and festivals for children across the primary age range which enables them to compete against other schools</p> <ul style="list-style-type: none"> <li>• Provide children with a wide variety of organised sports encouraging participation and competition.</li> <li>• More children representing the school and taking part in different sports</li> <li>• Opportunities for staff to engage in CPD</li> <li>• Support to utilise and evaluate the school sports premium effectively.</li> </ul>	<p><b>Subscriptions</b> Rushcliffe School Sports Partnership and Rushcliffe School's FA</p> <ul style="list-style-type: none"> <li>• Subscription towards the Rushcliffe School Sports Partnership: Allows increased participation (and competition) to all sports within the School Games. Medals, certificates and CPD Predominantly Upper Juniors. Guidance and support – School Sport Premium and Active 30 minutes: ½ day in school support from SGO to discuss PE and School Sport provision, action planning etc. Young Leader Training and access to comprehensive CPD training</li> <li>• Develop local community links to provide pathways to sports clubs</li> <li>• <b>West Bridgford Tennis Club</b></li> <li>• <b>Holy Spirit Celtic – Football Club</b></li> </ul>	<p>£870</p>	<ul style="list-style-type: none"> <li>• <b>84% (58/69) of Y6 children represented the school at least once in competitive sport with many multiple times (athletics, football, cross country, hockey, basketball, cricket)</b></li> <li>• <b>16% (10/64) of Y4 children represented the school competitively (cross country)</b></li> <li>• <b>30 children competed in the Robin Hood mini-marathon - 9 individual KS1 winners. Top team prize for U7 boys and Girls</b></li> <li>• Children have the value of being part of a team and representing the school</li> <li>• The confidence and self-esteem is raised through competition and how it is</li> </ul>	<ul style="list-style-type: none"> <li>• Continue provision for 2022-23</li> <li>• Maximise participation and opportunities across all year groups linked to the sports calendar</li> <li>• Involve more staff to support more extra-curricular participation and competition</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Keyworth Cricket Club</b></li> <li>• <b>Notts County in the Community</b></li> <li>• <b>Jimmy 'Jump Shot' Smith – Basketball</b></li> <li>• <b>Handball England</b></li> <li>• <b>Nottingham Falcons – Korfball</b></li> <li>• <b>Nottingham High School</b></li> </ul>		<p>shared in school and through Social Media.</p> <p>Strengthened links with community clubs / professionals who have provided experienced coaches within school to raise the profile of sport and create competition</p>	
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Signed off by	
Head Teacher:	Anita Blake
Date:	22.7.22
Subject Leader:	Simon Tuckwell
Date:	15.7.22
Governor:	Anne Murray
Date:	22.7.22