

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

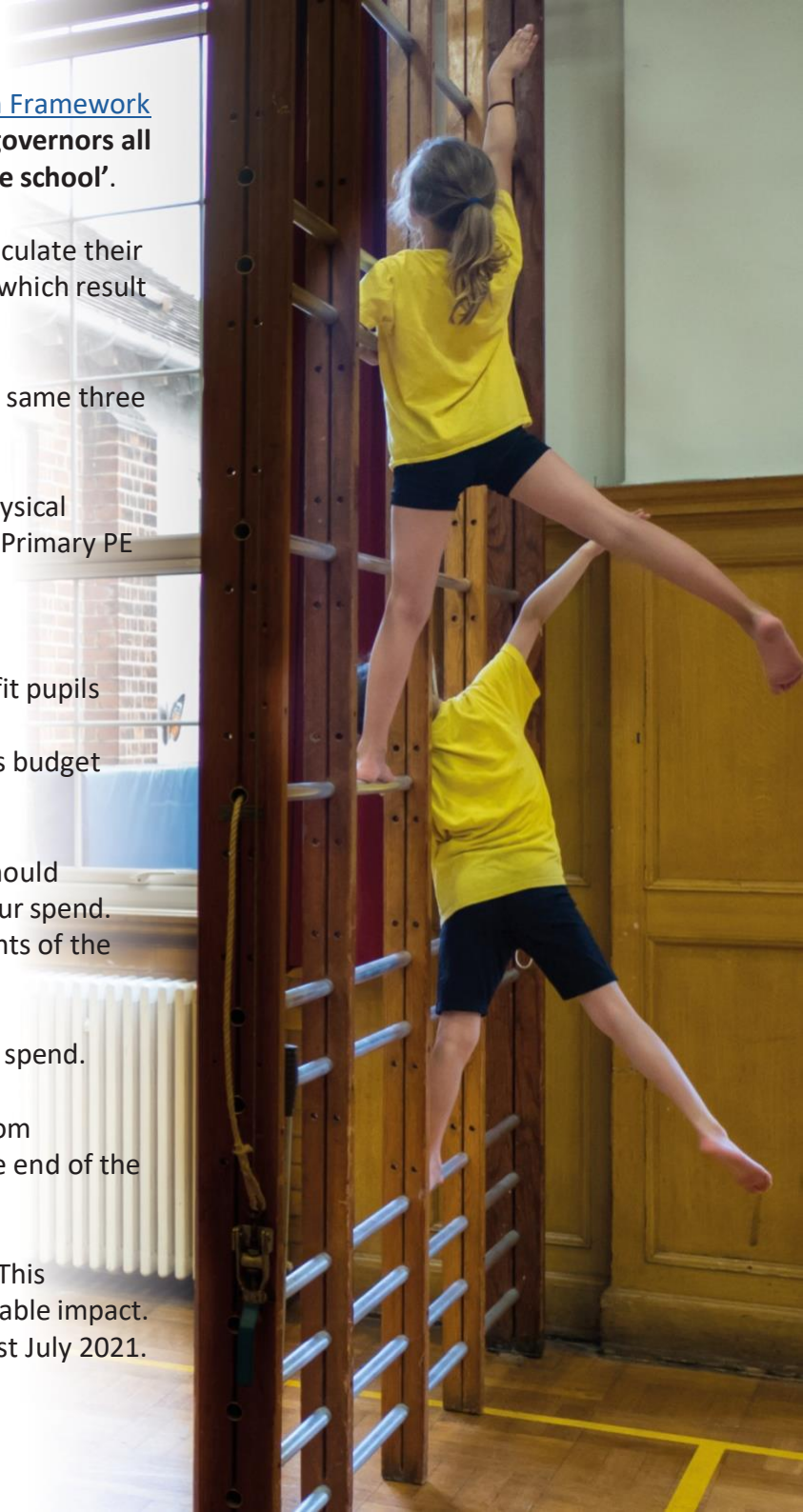
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** 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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - ALL children have access to 2+ hours of physical activity per week. This includes PE sessions, afterschool clubs, dinner time clubs and specialist community coaches with additional session through the week. - Multiple members of staff teach PE and have accessed CPD training for different sports. - Involved in over 70+ competitive competitions or sporting activities throughout the year. These include: Hoyland sports partnership competitions, HSP football league, HSP Friendly competition, SMAT trust events, Reds in the community hosted events, YSG events and the FA. - Fantastic support from our HSP sports leaders. - Many sporting opportunities - Competing at world class venues, many local competitions, trips to stadiums, inclusive and SEN opportunities, Specialist coaches for extra PE sessions, Totally runnable, Bikeability/Scootability Cricket Rising stars, Modeshift Stars Travel and End of term inter house competitions. - Sports day – Hosted at school and run with the support of PTA and Y6 sports leaders. - 1 of 8 schools in the country which hold Modeshift Stars Platinum award for sustainable travel, healthy travel and travel safety and efficiency. - Yearly road closure with Modeshift Stars for ‘clean air day’. - Staff CPD from Rising Stars cricket; Sports leader has developed CPD PowerPoints; and RIC CPD later in 2022. - Sports Leader has been involved with FA girls coaching, AfPE webinar, FA Teaching Primary PE award and cycling efficiency. - FA gold rated school for girls coaching in football - Totally Runable delivering equality and girl specific workshops to educate and influence children. - Awards 1st and 2nd for 2 years running in Beat the Street Barnsley. - Free afterschool sport clubs to all children within school y1-y6. 	<ul style="list-style-type: none"> - Residential to Conover Hall – to be subsidised by school to help parents. - More ‘friendly’ sporting competitions to give more children a chance to access competitive sport throughout school. - Increase the number of pupils attending extra-curricular activities for sport. - More OAA activities through the year with classes in KS2. - Target groups for afterschool clubs (Fitness/Girl specific/SEND) - Play ground equipment/line markings to be updated and fixed. - Implement daily mile within school.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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> <p>Please see note above.</p>	83%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	73%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	40%
<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>	Yes/No Swimming Gala.

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.

Key Indicator 1: Key indicator 1: The engagement of all 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			
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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - To ensure and engage all pupils in at least 30 minutes of physical education a day at school. - To develop the quality of teaching of PE to ensure pupils receive high quality teaching. - To develop and improve the quality of resources to support pupils play and activity in all areas of school. - New Equipment for several different sports for children to access sports in and out of the curriculum. - To give children the opportunity to access a range of additional activities as well as those taught on a broad PE Curriculum. 	<ul style="list-style-type: none"> - Coaches from local clubs - CPD for staff - Equipment - Grounds upkeep - iMoves 	<p><u>Coaches from local clubs</u> This gives all children within school the opportunity to participate in sports they might not access outside of school. These coaches are additional to PE meaning children will access EXTRA active time or sport at dinner times, during extra PE or afterschool.</p> <p><u>CPD for staff</u> Giving staff appropriate training makes them confident to deliver active learning and sport/PE sessions for enrichment.</p> <p><u>Equipment</u> Correct/appropriate equipment can help children thrive within sport and stops injuries.</p> <p><u>Grounds upkeep</u> Updating equipment on the playground will encourage children to play and be active at breaks, playtimes, dinner times and before/after school.</p> <p><u>iMoves</u> This supports lesson plans and active brain breaks to help give children the 30 minutes a day physical activity.</p>	

Key Indicator 2: Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			
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>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>
<ul style="list-style-type: none"> - Children experiences different sports, at different venues and levels of participation. - New sports kits for all children. - All children participate in - 2 hrs of PE - Active dinner times with clubs and equipment for free play - Active learning within lesson and active brain breaks. - High quality equipment is invested in to ensure children are able to participate to the best of their ability. 	<ul style="list-style-type: none"> - 70+ Competitions held at primary schools, secondary school and world class venues. - Small Sports Days - Sports Leaders to help with dinner time clubs and sports competitions. - Introduction of YOGA - Reward for School house team that wins yearly competition. - Active lessons/brain breaks through iMoves. - PE T-shirts for all F2's - Several sport kits for any child who represents school. 	<p><u>Competitions/Sports Days</u> Pupils are given many opportunities to take part in sports and competitions through the year. This helps with confidence, encouragement and the overall profile of sport in school. "Team" spirit is strong within school.</p> <p><u>Introduction of YOGA/iMoves</u> This is an alternate sport/Physical activity for children to become more active and involved within sport as it is something that isn't on the curriculum. Individual activity that also supports mental health and awareness.</p> <p><u>Reward for Winning house</u> A reward for the winning house team helps to encourage participation and friendly competition within the school.</p> <p><u>PE T-shirts for all F2's</u> This helps support parents and children are very proud of their team. It helps install a sense of teamwork through school, starting at a young age.</p> <p><u>New team wear.</u> New kit helps to support parents by providing children with appropriate kit for children for competitions. It also brings together the children to support each other as they're all equal and they are very proud to be part of the school team.</p>	

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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>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>
<ul style="list-style-type: none"> - Support all teachers to help with confidence in the delivery of the sporting curriculum through tailored CPD - Sports leader to support all teachers to deliver PE sessions to further develop skill sets. - Staff to help deliver daily mile - Staff have a bank of sport resources they can use to help link curriculum learning to sport/PE/PA - Sports Leader to visit other sports leaders within the partnership to share teaching/planning/tracking and resources. 	<ul style="list-style-type: none"> - CPD for all staff with reds in the community - CPD for all staff around subject knowledge. - All teachers CPD with totally runnable for active learning Sports leader to provide a bank of resources. 	<p><u>CPD</u> Staff can accurate teach PE lessons or enrichment style lessons because they have the training and knowledge to. They are supported with lesson plans, websites, sport specific PowerPoints and wider knowledge and support from sports leader.</p> <p><u>Resources:</u> iMoves Sport specific PowerPoints CPD PowerPoints Lesson plans Knowledge organisers</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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>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>
<ul style="list-style-type: none"> - Increased safety and confidence of children using bicycles both on and off road. - Help children to have confidence to cycle/scoot. - Advertise in partnership different sports and activities out of school. - As a school we are part of several organisations and partnerships which offer many competitions, games and inclusion activity days. - Lunch time provision is hosted by the sports leader and the HLTA. It is support by our young sports leaders. - Afterschool clubs are lead by the sports leader and sports coaches from outer agency - Afterschool club to offer sports that would not be accessed through curriculum - HSP to have competitions that children would not access through curriculum. 	<p>Sustainable travel training from Y1-Y6. New helmets/knee pads and elbow pads Road closure/Bike It Breakfasts Non-curriculum sport clubs. Travel Costs New car seats New competitions Subsidise Condover Trip</p>	<p><u>Sustainable travel training</u> This encourages children to travel to school actively and sustainable. This encourages walking, riding and scooting. We offer Y1 Balance bikes Y2/3/4 Scooter Skills Y5 lvl1 and 2 bike ability. For this training we bought safety equipment. <u>Hosting road closure/Bike it breakfast</u> Children had to walk to school as the road was closed. This encouraged socialisation, independence, common sense and a love of traveling to school in fun active ways. <u>Travel costs</u> Supports how the school can go too and from competitions. <u>Car Seats</u> To safely take children to competitions. <u>New competitions</u> New competitions with different sports opens up the opportunities to more children within school. <u>Subsidising Condover trip</u> Helps support children/parents who wouldn't be able to afford to have this experience.</p>	

Key indicator 5: Increased participation in competitive sport

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>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>
<ul style="list-style-type: none"> - A wide variety of competitive sports should be covered over the year so children can find different sports to enjoy. - Children at both KS1 and KS2 should have the opportunity to take part in competitive sports. - HSP adding new/more sports for more age groups with competition/inclusion sports. - End of term topic to finish with a modified game to increase competitiveness within class. - Competitive sports opportunities to be timetable in during lunchtimes facilitated by sports leader. - Children to be able to experience sport out of the usual school environment. 	<ul style="list-style-type: none"> - Inter school competitions. - Sports council help choose sports that are delivered throughout the year at lunch time clubs. - Part of several partnerships that encourage competitive sports. - Funding for trophies and medals to be paid into HSP 	<p><u>Inter school competitions.</u> All children have access to competitive sport with the opportunity to win points towards the end of year House point reward.</p> <p><u>Sports Council</u> Children can choose their sports for afterschool club and can compete within dinnertime session and afterschool clubs.</p> <p><u>Part of several partnerships</u> Being part of several sports partnerships offers extra opportunities to increase participation in sport.</p> <p><u>Funding to HSP</u> Hoyland sports partnerships is the main outlet out of school from competitive sport. Children enjoy playing against other local schools.</p>	

Funding		Total Funding Given - £18, 120	
Item	Cost	Key indicator(s)	Impact and Sustainability
High quality PE teaching and continued professional development for all staff	£5000	1 and 3	
Resources to support play and activity through the purchase of new playground equipment	£200	1	
New sports equipment to ensure high quality P.E lessons to support the delivery of a broad and balanced curriculum	£300	1	
Purchase of iMoves to support the delivery of all areas of the PE curriculum	£836	1 and 2	
Upkeep and maintenance of school grounds for sports and physical activity including the development of outdoor learning areas	£2800	1	
Participation in Hoyland Sports Partnership	£200	2 and 5	
Rewards for the winning School House sports team	£250	2	
Purchase of P.E shirts for all Foundation 2 children	£150	2	
Sports kits for children who represent the school in events	£200	2	
New helmets and knee pads for bikeability and scootability	£200	4	
Daily breakfast provided for all pupils	£1700	4	
Range of weekly sports clubs provided after school for all pupils in KS1 and KS2	£3800	4	
Purchase of new car seats and transport to sporting competitions	£200	4	

Subsidise Condoover residential for Year 6 pupils	£3000	4	
Funding for trophies and medals	£150	5	

Signed off by	
Head Teacher:	R. J. Marsh
Date:	6.10.21
Subject Leader:	C. Grange
Date:	6.10.21
Governor:	
Date:	