

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st July 2021**

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"> - Members of Hull Active Schools who have lots of virtual competitions covering a wide variety of sports throughout this year. - Daily mile timetabled each day so pupils remain active - Using the real PE scheme to ensure the progression of skills across the school. - After school clubs throughout the year - Equipment for playtimes to promote activity - Working with Hull Kingston Rovers Rugby skills in Year 2,3,5 and 6 and this has provided CPD for teachers. | <ul style="list-style-type: none"> - to improve the number of children that can confidently swim over 25m - To improve the skills for water safety - To continue to develop the playground so pupils are active for 30 minutes a day |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO *

Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31st July 2021.

| Academic Year: September 2020 to March 2021 | Total fund carried over: £0.00 | Date Updated: | | |
|--|--|-------------------------------|---|--|
| What Key indicator(s) are you going to focus on? | | | | Total Carry Over Funding: £0.00 |
| Intent | Implementation | | Impact | |
| Your school focus should be clear how you want to impact on your pupils. | Make sure your actions to achieve are linked to your intentions: | Carry over funding allocated: | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?: | Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: |

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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. | |
| 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. | 57% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 42% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 42% |
| 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 Due to covid restrictions no swimming lessons have taken place this year. |

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: 2020/21 | Total fund allocated: £19,520 | Date Updated: June 2021 | | |
|--|---|--------------------------------|---|---|
| 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 | | | | Percentage of total allocation: 38% |
| Inten t | 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 engage year one pupils in daily physical activity. | <ul style="list-style-type: none"> - discussions with the year 1 team about the equipment needed for their new outdoor area. - Purchase of relevant equipment | £4,493.84 | The year one children are getting daily physical activity. They have used the stem stack and build to create 3d structures which has increased their physical activity and developed their team working skills. | Continue to monitor year 1 physical activity |
| To engage all pupils across the school in physical activity at lunchtimes and playtimes. | <ul style="list-style-type: none"> - Discussions with class teachers and pupils about what equipment pupils would like - Purchase equipment for each class - training for lunchtime leaders to play games at lunchtime | £2847.76 | All children across the school have become more active at playtimes and lunchtimes. The children will independently play games that they have played previously with an adult. The children will use the equipment independently in imaginative ways to create games. Behaviour at lunchtimes is improving as the children are more engaged with physical activity. | Continue to monitor activity of pupils at playtimes and lunchtimes to ensure all pupils have the chance to be physically active. Continue to work with the lunchtime staff to ensure they are comfortable in leading active games Continue to monitor behaviour at pupils at playtimes and lunchtimes |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 2% |
| Inten t | 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 work with Steve Jeff the PE specialist at Ebor academy | Attend academy trust meetings | £500 | Discuss relevant events and changes to PE. Attended virtually PE coordinators hubs meetings on 5.10.21,20.1.21 and 10.6.21 | Continue to work with Steve Jeff as part of the Ebor academy trust |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|---|
| | | | | 33% |
| 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 ensure that the correct technology is available so teachers can use the Real PE program to help deliver high quality PE lessons | <ul style="list-style-type: none"> - purchase a new projector and sound system and screen for the hall - purchase I pads | £5,392 | Teachers when teaching PE use the technology in the hall to help deliver high quality PE lessons. There are videos on real PE to show pupils the correct way to do certain skills and by having the new system pupils do not have to remember the skills from their classroom to the hall. When dancing the music is played so pupils are able to hear the music clearly and are able to express themselves through dance. The ipads will be used for photos to be taken or videos so children can see a skill they have performed and how to improve it. | <p>Continue to monitor PE lessons to ensure progress of skills</p> <p>Arrange training with real PE to upskill staff in gymnastics</p> <p>Continue to take photos / videos to help pupils to improve their skills</p> |
| To work with the coaches from Hull KR | <ul style="list-style-type: none"> - Contact Hull KR to arrange dates and times to work in school | £1,000 | Hull KR have worked with pupils in Y2,Y3,Y5 and Y6. Staff have attended these sessions and learnt how to teach the skills of rugby from how to pass a ball correctly through to playing matches of touch rugby. The pupils enjoyed these sessions. Here are their | Teachers use the skills learnt to deliver rugby sessions in future PE lessons. |

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| | | | thoughts about them: "This rugby coaching has changed my opinion about rugby. I have learnt and it makes me happy, now I like rugby and love everything and I don't hate anything about it now." "I like that we don't get to choose our own teams because if we don't get along with someone you can play with them then you get along. I also think Ben is really nice and very fair." "I like that I get two lots of rugby in one week (with my own rugby). I loved rugby already but now I like it even more. I would like to do it again." | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 13% |
| 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 use cross curricular orienteering across the school in PE lessons and other areas of the curriculum to promote active learning. | <ul style="list-style-type: none"> - research orienteering options available. - Discuss with other schools in Ebor the impact this has had on their schools' active learning. - contact chosen company to arrange date for installation and training for staff | £2,486.40 | Cross Curricular orienteering is coming to map the school and add orienteering signs on Wednesday 3rd November 2021 as this is the earliest available date. Training will then be given to all teaching staff on how to use this. | Monitor that orienteering is being taught Monitor the use of this in making other lessons more active |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 14% |
| 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 give pupils the chance to represent the school at a variety of sporting activities against other schools | - Membership of Hull Active Schools - Enter events, arrange staff and transport. | £600 | Due to covid there has only been one face to face tournament this year. The pupils that attended the multisports festival were very proud of their bronze medals. Hull Active Schools have run many different sports virtual competitions this year. This has been an amazing success as pupils have been able to participate in these virtual competitions from year 1-year 6. The winning of medals and celebrating achievements has made the participants proud of their achievements. The competitions have ranged from football , basketball, Kurling, Athletics, orienteering, and being active. | To continue to be part of Hull Active Schools and attend face to face and virtual competitions in the future |
| To give pupils the opportunity to be active at after school clubs | - arrange a variety of after school clubs throughout the year - send letters to parents | £2,200 | The number of pupils at after school clubs has been around 20 at each club all year. This provides the opportunity for pupils to be active and try out new sports. Some thoughts of the children that | To continue to run after school clubs so pupils continue to have opportunities to be active |

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| | | <p>have attended the clubs this year “Sports club has made me new friends and if I didn't see them when I went to Year 6 I wouldn't know anyone. I like it ``"I think sports clubs are fun and the teachers are kind and nice and sometimes we can choose our own teams ``"I like dodgeball and benchball the best' Running these clubs has made a difference to the children that attended.</p> | |
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| Signed off by | |
| Head Teacher: | <i>L. Mark Hinatt</i> |
| Date: | 23.7.21 |
| Subject Leader: | Jane Hesp |
| Date: | 22.7.21 |
| Governor: | <i>J. L. L.</i> |
| Date: | 26.7.21 |