

# 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 2020/2021, 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 2022. 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.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£22,720
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£22,350
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,350

## Swimming Data

Please report on your Swimming Data below.

<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 then transfer to the pool when school swimming restarts.</p> <p><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>Percentages based on Y6 pupils who had not completed all swimming provision due to COVID restrictions for swimming.</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><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.</p> <p>Please see note above</p>	<p>65%</p>
<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>	<p>29%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>63%</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>Yes</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:	Date Updated:		
<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: 68% (15,220)
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 provide at least 2 opportunities for child to participate in physical activity during the school timetable.	-Staff to deliver at least 1 PE Passport lesson and 1 other physical activity session every week. R.Allaway to implement -Autumn term <i>Successfully running throughout KS1 and KS2</i>	£4,160.40 (1 day a fortnight for PE lead to work with staff/plan and monitor physical activity)	-All children are more active across the school week and have opportunities to participate in regular timetabled physical activity, including through structured lunchtime provision.	<i>Increase additional activity to a longer session to ensure children are participating in more physical activity across the week. Variety in activity.</i>
-Increase physically active participants during break/lunch times.	OPAL installations of outdoor equipment at lunchtime -New play equipment and Opal Consultant time for audit, training and implementation of lunchtime scheme, <i>Twilight delivered to staff members including MDS. Working party and lead point of contact created.</i>	£4,999 plus £4,525 for equipment	-All children are more active across the school week and have opportunities to participate in regular timetabled physical activity, including through structured lunchtime provision.	<i>Training for staff/MDS, introduce OPAL was of thinking in relation to outdoor related play and movement.</i>

-Children have achieved the three national curriculum outcomes for swimming.	-Year 4 children not yet achieving three outcomes have 'catch up swimming intervention lessons with swimming teacher in small groups' <i>Garden gang accessing use of swimming pool for some extra sessions to encourage water safety and water confidence objectives.</i>	£1,535.30	-More children will achieve the three NC swimming outcomes <i>Additional Year 4 children graduated from swimming lessons. *84% of Year 4 can now swim 25m or more</i>	<i>Consider provision for next academic year. Continue with SEN/Garden gang use of pool facilities.</i>
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation:
	9% (£2,100)

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?
-Raise the profile of PE and school sports at Hilton Spencer Academy.	-New school sport display in the main entrance- A.Tomlinson. -Sports participation and news regularly sent out on social media platforms for parents and carers to see- R.Allaway. -Certificates given out in Assembly time and celebrated together- SLT - Widen range of sporting competition, including Trust events in Nottingham. <i>Sports board created and updated with photos of sports teams and up and coming events.</i>	£1250 of ASP affiliation money  £850 towards staffing costs for school participation	Pupils aware of up coming events and can register interest. Positive feedback given to those that participate to make the experience one to be repeated. <i>Newsletters and social media updates sent out regularly throughout the year. Parents have made positive comments online.</i>
			Sustainability and suggested next steps:
			<i>More staff and children engaged in the school sports programme and aware of the benefits</i>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 14% (3,100)
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 develop PE team's knowledge and understanding of PE, school sport and physical activity at HSA	-Access Active Sports Partnership CPD opportunities: R.Allaway and A.Tomlinson to attend Sports webinars: -PE deep dive -Hitting the PESSPA objectives -Inclusion in PE -Specific curriculum areas TBC -Active classroom <i>Training events attended by PE lead.</i>	£850 - SSP affiliation money used  £750 - training costs and resources	PE team have greater understanding of what high quality PE and school sport we need to offer for the children of HAS  <i>Aspire:Ed baseline assessment of PE and school PE used at the start and end of the year to monitor provision. 23% Feb- 33% June (overall)</i>	<i>Lead further staff meetings to pass on knowledge to all staff.  Staff meeting delivered July 2022  Continue to use Aspire:Ed resources to provide higher quality provision.</i>
-To begin to develop and upskill teachers delivering PE lessons in the curriculum	-Learning walks, teacher questionnaires and discussions around the current PE curriculum currently on offer. -Set up team teaching opportunities and support for staff (ongoing as needed). <i>Staff questionnaires completed ready for PE support timetable next year</i>		Teachers feel more confident in delivering high quality lessons and further opportunities to become physically active. Children participate in higher quality activity.	<i>Lesson observations/ learning walks to assess impact and quality of teaching.  Drop in session and pupil view questionnaires completed 21/22. Continue next year to monitor impact of PE development</i>

<p>-To provide staff and pupils with the correct resources and equipment in order to experience a broad and balanced curriculum.</p>	<p>-Buy new sports equipment for specific sports e.g. volleyball, hockey, basketball, as well as key fundamental equipment e.g. skipping ropes, small and large balls, bean bags.</p> <p><i>New equipment ordered. Every KS1 class has individual skipping ropes. New equipment in use throughout the year.</i></p>	<p>£1500 - sports equipment</p>	<p>Children can have their own equipment is PE sessions rather than waiting/sharing. Increased participation and physical activity.</p> <p><i>Higher level of physical activity and skill practise seen in lessons.</i></p>	<p>Maintenance of PE equipment across the year.</p>
<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 5% (£1,200)</p>
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>-For children's love and experience of different sports and new physical activity to be developed.</p>	<p>-Year 4 and Year 6 children to participate in additional activities on residential trip e.g. climbing, canoeing, abseiling, orienteering.</p> <p>-Enter new competitions and encourage different cohorts of children to attend (New age curling)</p> <p>Bikeability- Y6 Balanceability- Y1</p> <p><i>Successful residential with more challenging OAA experienced</i></p>	<p>£1,200</p> <p><u>NB</u>- £24 chn paid for by affiliation</p> <p>30 chn balance</p>	<p>Children experience new sports and activities. Parents report that children enjoy activities and participate in further activities outside of school. Bikes safely used for secondary school commute (Y6-Y7)</p>	<p><i>Make further links to outside clubs for children to participate in new activities on a regular basis. Host coaching sessions in school.</i></p> <p><i>Church Broughton tennis club links made.</i> <i>Abbey sports- netball</i> <i>Derby Athletics</i></p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 3% (£730)
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:
-Children to participate and enjoy competitive sports against peers from other schools.	R.Allaway to enter Active schools Partnership competitions and some Spencer Academy events.	£ 730	More children involved in competitive sports.  <i>Approx. 63 children attended events (some did more than 1 event)</i>	<i>Involve more staff so that more children can attend a variety of events. Consider taking two teams to the more popular events.</i>
-Competitive events in sports day for each year group.	Year groups to plan some/all events to be competitive during sports day, with the winning house team to be awarded with the Sports day trophy. This will be displayed in the main entrance.  <i>House team winners announced in Assemblies.</i>		All children to compete in competitive sporting events intra-school competitions.  <i>Every year group- including Nursery and FS participated in sports days with parents invited to spectate 2021/22</i>  <i>Intra-school competitions in school celebrated</i>	<i>Sports day to run every year. Activities to be reviewed annually.</i>

Signed off by	
Head Teacher:	Gary Staddon
Date:	July 2022 (updated)
Subject Leader:	Rachel Allaway



Date:	Sept 2022 (updated)
Governor:	Anna Selby
Date:	Sept 2022 (updated)
Evaluation date:	October 2022 <b>Green</b> = evaluation notes <b>Purple</b> = next steps