

# 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  | £0     |
| Total amount allocated for 2020/21  | £      |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £4614  |
| Total amount allocated for 2021/22  | £17729 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £22343 |

## Swimming Data

Please report on your Swimming Data below.

|  |   |
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| <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>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 2022.</p> <p>Please see note above</p>  | 75%   |
| <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>  | 63%   |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 47%   |
| <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>   | /No pool availability and instructors were prioritised for curriculum |

swimming and private lessons. There should be capacity next year.

| Key achievements to date until March 2020: Further explanation given for achievements during 2020-21 and Covid-19 restrictions in the plan and evaluations.   | Key achievements to date until March 2020: Further explanation given for achievements during 2020-21 and Covid-19 restrictions in the plan and evaluations.  | Areas for future development |
|---|--|------------------------------|
| <p>We competed and won 3 trophies this year, and came 2<sup>nd</sup> in golf.<br/>           Children are using vocabulary associated with health and fitness during pupil voice.<br/>           Children are remembering more of what they have been taught.<br/>           Teachers are feeling more confident in what to teach and how best too support children.<br/>           Fitness data has started to improve since the return from Covid 19, LKS2 showing the biggest improvements.<br/>           Storage facilities improved to allow ease for staff to collect enough equipment for their learners.</p> | <p>Further equipment to be sources for play and P.E teaching<br/>           Training for staff to further use the new P.E scheme more effectively.<br/>           A better physical presence at the sporting festivals such as teacher's sportswear (jacket/tops)<br/>           Maintenance of current out door facility to ensure children can continue to walk round the field during winter.</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: £17,790 |  | Date Updated: 21.07.22                   |                                 |
|---|--|-------------------------------|--|--|---------------------------------|
| <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school |  |                               |  |  | Percentage of total allocation: |
|   |  |                               |  |  | 28.2%                           |
| 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: |                                 |

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| <p>All children to follow curriculum, 2 hours P.E a week. Lunch time activities with play leaders, 30 minute per day.</p> | <ul style="list-style-type: none"> <li>•introduce new sports or activities and encourage more pupils to take up sport after school where possible (covid-19)</li> <li>-Ensure all children in KS2 receive coaching in a range different sports through an open week/day of sports</li> <li>• tracking cohort's participation in both internal and external sports clubs. where possible (covid-19) <ul style="list-style-type: none"> <li>- Use data to target the less active cohorts.</li> </ul> </li> <li>• To continue and build on the Active Lesson culture throughout the school.</li> <li>•To test and monitor fitness levels in KS2 at least three times a year. Then share the data with individual children.</li> <li>-To add more adult supervision and supports at play and lunch times to encourage a range of PA, physical and emotion support as well as competition</li> </ul> | <p>Play and lunch time additional staffing: £6105</p> <p>Lunchtime sports / active play equipment £200</p> | <ul style="list-style-type: none"> <li>-Lesson observations</li> <li>-Data from lunchtime clubs.</li> <li>- Tracking data of improved cohorts through the year</li> <li>Lesson Plans and observation in non-PE lessons</li> <li>Use of ball court during breaks</li> <li>Pupil voice</li> <li>-Staff voice</li> </ul> | <p>Basketball and tennis have been a great hit this year, this is clear at play times and lunch through more Key stage 2 children participating in basketball. Key Stage 1 have started to play with the tennis equipment during play too. This is new to this year. I believe this can be attributed to the Net and Wall teaching during P.E – plans provided by the school's new P.E Scheme.</p> <p>The P.E Leader has observed 4 out of 7 classes this year. Providing feedback and lots of praise to the classes and the teaching. Teachers are feeling more confident to teach this year as the new P.E Scheme has provided a super selection of learning support.</p> <p>Children at Harlaxton are exposed to a range of sports during P.E and afterschool club's provision. As we merge these clubs, P.E lesson and opportunities to compete we have had a fantastic year: winning or coming second in four major competitions: athletics, swimming, golf and gymnastics</p> <p>Due to funding, clubs were not able to support us in offering the amount of provision we needed to set up a Sports Week.</p> <p>We have been able to return to our tracking of children's participation in internal and external sports provisions. This year 73% of Key Stage 2 children represented the school or participated in an After School Club.</p> <p>The outdoor pathway has had additional bark to ensure it can still be used for Children to a) go for a walk during play and lunch times, and b) children to have an active break from class time. All classes have utilised this path this year, UKS2 children reported they like using it as a breakaway from their peers so they can have a calm walk with their close friends.</p> <p>We have introduced a new ratio of 1 adult per class during play. This has allowed</p> |
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|   |  |  |   | children to find the support they needed so games can go on with little disruption.   |
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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:   |
|   |  |  |   | 3%  |
| 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:  |
| Use of REAL PE and (Get Set for P.E) teaching scheme's planning and assessment tool to provide structure for physical education.                            | <p>Building on from the success of the 'Body-fit' P.E sessions aimed at improving fitness level while teaching the benefits of keeping a healthy body for a healthy mind.</p> <p>Encourage self and peer assessment.</p> <ul style="list-style-type: none"> <li>• monitor fitness levels of ks2 children.</li> <li>• An engaging sports wall with local sports information and an update competitive sports on offer.</li> </ul> <p>-To streamline the competition offer to ensure we have a more focused approached to competing.</p> | <p>Cost:<br/>photocopying and 1folders<br/>£50</p> <p>Buy in to the Get Set for P.E<br/>£390</p> <p>Staff training Real P.E £200</p> | <p>Wheels from every class for every child.</p> <p>P.E leader to monitor fitness progression through KS2.</p> <p>Lesson observations- are teachers being strict with assessment?<br/>Is it being done?</p> <p>Pupil voice</p> <p>Staff voice</p> <p>Parental evidence</p> <p>Student voice.</p> | <p>This year we have added an additional question to the pupil voice: What do you like about P.E? 5 out of 7 classes said they liked that they are keeping fit, and they are keeping healthy. This vocabulary and connection of P.E and Health is showing that the 'Body Fit' and the 'Fitness' lessons are providing children with the right attitude towards their health as well as providing children the skills to ensure fitness becomes a habit.</p> <p>We have continued to monitor children's fitness capacity through the adapted version of the bleep test. This information is shared with the children to show them that their hard work is paying off, and to provided them with the motivation during the learning. What has become more apparent is teachers are feeling they need to do less motivating for the children as they are becoming more resilient during the fitness learning. Throughout the year the sports wall has grown and has been built upon. Each term the Harlaxton Acorns have been successful in a sporting event. This has helped the board to become more interesting and children to</p> |

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|  |  |  |  | <p>actively engage with it more often than previous years.</p> <p>This year we have entered less events, but have been more purposeful in the events that we entered. Most of the event we entered the children were given time to practice and train. This year we have won Gymnastics, Indoor Athletics, and Swimming, and placed second in the Tri-Golf. This has been one of our most successful years. Although we entered less events, we have had a similar amount of participation from our Keys Stage 2: 73%.</p> |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |   |  | Percentage of total allocation:   |
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|   |   |   |  | 8.2%  |
| 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:  |
| -Improve teaching and learning during P.E lessons and build confidence.   | <p>-Continue Peer coaching to members of staff with Subject leader.</p> <p>-Provide staff with a comprehensive planning scheme for P.E that is progressive and age appropriate.</p> <p>-Teachers to teach a variation of sports/ activities throughout the year.</p> <p>- Provide more storage to ensure the new P.E shed becomes more accessible.</p> <p>-Embed new timetable making all sports/ skills equal taught across the 7 year curriculum.</p> <ul style="list-style-type: none"> <li>to organise a sports day/week where external clubs come into school to showcase their clubs where possible (covid-19)</li> </ul> | <p>Peer training: coaching members of staff. £1900</p> <p>P.E scheme: (previously budgeted).</p> <p>Storage £61</p> | <p>-Coaching feedback from staff.</p> <p>-Annotations on planning.</p> <p>-Pupil voice.</p> <p>-Staff voice.</p> <p>-Lesson observations</p> | <p>This year the staff have reported a stronger sense of confidence in teaching P.E, more so in planning and preparing P.E session. With the new P.E Scheme, staff have access to video tutorials, video modelling for the children as well as a range of differentiation ideas to help them support and challenge the children during their P..E Lessons.</p> <p>This year 87% of KS1 and 83% of KS2 children achieved at or above in P.E. In Key Stage 2 we track 'age related' fitness levels through the use of a bleep test. This year the KS2 average is 67%. Lower Key stage 2 are our biggest performers with year 3 – 73% and Year 4 – 89%. Combining this data with the successes Harlaxton have had in fitness related competitions I advise the school to continue with an element of fitness in the curriculum.</p> <p>The P.E map this year has been changed back to a year without Covid-19 interfering with lessons. We have made Key Stage 1's and EYFS P.E more tailored towards learning types of sports such as: Net and Wall and Striking and Feilding so that they are not only leaning the fundamentals, but also learning skills that will support them in their journey into becoming top athletes in a range of sports.</p> |

|   |  |   |  | This year we purchased a larger storage unit for the P.E equipment. Staff have reported that it has become much easier and safer to collect their equipment.   |
|---|--|---|--|--|
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |  |   |  | Percentage of total allocation:  |
|   |  |   |  | 51%  |
| 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:   |
| -Help children improve their enjoyment of sport.<br>-Encourage children to want to be healthy and participate in sports.                                    | -After school clubs with a variety of external sports coaches (depending on covid restrictions)<br><br>-Roots to Food healthy eating course accessible to all in KS2(depending on covid restrictions)<br><br>-Encourage forest schools outdoor activities such as den building and fire lighting as alternative activities (depending on covid restrictions)<br><br>-Warning Zone programme every two years for Year 5 and 6 to learn in detail about the dangers of drug abuse(depending on covid restrictions)<br><br>-First aid course every two years for year 5 and 6 to learn about first aid, keeping healthy and helping others to do so(depending on covid restrictions)<br><br>• to organise a sports day/week where external clubs come into school to showcase | Additional external Coaching £6045<br><br>Drug education and first aid: £800 per year.<br><br>Roots to food £1300<br><br>Therapies and wellbeing £4088 contribution | . Pupil voice<br><br>Statistics of children passing required standard.<br><br>Staff opinions and feedback from experiences and therapies | During the first term we employed additional sports coaches to support our sports provision. Due to their funding and Covid-19 issues we scaled back on external coaches and maintained our provision internally by offering outdoor clubs that offered a variety of outdoor activities for the children across the age ranges: including den building, fire lighting, pond dipping, rounders and more.<br><br>This year we had our Roots to Food Healthy eating sessions for all children to participate in. This was a huge success and many children reported that they went home and showed their parents how to cook the meal. We will be further engaging with Roots to Food next year but increasing and stretching our UKS2 children by challenging them to make a banquet for their parents. Over the past two years we have improved upon our PSHE offer. All children are activity engaged in discussions about mental, physical, and |

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|  | <p>their clubs.<br/>(depending on covid restrictions)</p> <p>-Promote the engagement of children in looking after their mental health as well as physical health through good quality PSHE resources and access to specialist mental health support.</p> <p>Provide qualified staffing for specialist mental health support including bereavement. Drawing and talking and more.</p> |  |  | <p>dental health. This is evidence in the PSHE folders across the school.</p> <p>This year year 5 and 6 children attended Warning Zone, 64 children in total.</p> <p>To support children and their mental health the schools has highlighted and supported 34 children through their ELSA program. During this children will have received counselling for a period of 6 weeks: 19 our of 34 were also Pupil Premium children. All the children that were spoken to expressed great joy in attending these noting that they felt safe and comfortable to discuss their feelings with the ELSA lead in particular.</p> |
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| Key indicator 5: Increased participation in competitive sport   |  |   |  | Percentage of total allocation:  |
|---|--|---|--|--|
|   |  |   |  | 5%   |
| 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:   |
| Improve the number and range of children participating in competitive sports.   | <p>Actions to achieve.</p> <ul style="list-style-type: none"> <li>-Each child may only attend one out of school competition per half term in order to promote participation from a broader group of children. (depending on covid restrictions). This includes internal and external competition.</li> <li>- Maintain the Christmas and Easter Cup as an annual activity like Sports Day. Every single child in school. (depending on covid restrictions within the class bubble only)</li> <li>-Sports Leader to organise events- organise timetables.</li> <li>-Sports Leader to inform staff of all arrangements.</li> <li>-Sports Leader to implement a targeted approach to ensure students participation is maintained.</li> <li>-To train and support a member of staff to manage internal and external sporting competitions.</li> </ul> | <p>Sporting equipment Easter and Christmas themed: £100</p> <p>Terry Plumb school sports partnership £750</p> <p>Sports leader badges and certificates £50</p> <p>Transport to competition £300</p> | <p>Photos</p> <p>Pupil voice</p> <p>Word of mouth</p> <p>Staff voice</p> <p>Increase in pupils participated in events.</p> | <p>This year we decided to have a more purposeful approach to School Sports. We continued to target children through our informed data and discussions with individuals, but our offer was more tailored around activities that we were teaching or had provision for. This year 73% of Key Stage 2 children participated in a sporting festival, competition or external club. This is a similar to last year's 74%.</p> <p>All children have participated in 3 internal competitions again this year: Christmas Cup, Easter Cup and Sports Day. These are run each term by the Sports Leader.</p> <p>This year Miss Tyne has been supported to take some responsibilities of the Sports Leader role to ensure it becomes more manageable so we can continue to provide as many competitions as possible.</p> |

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|---------------|------------------|
| Signed off by |                  |
| Head Teacher: | Sheriden Edwards |
| Date:         | July 2022        |

|                 |                      |
|-----------------|----------------------|
| Subject Leader: | Benjamin Rowe        |
| Date:           |                      |
| Governor:       | Curriculum Committee |
| Date:           |                      |