

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



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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.

HBA

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£16,490.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6,465.66
Total amount allocated for 2021/22	£22,955.66 with carry forward
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,955.66

## 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>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>	25%
<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>	25%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	25%
<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

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## 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.

HBA Sep 22 Review Dec 22 Review Spring 23 Review Summer 23

Academic Year: HBA 2022/2023	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: 43%	
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>PE lessons planned in across all year groups particularly to address aspects of lost content and less confidence in gymnastics and dance.</p> <p>Dec 22 - Long Term framework and medium term overviews reflect gaps addressed.</p> <p>Dec 22 - Staff CPD for dance and gymnastics delivered – through Agilitas support.</p> <p>All pupils have at least 90 minutes across at least 2 PE lessons on different days.</p> <p>Dec 22 - Timetables reflect this.</p> <p>Breakfast club and lunch clubs offer and promote participation in physical activity.</p> <p>Summer 23 – in place and working</p>	<p>High quality lessons planned in, delivered and reviewed.</p> <p>Support and ongoing CPD for staff from PE mentor: Sport2Day Agilitas PE Lead (CG)</p> <p>Balance of healthy eating choices, physical and wellbeing for all pupils.</p> <p>Summer 23 – food standards explored with healthy choices encouraged through fun food Friday.</p> <p>Lunch time supervisors implement</p>	<p>£3,182.00 Sport 2 Day 1 am CPD provision.</p> <p>£3,832 – Agilitas CPD provision.</p>	<p>Pupils demonstrate high levels of engagement in consistently well taught lessons.</p> <p>Dec 22 – observational evidence supports this. On occasions behaviour can affect engagement with UKS 2</p> <p>Spring 23 – monitoring evidences increased participation supported by active lunch times.</p> <p>Gaps in lost content addressed and staff confidence raised.</p> <p>Summer 23 – Support from Agilitas and Sport2day have increased staff confidence when teaching gymnastics and dance.</p> <p>Increased participation, skill achievement and knowledge of physical activity with increased</p>	<p>High engagement, staff confidence raised in delivering good lessons leading to good progress in all lessons and pupils achieving age related skills and knowledge.</p> <p>Spring 23 – staff confidence improved – evidenced through team teaching alongside Agilitas and Sport 2 Day.</p> <p>Pupils are fully engaged during unstructured times impacting on pupil wellbeing and positive behaviour choices.</p>

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<p>well – now have pastoral football club x 2 lunch times per week and 1 x after school, breakfast club ams offer physical activity sessions from 8:20am. The Wrap club – after school offers games and physical activity daily.</p> <p>Lunch time supervisors run active play sessions to ensure that children are active as possible during unstructured times.</p> <p>Dec 22 – range of activities run across lunch times – football, basketball, archery, multi sports.</p> <p>Playground leaders are trained and confident in running lunch and playtime activities to ensure activity levels and engagement are raised.</p> <p>Dec 22 – play leaders on place and setting up and running activities. Some further support and training needed.</p> <p>Spring 23 – further training completed.</p> <p>Summer 23 – Engagement in leading sessions is rising, ongoing work to do with some pupils.</p> <p>Further embed daily mile and active brain breaks such as Go Noddle and Activate sessions.</p> <p>Spring 23 – PE team further promoted use of Activate to support brain breaks and concentration through signposting to google drive resources.</p>	<p>active play with timetabled rotation of activities to ensure interest levels remain high and skills are developed.</p> <p>Dec 22 – Rotations of activities in place – supported by outdoor learning mentor, PE leader, developing play leaders.</p> <p>Spring 23 – SLT and pastoral support at lunch times have led to higher activity levels and increased lunch time staff confidence.</p> <p>Summer 23 – 2 x per week pastoral football sessions offered in addition to lunch activities and 1 x per week Kwik Cricket through Agilitas. 2 x per SLT run football at lunch time to support raising activity levels and pupil engagement at lunch times.</p> <p>Daily Mile timetabled in across all classes.</p> <p>PE Leader to further introduce challenges and monitor impact.</p> <p>Spring 23 – Marathon challenge promoted further supporting daily mile with end goal identified.</p>	<p>£175.00</p>	<p>sense of wellbeing.</p> <p>Dec 22 – KS 2 pupil discussions and questionnaires – demonstrate improved knowledge of prior skills and how these support ongoing activity and PE.</p> <p>Summer 23 – Pupil engagement has increased. Knowledge and skills are embedding and developing.</p> <p>Increased interest and participation in after school and lunch time sports clubs.</p> <p>Dec 22 – analysis of after school provision demonstrates high engagement - supported by participation in inter school competitions.</p> <p>Agilitas and PE Leader training Year 5 and 6 pupils to lead active sessions as sports mentors.</p> <p>All pupils involved for 15 minutes each day.</p> <p>Pupils using the Daily Mile for other physical activity.</p>	<p>Continue to build in to the next academic year as Year 5 go in to year 6 to model.</p>
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Summer 23 – Daily Mile now completed in last 5 minutes of lunch prior to pupils lining up to go in to class.				
<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: 6%
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>Further promotion of the Legacy challenge, maintain the gold School Games Mark and embed school games values.</p> <ul style="list-style-type: none"> <li>• Developing character/life skills.</li> <li>• Developing sports specific skills.</li> <li>• Engaging new audiences</li> <li>• Improving health</li> <li>• Increasing motivation</li> <li>• Fostering social connections</li> <li>• Developing physical skills</li> <li>• Supporting individual development.</li> </ul> <p>Play and lunch times promote fun,</p>	<p>Planned participation of pupils across calendar of events and competitions.</p> <p>Ensure vulnerable groups are included : disengaged pupils Girls SEND PP Talented</p> <p>Dec 22 – Tag Rugby competition completed, Archery KS 2 and Throwing and Catching KS 1. Rugby and Throwing and Catching involved PP/SEND pupils well</p> <p>Spring 23 – further opportunities planned in. Promoted through website and newsletter. Higher % of disadvantaged and SEND pupils participating.</p>	£1000	<p>Maintained with up to date information linked to activities and competitions and activities scheduled in evidencing different groups participation.</p> <p>Dec 22 – in place and PE leader adds and updates website with information and signposts parents and carers.</p> <p>Celebrations of achievements through achieving as part of a team, competitions and festivals and promoted with families and children.</p> <p>Dec 22 – ongoing Spring 23 – detailed through website, newsletter and signposted through FB page.</p>	<p>Continue to work on the legacy challenge.</p> <p>On track to maintain gold school games mark.</p> <p>Summer 23 – all evidence collated and ready to submit in July 23 to maintain gold school games mark.</p> <p>House points, medals and certificates through competitions motivate and aspire children to achieve and take part.</p> <p>Spring 23 – weekly assemblies support house captains and teams building house points further supporting competitive spirit and team work</p>

<p>fitness and physical activity for good health</p> <p>To raise the profile of PE and sport to encourage all pupils to be inspired.</p>	<p>PE leader attends cluster meetings and shares updates with SLT through staff meetings and emails.</p> <p>Continue to build success of activities provided for unstructured times through Active Play, Playground leader led Lunch Club and Agilitas 1 x per week and sport 2 day 1 x per week.</p> <p>Spring 23 – Agilitas 1 x per week plus outdoor learning team member supporting lunch 2 x per week ensuring active lunch times and development of team work.</p> <p>Continue to promote through prominent hall display, website, Facebook and through promotion in assemblies.</p>		<p>Calm, focused play at lunch times and children active.</p> <p>Display updated regularly by PE leader, pupils actively use the board to gather information and updates.</p> <p>Dec 22 – in prominent place in the school hall and updated and referred to regularly to hold interest.</p> <p>House captains and sports leaders take the lead with promoting house points and ensuring display is up to date.</p> <p>Spring 23 – in place and ongoing.</p> <p>Summer 23 – House Captains in place and led aspects of sports day May 23. Further work to do supporting promotion of active lifestyles and sport.</p>	<p>Continue to enhance further outdoor activities.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>			<p>Percentage of total allocation:</p>
			<p>8%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></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:	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>Active use of Target Tracker to record teacher assessments and observations.</p> <p>Dec 22 – Ongoing – statements updated Oct 22 to reflect and align with skills and knowledge progression grids.</p> <p>Spring 23 – staff confidence improved – planning now further enhanced by PE leader who has added clear links with skills and knowledge supporting accurate assessment.</p> <p>PE Leader to regularly carry out observations and update SLT and deep dives and feedback to further support staff CPD and progression.</p> <p>Dec 22 – ongoing</p> <p>Spring 23 – ongoing and identified on monitoring cycle. Feedback provided to staff to support ongoing development and CPD.</p> <p>Teaching staff work and liaise with Sports Leaders and adapt planning to meet needs of pupils and ensure progression.</p> <p>Dec 22 – in place and ongoing – monitored termly by PE leader.</p>	<p>PE leader and Key Stage leaders to monitor teachers use of assessment.</p> <p>Spring 23 – PE team have monitored through gaps analysis tool to identify key gaps and areas to address through future planning or staff CPD.</p> <p>PE leader monitors planning meets needs and facilitates progression. Lessons evidence opportunity for the 3 pillars of progression.</p> <p>Dec 22 – ongoing - PE leader feeds back regularly to staff – progression aspects now added to plans for staff to support assessments.</p> <p>Summer 23 – These have been signposted through planning led by PE leader supporting staff knowledge.</p>	<p>£1400</p>	<p>Progress is monitored and provision implemented to raise standards where identified.</p> <p>Audit of skills and gaps completed to support further progression and CPD.</p> <p>Range of skills actively promoted and progress of pupils measured through assessment on target tracker.</p> <p>Dec 22 – Ongoing and updated 3 x per year.</p> <p>Observational feedback given to staff to further impact on practice.</p> <p>Deep dives in key areas of PE (gymnastics and dance particularly) carried out, fed back and evaluated.</p> <p>Spring 23 – Agilitas support identified to help staff develop skills when teaching dance and gymnastics – feedback from staff positive and monitoring supports progress.</p> <p>Increased range of sports offered with positive engagement by</p>	<p>PE leader to monitor and impact on ensuring this happens across all year groups and progression is evident.</p> <p>Summer 23 – Planning evidences progression across year groups – added by PE leader to support accurate assessment.</p> <p>Staff understand the 3 pillars of progression across PE :</p> <ul style="list-style-type: none"> <li>• Motor competence (fundamental movement skills)</li> <li>• Rules, strategies and tactics.</li> <li>• Healthy participation.</li> </ul> <p>Spring 23 – Added to planning documents to support staff understanding and assessment.</p>

Further embed sports mentors and TAs to support driving skills in different sports working alongside teaching staff and pupils. Summer 23 – introduction of pastoral football club and support from Agilitas weekly in signposting key skills for pupils to develop has supported – ongoing work to do.	Further build key skills and knowledge in pupils. Introduce new skills such as building running stamina, tri golf, archery and hockey.		pupils. Progression of pupil skills and knowledge evident across a range of activities. Spring 23 – TT evidence from monitoring supports this.	Measure success to further implement and plan for 2022/2023 and beyond for sustainability.
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**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:  
15%

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:
Additional achievements: Partnerships with key organisations such as University Academy Holbeach, UALS, Agilitas, Sport2Day to continue to increase the range of physical opportunities.  Physical activity is mapped to ensure all pupils experience the correct PE time and coverage with an audit completed alongside the long term framework.	Agilitas and mentors in various sports and physically active play tasks (dance, athletics, kwik cricket, team games) developing their skills in the delivery of quality PE lessons and cross curricular opportunities. Spring 23 – Chance to Shine enrichment offered and delivered to further support engagement in cricket for both girls and boys. Summer 23 – increased interest and participation in competitions. Pupil and staff confidence in gymnastics and dance has increased. Improved teaching in wider sports	£999 Sport 2 Day lunch club  £1500	Has enabled us to further develop inter-school competitions in both established sports and new sports appealing to a wider audience. Spring 23 – ongoing – in house competitions have been run to support further team work skills and competitive spirit building. Summer 23 – pupils have developed more competitive attitude – improved performances and team work in competitions.  Staff feedback to identify strengths and areas for further development. Dec 22 – in place and ongoing.	High quality training and CPD provided for all staff.  Analysis and audit of participation rates shows increase across all groups. Spring 23 – audit evidences this together with increased numbers attending HAF Easter 23. Summer 23 – HAF club planned for July/Aug 23 for eligible pupils and non eligible with payment option.  Improved quality of teaching in PE maintaining consistently

<p>PE leader released to support staff in wider sports.</p> <p>Developing pupil confidence to try new activities.</p> <p>Regular opportunities provided during the academy day to be active such as Activate, daily mile, Go Noodle.</p> <p>Continue to offer Bikeability.</p> <p>Dec 22 – completed November 22</p>	<p>with an enhanced variety. High quality planning for PE Spring 23 – evidenced through Sport 2Day offer.</p> <p>Timetables evidence coverage across gymnastics, dance and games.</p> <p>Planning evidences progression with long term/medium term and short term aligning with lesson content.</p> <p>Dec 22 – evidenced through Ofsted October 22.</p> <p>Extra curricular clubs offer the opportunity for pupils to further improve their skills in a range of different activities covered within the enrichment days.</p> <p>Dec 22 – evidenced through clubs audits</p> <p>HAF club run for Christmas holidays and offered through voucher system.</p> <p>Summer 23 – Implementation on Pastoral football club after school 1 x per week in addition to other clubs – full to capacity.</p> <p>Timetables reflect opportunities</p> <p>Participation in bikeability to</p>		<p>Spring 23 – staff confidence growing evidenced through monitoring.</p> <p>Lesson observations demonstrate good delivery by confident teachers (CG)</p> <p>Summer 23 – observations and feedback demonstrate improved pupil and staff confidence especially in games and gymnastics. Further impact needed with dance.</p> <p>Audits of participation by pupils show raised pupil engagement.</p> <p>Dec 22 – ongoing and improving. Spring 23 – see clubs analysis and HAF</p> <p>Increased engagement and concentration in lessons.</p>	<p>good across all year groups. Progression evident across all year groups to meet end points expected.</p> <p>Summer 23 – Assessment analysis evidences progression across all year groups in gymnastics, dance and games.</p> <p>Pupil voice discussions and teacher surveys.</p> <p>Dec 22 – see PE leader monitoring.</p> <p>All pupils confident in participating in PE.</p> <p>Look in to purchasing academy bicycles.</p>
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	promote fun on bicycles with key messages of health, fitness and safety.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 28%
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>Further embed participation in and access to competition both in and out of the academy increasing opportunities for younger pupils – Sport2Day, Spring 23 – evidenced through participation in after school clubs such as gymnastics. Summer 23 – gymnastics and football clubs are full to capacity.</p> <p>Use high profile sporting events to inspire competitions within the academy/inter school competitions and events. Dec 22 – use of the World Cup used to promote active lifestyles and football. Summer 23 – PE leader adds updates and links to sporting events through website and signposts through FB page supporting school games evidence. Promote events and access to clubs and activities through the academy website and FB page. Spring 23 – evidenced through website updates, newsletters and FB signposting.</p> <p>Develop effective year 5 and 6 sports leaders. Dec 22 – in place and ongoing with further training planned Spring 1.</p>	<p>Monitor school competition plan. Number, ability range and gender of pupils involved. Participation rates of different year groups and across different vulnerable groups Spring 23 – competition participation evidences increase in SEND and disadvantaged pupils taking part.</p> <p>Feedback from community clubs. Parent/carer feedback. Purchase more sporting equipment Summer 23 – ongoing audit evaluating equipment and gaps to address.</p> <p>Inter network participation in playing as part of a team and playing to win.</p> <p>Increased numbers participating in holiday provision to further develop skills and knowledge.</p>	<p>£3600 Sport 2 Day competition package</p> <p>£1000 Agilitas school games and competition package.</p>	<p>Increased competitive sport participation so that 50%+ of the academy represent their academy. Regular competitions introduced – across all 6 terms. Range of sports broadened and ensure that girls teams are entered for cricket, football and hockey. Increased pupil awareness of the importance of physical wellbeing through curriculum, signposting and outside coaches. Summer 23 – range of pupils from Y1 to Y6 have accessed inter school competitions with opportunities within school across year groups offered also.</p> <p>Increased competitive spirit and keenness to win particularly across upper key stage 2. Spring 23 – improved active lunch times and opportunities evidence increase in competitive spirit and team work – basketball/football/cricket.</p> <p>Planned timetable of events and tournaments participated in.</p>	<p>Building links with Lincoln University sports faculty further. Invite member to see us at work and play. Working closely with UAH PE and sports departments. Developing further links with community projects and local Olympic linked individuals.</p> <p>Promoting use of the academy grounds by local sporting clubs and HAF activity clubs.</p> <p>Summer 23 – HAF provision offered through HPA venue proves popular and allows taxi children living within the town to access.</p> <p>Inter network participation in playing as part of a team and playing to win.</p>

<p>Summer 23 – training completed – SLT monitoring to ensure engagement.</p> <p>Increase competitive elements to KS1 sports mornings, hold heats for KS2 award medals to all winners.</p> <p>Summer 23 – Sports Day completed – 23/5/23 – fully competitive with races for all pupils ranging in expectation. All pupils participated and enjoyed.</p> <p>Maintain holiday time sporting activities.</p>			<p>Increased time to be spent outside to encourage active sport participation.</p>	
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Signed off by	
Head Teacher:	Mrs Susan Boor
Date:	01/09/2022
Subject Leader:	Mr Clive Green
Date:	01/09/2022 <a href="#">Review Dec 22</a> <a href="#">Review 10/4/23</a> <a href="#">Review Summer 23 6/6/23</a>
Governor:	Mrs Sarah Dunne
Date:	01/09/2022