

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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 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

Created by: [see an example of how to complete the table please click here](#)

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£10,076.74
Total amount allocated for 2020/21	£10,797.76
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,860
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,640

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>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>	48%
<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>	49%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%
<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>	<u>Yes/No</u>

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: £19,860		Date Updated: 11.07.22	
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: 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 increase the number of children taking part in the Daily Mile and consistency it is carried out in school.	Set termly challenges for each year group to enhance motivation (run to a specific country etc.) Purchase a pedometer/activity counter per class, each child to wear for a week/ a day and record distance and steps taken for a in class competition.	£340	<ul style="list-style-type: none"> Children take part in timetabled Daily Mile at least 2x a week (on the days when they do not have PE). Children have a painted route to follow on the playground – which helps them keep track of the number of laps they have run. Year 2 and Year 6 have been particularly good at completing the daily mile several times a week. Children now understand the importance of pacing themselves around the track and showing perseverance. 	<ul style="list-style-type: none"> Continue to raise the profile of the Daily Mile in the autumn term. Set half termly challenges for the most active class (awarded a class trophy) Use the Daily Mile track for cross-country training to support children in the competitions. Target the less active and they can complete the Daily Mile at different times to the whole class. 	

			<ul style="list-style-type: none"> Children have been identified for next year's cross-country competitions 	
Establish active play during break times and lunchtimes	<p>To purchase more skipping ropes, enough for one per child.</p> <p>Gather skipping resources for support staff to use at break times.</p> <p>Adults to identify the least active and use PE equipment to play games and practise their Real PE skills.</p>	£600	<ul style="list-style-type: none"> Each class has a set of skipping ropes to promote physical activity at break times. In the autumn term, 52% of pupils could skip across the school, but now it is up to 79%. 65% of children choose to skip at break time at least twice a week. It has increased children's behaviour and formed new friendships. Year 3 particularly have much less children ending up on a behaviour step due to their actions at break time. Purchasing of longer skipping ropes has promoted class skipping which has been successful in KS2 particularly. 	<ul style="list-style-type: none"> Continue to promote skipping at play times. Purchase longer skipping ropes for each class so they can take part in group skips. Have a 'skipping day' next year where the whole school will skip and learn new skills and routines.
Provide targeted activities to engage and support the least active pupils	<p>Head of PE to be made aware of least active pupils.</p> <p>These pupils encouraged to attend after school sports clubs to try increase confidence and involvement.</p>	£800 (for specific resources)	<ul style="list-style-type: none"> Use of the Daily Mile has been used to track aerobic fitness and stamina. Many of these children have been invited to after 	<ul style="list-style-type: none"> To continue to monitor fitness levels of children school wide and target these children for participation in after school clubs.

	<p>Speak to pupils identified about what activities they would like to see available at break and lunchtimes and staff on duty to oversee the implementation where applicable.</p> <p>Spring term, Encourage Rokaton use for each year group, least active pupils may prefer exploration type activities rather than 'sport' orientated ones.</p> <p>Wake Up Shake up to be encouraged to be built into routines and as part of wet/indoor play.</p>		<p>school clubs and to compete in school competitions.</p> <ul style="list-style-type: none"> Roktagon use increased in spring term with many targeted children using this apparatus along with the trim trail. 	<ul style="list-style-type: none"> Survey children from these groups to see what sports they would like to see run in school.
<p>Provide a broad variety of extracurricular physical activity and sports clubs, offering funding where necessary</p>	<p>Use pupil survey data to offer a variety of after school clubs.</p> <p>Where possible or necessary, pay for specialist coaches to conduct some after school clubs' sessions. (Judo and gymnastics)</p>	<p>£600</p>	<ul style="list-style-type: none"> Children have been able to take part in a variety of extracurricular clubs that have either been organised by staff member or specialist coaches. Y5 children received an afternoon of cricket every week for 6 weeks, this has resulted in many children competing in competitions for school and our girl's cricket team qualifying for the county championship. 	<ul style="list-style-type: none"> Continue to provide children opportunities to compete in a variety of after school sports clubs. Use funding to bring in more coaches to aid in helping the school to compete in competitions successfully.

<p>Educate children in the value and benefits of a healthy active lifestyle</p>	<p>Build or re-establish relationships with local teams /outreach programmes to encourage long term sport participation outside of school.</p> <p>Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness, and well-being.</p>	<p>£1000</p>	<ul style="list-style-type: none"> • We have benefited from links with Forza (football), local cricket teams and coaching and the visit of a Paralympic athlete. This has helped to increase children’s participation in sport outside of school. • During PE lessons, children are educated about the importance of leading healthy lifestyles. • Data from the eHNA pupil survey showed that 93% of pupils say that teachers support our wellbeing, 89% of pupils say there is at least one adult that cares about their wellbeing and 98% of pupils say that all adults are there to look after them and keep them safe and happy (eHNA survey 2021) • Each year group have had a PSHE unit around ‘Healthy Me’ which has educated the children around leading a healthy lifestyle and understanding what they can do to promote a positive mental health. 	<ul style="list-style-type: none"> • Look closely at the eHNA survey and increase the percentage of children who are active for 30 minutes a day in school. • Introduce further opportunities for pupils to be physically active throughout the school day. • Continue and expand our links with local sports clubs, athletes and coaches.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 9%
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:
Provide children with mental health workshops, activities, and support for ALL pupils.	<p>Organise mental health workshops (virtually), for KS2 pupils.</p> <p>Identify those pupils who need extra support for targeted sessions</p> <p>Organise mental health days for ALL pupils (complete activities and gather evidence towards the Carnegie Mental Health Award)</p>	£900	<ul style="list-style-type: none"> We held 'Yellow Day' to support children's mental health charity 'Young Minds' Children took part in a range of activities to promote positive mental health (physical activity, arts & crafts and personal challenges) Mental health workshops and first aid training have taken place this year. 	<ul style="list-style-type: none"> To continue to ensure CAHMS deliver pupil workshops throughout the year on self-esteem, self-worth, exam stress and body changes. To ensure learning mentors are in the sessions for CPD purposes.
Embed physical activity into the school day through active travel to and from school, active breaks, and active lessons/teaching	<p>Encourage pupils to walk/cycle to school</p> <p>Encourage all staff to include active lessons in other subjects</p> <p>Meet with all lunch time supervisors/Teaching Assistants to explain active breaks (skipping etc)-release time required.</p>	£200	<ul style="list-style-type: none"> 63% of year 5 and 65% of year 6 walk to school. 12% of year 5 and Year 6 pupils come to school on a scooter or bike, this can now be further accommodated with bike stores now on site. Surplus of balance bikes mean that reception now have access to these during break times. Skipping has continued to be popular amongst the 	<ul style="list-style-type: none"> To collect data from the whole school and put in new strategies to increase the percentages of active travel. To introduce new activities to promote physical activity at lunch times (multi-sports and use of trim trail and roktagon)

			<p>whole school as a way of increasing daily physical activity.</p> <ul style="list-style-type: none"> • Daily mile participation has aided in embedding physical activity into the school day. 	
Enable KS2 pupils to take on sports leadership roles to promote physical activity within KS2 and KS1	During the Autumn and Spring Term, identify Sports' Leaders to help lead the Daily Mile and skipping games at breaktimes and lunches to promote physical activity	£300	<ul style="list-style-type: none"> • Year 6 children took part in leadership courses and were able to use their skills to lead active breaktimes for a variety of year groups. 	<ul style="list-style-type: none"> • Playleader candidates to be selected from Y5 and on rota to aid with active breaktimes with skipping and other games.
Implement and monitor the teaching of OAA in KS2.	Enrich has provided resources and mapping last year. Each year group in ks2 will have the chance to complete a full 6 weeks of OAA this year, following the scheme of work provided.	£300 (resources such as compasses)	<ul style="list-style-type: none"> • Each KS2 year group has completed a half term of OAA. • Children noted that they enjoyed the team building and collaborative aspects of these lessons. • Map reading skills of Year 6 improved by the activities they took part in. 	<ul style="list-style-type: none"> • Continue to consistently embed OAA into the PE curriculum. • Conduct OAA workshop days with year groups to further support their OAA learning and skills. • Organise CPD opportunities for staff to aid in their teaching of OAA.
Encourage children and inform parents of healthy alternatives that can be provided for packed lunches.	<p>Share recipes from change 4 life in the newsletter and or on Seesaw.</p> <p>Share lunchbox tips with parents regularly on Seesaw and the newsletter.</p> <p>Provide links on the website to change 4 life.</p>	£300 lunch day	<ul style="list-style-type: none"> • Beech Hill healthy cookbook released successfully with many children purchasing. • New healthy menu items were trialled and tasted by children and implemented on the menu. 	<ul style="list-style-type: none"> • Continue to share lunchbox tips with parents regularly on Seesaw and the newsletter. Provide links on the website to change 4 life. • Healthy lunch day to be organised where each

	Healthy lunch day to be organised where each year group make a recipe from change 4 life for children to eat.		<ul style="list-style-type: none"> No health lunch day but year groups have all cooked as part of DT this year which have included healthy recipes. 	year group make a recipe from change 4 life for children to eat.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				32%
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:
Provide staff with professional development mentoring, training, and resources to help them teach PE and sport more effectively.	<p>Autumn - staff meeting/refresher showing how to teach PE using Real PE (assessment).</p> <p>PE Lead to attend Real PE 3-day training at a later re-arranged date.</p>		<ul style="list-style-type: none"> Staff survey into competence in teaching PE shows an increase across all staff members. Staff meetings, access to Iris videos and drop ins have aided in this regard. Each year group have had one half term of quality dance teaching. Dance planning saved on the school system for future reference. CPD day attended by PE lead has help to implement new ideas in the teaching 	<ul style="list-style-type: none"> CPD to be led by the PE lead for new staff in the autumn term. Staff surveys to be carried out in the autumn term for baseline data. PE lead to work with the least confident throughout the year and pair them up with more competent staff. Dance teacher to teach a different unit of work, to build banks of planning for the future.

			of PE.	
Increase staff's knowledge and understanding around planning a unit of dance and assessing against the skills document.	Hire specialist dance teacher to work alongside teachers to enhance and extend the teaching of dance	£5000	<ul style="list-style-type: none"> • Dance planning saved on the school system for future reference. • Dance teacher has spoken to each year group about the sequences of dance learning carried out. 	<ul style="list-style-type: none"> • Dance teacher to teach a different unit of work, to build banks of planning for the future. • Organise opportunity for dance teacher to hold some teaching CPD.
Increase staff's confidence in teaching PE	<p>Teachers who need extra support, the PE lead will team teach a lesson each half term.</p> <p>Whole staff CPD to support teaching and learning</p> <p>Continue to embed Real PE scheme within school through deliver of weekly PE lessons & ongoing purchase of online learning platform – Jasmine Active.</p> <p>Ensure teachers are role models to their pupils when taking part in PE</p> <p>Release time for Sport lead.</p>	£800	<ul style="list-style-type: none"> • Throughout the year, the PE lead has team-taught PE lessons with the least experienced which has had a positive impact on teacher's confidence (staff survey) • Staff are now confident at using the Real PE software and understand the philosophy behind it. • Staff are now more confident at using the Real Gym software and OAA planning and resources. 	<ul style="list-style-type: none"> • Staff Continue to offer drop ins for staff members along with arranging opportunities to team teach PE.

Continued investment in resources for the teaching of P.E. and after school clubs.	Maintain a good level of high-quality equipment whilst broadening the resources so we can offer a wider range of sports such as resources to teach gymnastics.	£2300	<ul style="list-style-type: none"> Equipment has been inventoried, restocked and organised this year, making it easier for staff to locate equipment needed to conduct high quality PE teaching. 	<ul style="list-style-type: none"> Staff Look to invest in more specific gymnastic equipment and specialist equipment to aid with coaching of sports after school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 23%
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:
Introduce new sports/activities on offer for all children using the 'Pupil-Voice' survey	Invite specialist sports coaches in to deliver sports and activities for ALL pupils informed from results of the summer eHNA survey (martial arts, rugby, football, rounders)	£800	<ul style="list-style-type: none"> We have introduced new activities such as boccia and curling and competed in tournaments for these. Staff have delivered new activities for the children which have included boccia, multi-sports, and netball. Pupil engagement levels significantly increased as well as enjoyment (see survey data) 	<ul style="list-style-type: none"> Using the eHNA survey results, hire specialised sports coaches to deliver new sports and activities for the pupils

<p>Liaise & maintain links with external/local sport organisations to provide a variety of extra-curricular activities and to encourage continued high take up of sports out of school hours.</p>	<p>In the Spring Term, invite KS2 pupils to Queens Tennis club for coaching</p> <p>Invite sports coaches in from local teams to deliver after school clubs or block of coaching. (RLFC Sky Try, HTAFC Foundation, Yorkshire Cricket in the Classroom)</p>	<p>£700</p> <p>£900</p>	<ul style="list-style-type: none"> • Variety of local coaches delivered sport for children as after school clubs and inspiration days. • Children received high quality coaching in football and cricket specifically. 	<ul style="list-style-type: none"> • After school sports clubs to continue again from September • Coaches to be invited in from September to deliver cricket training to prepare our children for competition. • Queen’s club to start again in the Spring Term to get the children ready for competitions.
<p>Introduce Flat Stanley to Y5 and Y6 year groups.</p>	<p>Y5 and Y6 to take part in basic first aid training.</p> <p>Ensure older pupils are prepared for a potential first aid situation in and outside of school where an adult isn’t present.</p>	<p>£2300</p>	<ul style="list-style-type: none"> • Children benefited from the course with most of the children in Year 4 saying they enjoyed the course and found it beneficial. • Children acquired important self-preservation skills. 	<ul style="list-style-type: none"> • Children in Years 4 and 6 to receive Flat Stan first aid training.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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:
Increase pupils' participation in the School Games	When it is safe to do so, invite children who have never competed for the school to engage in competitive sport including SEND and disadvantaged pupils.	£500	<ul style="list-style-type: none"> Children competed in a variety of competitions across Calderdale. Children who took part enjoyed and appreciated the opportunity to compete in competition. 	<ul style="list-style-type: none"> We have registered to be part of the School Games for the next academic year. We will take part in as many sporting competitions as possible and target the least active, SEND and those who have not had the opportunity to represent the school.
Organise sporting competitions	Each term organise competitions between year groups (football, netball, athletics, tag-rugby and cricket).	£650 (medals, equipment and transport)	<ul style="list-style-type: none"> Football games between the Year 6s took place in the summer term, they really enjoyed the event and it helped to build friendships across the cluster. 	<ul style="list-style-type: none"> Continue to liaise with DF and organise a variety of cross trust sport events.
Organise a Sports Day	In the Summer Term, organise a Sports Day for Beech Hill School/Dean Field. Use the survey from the previous event to make necessary changes	£450 (resources)	<ul style="list-style-type: none"> Sports day was a huge success where children competed as a class in their year group. Children took part in a range of activities on a carousal format and winning classes 	<ul style="list-style-type: none"> To organise a cross Trust Sports Day again To invite parents back again to support their children. To use the parent survey from previous

			were announced on Seesaw.	year to ensure improvements are made.
Organise athletes, teams or team representatives to come in to deliver assemblies to inspire wider involvement in sport out of school.	PE lead and team to contact local teams and inclusion officers to see what is available. Continue to build healthy links between school and local teams and foundations.	£900	<ul style="list-style-type: none"> Sports for school's day, which included a visit from a Paralympic athlete, was a huge success. Children enjoyed the fitness circuits and found the assemblies inspiring. 	<ul style="list-style-type: none"> Organise another event next year in which an athlete can visit to give an inspirational assembly.

Signed off by	
Head Teacher:	S.Hussain
Date:	21.7.22
Subject Leader:	C.Batley
Date:	21.7.22
Governor:	N.Najib
Date:	21.7.22