

# 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.

HPA

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£18,470.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7,281.18
Total amount allocated for 2021/22	£25,751.18
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,751.18

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	62%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	62%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	50%
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?	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.

### HPA 2022/2023 Autumn Review Spring Review Summer Review

HPA Academic Year: 2022/23	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: 55%	
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>High quality lessons planned in, delivered and reviewed.</p> <p>Dec 22 – Snapshots demonstrate increased staff confidence and pupils skills knowledge.</p> <p>Spring 23 – PE leader further enhanced planning to ensure key skills and knowledge identified clearly supporting accurate assessment.</p> <p>Summer 23 – Staff confidence in teaching different elements of PE raised – observed through practice.</p> <p>Support and ongoing CPD for staff from PE mentor: Sport2Day Agilitas PE Lead (CG)</p>	£10,125	<p>Pupils demonstrate high levels of engagement in consistently well taught lessons.</p> <p>Dec 22 – small % of lessons where teacher talk needs to reduce allowing higher levels of activity to be maintained.</p> <p>Spring 23 – lesson snap shots evidence higher levels of activity.</p> <p>Summer 23 – Teaching of Games and Gymnastics demonstrates high levels of engagement.</p> <p>Dance is the area to further develop</p> <p>Increased participation, skill achievement and knowledge of physical activity with increased sense of wellbeing.</p> <p>Dec 22 – KS 2 pupil discussions and questionnaires –</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 raised – Clear lesson plans through Val Sabin have supported. Trial of BBC Teach Dance programme – well received.</p> <p>Pupils are fully engaged during unstructured times impacting on pupil wellbeing and positive behaviour choices.</p> <p>Dec 22 – monitoring of some pupils during active sessions needed – impact being made</p>

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<p>Dec 22 – Breakfast club – range of active sessions offered 4 x per week – curling/basketball/archery/just dance/go noodle.</p> <p>Lunch time supervisors run active play sessions to ensure that children are active as possible during unstructured times.</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 in place across KS 1 and EY. Further training planned in for Spring term 1.</p> <p>Spring 23 – additional training sessions completed further building capacity across year 5.</p> <p>Further embed daily mile and active brain breaks such as Go Noddle and Activate sessions.</p> <p>Spring 23 – well embedded with some classes. PE team have further promoted Activate and signposted supporting brain breaks and wellbeing.</p>	<p>Balance of healthy eating choices, physical and wellbeing for all pupils.</p> <p>Physical activities offered 4 x per week –TA and Sports Mentor.</p> <p>Dec 22 – Play leaders running active lunch times, Agilitas 1 x per week, football/basketball run daily across KS 1 and 2 lunch times – outdoor learning mentor/lunch staff.</p> <p>Lunch time supervisors implement active play with timetabled rotation of activities to ensure interest levels remain high and skills are developed.</p> <p>Dec 22 – ongoing CPD run by experienced members of lunch staff to further embed and build capacity</p> <p>Spring 23 – SLT and PE staff have supported lunch time supervisors with provision and opportunities. Ongoing.</p> <p>Summer 23 – Playground leaders have supported active lunch times with higher levels of pupil engagement alongside lunchtime supervisors.</p>		<p>demonstrate improved knowledge of prior skills and how these support ongoing activity and PE.</p> <p>Spring 23 – Pupil feedback is positive. Led to further opportunities being identified for lunch times to further support engagement and range of opportunities.</p> <p>Increased interest and participation in after school and lunch time sports clubs.</p> <p>TA working together with all breakfast club pupils.</p> <p>Pastoral team/PE Leader training Year 5 and 6 pupils to lead active sessions as sports mentors.</p> <p>Dec 22 – Additional training sessions planned in for Spring 1.</p> <p>Spring 23 – completed and in place.</p> <p>Summer 23 – Additional training sessions implemented to support – impact seen through effective lunch times and play times.</p> <p>Agilitas run active sports sessions 1 x week at lunch times.</p> <p>Dec 22 – in place and working well with high engagement.</p>	<p>with incentives offered linked to actively participating.</p> <p>Sprin23 – further playground leader training has impacted positively with well run active lunch times in place.</p> <p>Continue to build in to the next academic year as Year 5 go in to year 6 to model.</p> <p>Spring 23 – PE leader has trained Year 5 pupils as playground leaders to work alongside Year 6 and further build capacity.</p>
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	<p>Daily Mile timetabled in across all classes.</p> <p>PE Leader to further introduce challenges and monitor impact. Spring 23 – Marathon challenge introduced across all classes further promoting daily mile and giving an end goal for pupils.</p>		<p>All pupils involved for 15 minutes each day.</p> <p>Pupils using the Daily Mile for other physical activity.</p>	
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: 3%</p>
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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>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>Planned participation of pupils across calendar of events and competitions.</p> <p>Ensure vulnerable groups are included :</p> <p>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 – Tri Golf competition</p>	<p>£550</p>	<p>Maintained with up to date information linked to activities and competitions and activities scheduled in.</p> <p>Dec 22 – Competition timetable planned in incorporating in house and inter school competitions. Celebrations of achievements through achieving as part of a team, competitions and festivals. Calm, focused play at lunch times and children active.</p> <p>Dec 22 – added to website with parents signposted and linked through FB page.</p> <p>Spring 23 – updates added to</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to work on the legacy challenge.</p> <p>On track to achieve gold school games mark.</p> <p>House points, medals and certificates through competitions motivate and aspire children to achieve and take part.</p>

<p>Play and lunch times promote fun, fitness and physical activity for good health</p> <p>To raise the profile of PE and sport to encourage all pupils to be inspired. Summer 23 – Higher percentage of pupils participating in sports and activities outside of school such as speed skating, cheerleading, gymnastics, football etc...</p>	<p>involved disadvantaged and SEND/EHCP pupils.</p> <p>PE leader attends cluster meetings and shares updates with SLT through staff meetings and emails.</p> <p>Summer 23 – Termly meetings attended by PE leader and feedback to team.</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.</p> <p>Continue to promote through prominent hall display, website, Facebook and through promotion in assemblies.</p>		<p>website and promoted through newsletter and FB page.</p> <p>Display updated regularly by PE leader, pupils actively use the board to gather information and updates.</p> <p>Dec 22 – in place and updated termly. House points relaunched to act as incentives – house captains given clear roles and responsibilities linked with PE.</p> <p>House captains and sports leaders take the lead with promoting house points and ensuring display is up to date.</p> <p>Dec 22 – launched and ongoing. Spring 23 – weekly assemblies and display board in hall promotes.</p> <p>Summer 23 – re launch of house captains to take on more leadership across the academy further promoting sport and activity.</p>	<p>Continue to enhance further outdoor activities.</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 3%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

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what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	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 in assessments improved – planning links to skills and knowledge set up by PE team have assisted.</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 – meetings with team to further support planned in as part of monitoring cycle.</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>Dec 22 – ongoing</p> <p>Spring 23 – PE leader used gaps analysis tool to support gaps in knowledge and skills to support future planning and 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>Further build key skills and knowledge in pupils.</p>	<p>£500</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>Spring 23 – embedding evidenced through assessment reviews as team.</p> <p>Summer 23 – Assessments completed with PE leader analysing gaps to support planning for September 23.</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>Increased range of sports offered with positive engagement by pupils.</p> <p>Dec 22 – lunch times, breakfast</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 now reflects progression and references made across year groups to ensure staff understanding of what comes before and after to support skills and knowledge progression.</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 – links made to these through planning.</p> <p>Measure success to further</p>

Further embed sports mentors and TAs to support driving skills in different sports working alongside teaching staff and pupils. Dec 22 – in place and ongoing.	Introduce new skills such as building running stamina, tri golf, archery and hockey. Dec 22 – in place – tennis offered through Autumn 2, archery with competition offered, curling etc..	clubs and after school provision demonstrates broad range. Progression of pupil skills and knowledge evident across a range of activities. Summer 23 – observational evidence from PE leader demonstrates.	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: 20%

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?:
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.  Dec 22 – Termly timetable reflects.	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. Improved teaching in wider sports with an enhanced variety. High quality planning for PE Spring 23 – Chance to Shine enrichment day completed further promoting cricket. Girls cricket after school planned for Summer 1. Timetables evidence coverage across gymnastics, dance and games.	£3,760 Sport 2 Day and Agilitas after school provision	Has enabled us to further develop inter-school competitions in both established sports and new sports appealing to a wider audience. Spring 23 – competitions ongoing further embedding competitive spirit and teamwork skills. Summer 23 – Competitions continue across the terms. Pupils are developing a more competitive spirit.  Staff feedback to identify strengths and areas for further development. Dec 22 – in place and ongoing. Spring 23 – staff feedback acted
			Improved quality of teaching in PE maintaining consistently good across all year groups. Progression evident across all year groups to meet end points expected. Spring 23 – Monitoring evidences progression.  Pupil voice discussions and teacher surveys. Dec 22 – see PE leader monitoring.  All pupils confident in participating in PE.

<p>PE leader released to support staff in wider sports.</p> <p>Developing pupil confidence to try new activities.</p>	<p>Planning evidences progression with long term/medium term and short term aligning with lesson content.</p> <p>Dec 22 – reflected through PE leader monitoring and framework documents.</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 – Clubs lists and analysis demonstrates improved participation and range of activities offered.</p> <p>HAF club offered for eligible pupils – Dec 22</p>		<p>on to further support planning and key links to skills and knowledge and delivery of dance and gymnastics supported through Agilitas.</p> <p>Lesson observations demonstrate good delivery by confident teachers (CG)</p> <p>Audits of participation by pupils show raised pupil engagement.</p> <p>Spring 23 – analysis of clubs provision and after school/breakfast and lunch provision demonstrates raised participation across the academy.</p> <p>Increased engagement and concentration in lessons.</p>	<p>Look in to purchasing academy bicycles.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
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.</p> <p>Use high profile sporting events to inspire competitions within the academy/inter school competitions and events such as the Commonwealth Games.</p> <p>Dec 22 – use of the World Cup used to promote active lifestyles and football.</p> <p>Summer 23 – Promotion of high profile events are added termly to the PE pages on academy website and signposted to parents and carers.</p> <p>Promote events and access to clubs and activities through the academy website and FB page.</p> <p>Develop effective year 5 and 6 sports leaders.</p> <p>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.</p> <p>Participation rates of different year groups and across different vulnerable groups</p> <p>Spring 23 – in place and monitored – increase seen in disadvantaged and SEND pupils participating.</p> <p>Feedback from community clubs. Parent/carer feedback.</p> <p>Purchase more sporting equipment</p> <p>Summer 23 – audit of equipment completed with gaps identified and further equipment purchased to ensure pupil access.</p> <p>Inter network participation in playing as part of a team and playing to win.</p> <p>Summer 23 – Competition participation shows increased engagement from pupils. More opportunities within school also</p>	<p>£3,600 Sport 2 Day competition package</p>	<p>Increased competitive sport participation so that 50%+ of the academy represent their academy.</p> <p>Regular competitions introduced – across all 6 terms.</p> <p>Range of sports broadened and ensure that girls teams are entered for cricket, football and hockey.</p> <p>Spring 23 – Spring term girls football after school club run and summer 1 plans for girls cricket after success if chance to shine enrichment.</p> <p>Increased pupil awareness of the importance of physical wellbeing through curriculum, signposting and outside coaches.</p> <p>Increased competitive spirit and keenness to win particularly across upper key stage 2.</p> <p>Spring 23 – further enhanced through lunch time opportunities for football and basketball.</p> <p>Planned timetable of events and tournaments participated in.</p> <p>Increased time to be spent outside to encourage active sport participation.</p>	<p>Building links with Lincoln University sports faculty further. Invite member to see us at work and play.</p> <p>Working closely with UAH PE and sports departments.</p> <p>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>Inter network participation in playing as part of a team and playing to win.</p>

<p>Increase competitive elements to KS1 sports mornings, hold heats for KS2 award medals to all winners.</p> <p>Summer 23 – KS 1 sports day reflects more of a race element to support competitive aspect. Heats for KS 2 planned across PE sessions to support competition with sports day.</p> <p>Maintain holiday time sporting activities</p> <p>Summer 23 – HAF club sessions offered for eligible pupils and also as payment option for non eligible. Extended time – 5 days offered through summer break. Promotion of holiday session linked to cricket club and football clubs also through website and signposting through FB page.</p>	<p>supporting competition element.</p> <p>Increased numbers participating in holiday provision to further develop skills and knowledge.</p> <p>Dec 22 – HAF club events fully attended.</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 Review 13/12/22 Review 10/4/23 Review – 6/6/23

Created by:



Supported by:



Governor:	Mrs Sarah Dunne
Date:	01/09/2022