

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



**ST THOMAS
MORE**
VC ACADEMY

Commissioned by



Department
for Education

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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 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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 3500
Total amount allocated for 2020/21	£ 17270
Total amount allocated for 2020/21	£ 20770

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2020. Please see note above	89%
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	64%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%
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?	No

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: 2020/21	Total fund allocated:	Date Updated:		
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: 24%	
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 physical activity over lunchtime. Delivered, where possible, by specific Sports coaches.	-Identify popular activities and seek coaches to deliver -Improvement quality of activities delivered through lunchtime provision -CPD for TA staff -Action plans to be implemented and monitored	£3000	- Informal observations show all classes using equipment in a range of ways throughout breaktimes and lunchtimes. As children progress through school they are more independent of adults.	- Further develop range of resources to support inclusivity and diversity of physical activity. - Look into themed approaches to tie in with local and national sporting events to engage children in play. - Develop links with local clubs to deliver sport and increase participation out of school.
Playground markings implemented to provide opportunities for pupils but also for staff to access to prepare activities for pupils. Resulting in specifically planned physical activity	-Quotes/plans for best quality of provision. -Implement alongside CPD for staff -Time to show pupils/sports leaders how to use. -Staff development if required to led at playtimes and lunchtimes	£2000	- Not able to do this this – to be carried forward to next year. Action Aut 2021 for maximum impact.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 8%
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:
Achieving the Platinum Active Mark award to support the profile of PE and Sport across school. Currently 5 years of consecutive Gold held	Resources to be obtained to support in 'project' to move the school forward into making a significant impact wider than own provision. -Work as SLT/PE coordinator to focus on provision to support the achievement of 'next step' Moving to a wider impacting action	£200	- Due to COVID-19 the School Games Mark has been put on hold until 2022.	- New PE Lead to work alongside HoS to develop action plan to support the development of provision of PE and Sport.
Renew and improve Sports buddies and sports leaders to increase pupil leadership, increasing the profile of physical activity	Whole school focus on pupil leadership: -Review current provision -Access and implement training needed -Audit equipment in use, build resources where needed -Raise profile through assemblies/lunches etc.	£1000	- Sports Buddies were developed within Class Bubbles and children were able to lead games within their classes. - Audit of equipment undertaken and resources purchased to ensure a variety of physical activity. - Sports Leaders were appointed throughout school and led on developing	- Sports Leaders to be supported by regular meetings and coaching from PE Lead / Key Staff to develop and Lead physical activity at Lunch times. - Work with Hull Active Schools and competition diary to develop the sports leadership and raise the profile of physical activity.

<p>Children are accessing learning at the appropriate level. Review the benefit this may have on mental health and accessing wider school curriculum</p>	<p>PE leader to:</p> <ul style="list-style-type: none"> -implement a new skills progression grid. -complete audit of skills taught in lessons -deliver whole school training on progressions -Undertake pupil voice on impact of PE (looking at profile of PESS across the school) 	<p>£500</p>	<p>characteristics of sport through assemblies / lunches etc.</p> <ul style="list-style-type: none"> - Whole school training and coaching using the Get Set 4 PE programme has supported staff to deliver skills appropriately and use resources to offer support and challenge for all pupils within a lesson and over a series of lessons. - Staff more confident to support children with wider skill development, rather than delivering sport specific skills and techniques. 	<ul style="list-style-type: none"> - Review and audit physical activity and develop resources available to student leaders. - Support staff in understanding of previous starting points and missed learning due to COVID-19. - Monitor use of progression and look at how it is adapted to meet the needs of specific children and cohorts.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
To increase the standard of teaching and learning in Physical Education thus impacting positively on pupil achievement. Previously 88% of pupils were working at the expected standard with 18% working at greater depth. Through this enhancing teacher skill set, improve teacher confidence and quality assure assessments. (Continue to build on strong practice from previous years)	-Implementation of specialist PE teacher one day a week. Teaching all pupils throughout the year. Class teachers present at all times and to use this as a CPD opportunities. Staff should be upskilled during the lesson with the focus on improving their own practice. Cycle of support includes: -Team Planning -Peer observation -Team teaching/CPD -Lesson obs and feedback to move practice (repeat cycle) -Staff CPD time through meeting times. SLT/PE coordinator to lead -Teachers and teaching assistants to attend and feedback on impact of attended training session. Sought through 'Hull Active School' program. Shared wider with staff at meeting	£9000	<ul style="list-style-type: none"> - Impact is highest due to staff understanding of how to build on prior learning, develop skills, support and challenge all pupils and improve confidence through skill development rather than sport specific techniques. - Teachers are using the 2,2,2 approach using the specialists expertise to observe two lessons/CPD; Team Teach 2 lessons and then teach 2 lessons with the specialist coaching throughout the lesson. - Further CPD needs recognised with specialist support and whole school CPD planned. - CPD availability was limited 	<ul style="list-style-type: none"> - Model to continue with new / less experienced staff. - CPD to be delivered half-termly with PE Specialist - HAS CPD to be used and shared with teaching and support staff.

	<p>CPD for all teachers provided by specialised PE teacher. Area of focus to meet teacher training needs</p>		<p>during the pandemic, however staff supported one another in delivering sequences of lessons.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 12%
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 offer of provision outside of the curriculum to improve range of skills and experiences on offer. Increasing participation and progress of knowledge and skills.	<ul style="list-style-type: none"> -Undertake pupil voice to seek opinions regarding the offer of internal and external sports provision -Seek provision from coaches to bring new experiences into school, aim to meet a range of pupil groups -Review current provision and those provided by staff. Create timetable to meet the needs of pupils -Purchase new equipment if required 	£1200 £1500	<ul style="list-style-type: none"> - Started to increase the range of extra-curricular provision through 'Curiosity Clubs' last year which in Bubbles gave children the opportunity to take part in a range of activities missed. Majority of children took part in clubs. - Most children took part in breaktime and lunchtime physical activity due to investment in resources to develop range of activities delivered during these times. - Musical Theatre activity was not able to take place due to Bubbles and availability of staff. - Improvement in number of children and range of 	<ul style="list-style-type: none"> - Build links with local clubs and coaches to deliver a wider range of activities – Links with local Golf, Tennis and Cricket coaches confirmed for next academic year. - Consider further clubs available to children outside of school time to develop range of activity and children participating. - Develop range of equipment and opportunities for children to take part in physical activity, by developing external spaces.
Provide opportunities for all pupils to have access to quality dance provision, in additional to 2 hours of quality P.E.	Musical Theatre teacher to be appointed for 4 hours a week. All classes to receive at 8 weeks of dance based activities through musical theatre. (To be confirmed with availability)	£850		

Seek opportunities for pupils never before experienced.	PE leader to organise either further lessons in different areas, e.g. rock climbing, sailing etc.		activities children took part in due to development of equipment available.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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 competitive sport in specific groups of pupils. Ensuring a wide range of pupils, including vulnerable groups, have the opportunity to compete inside and outside of school.	<p>Review and implement relevant change to ensure these opportunities are wide ranging</p> <p>Monitor the groups attending activities. Is this an increasing trend on previous year?</p> <p>Target pupils missing/not accessing competitive sport and ensure plans are adapted to provide the appropriate opportunity</p> <p>-Join HAS (Hull Active Schools) to provide a program of competitive opportunities. Participating in as many as possible and tracking which pupil participate to ensure the impact is as wide hitting as possible.</p> <p>-Seek further competitive situations for pupils, across Trust, city areas and wider if possible.</p> <p>-PE coordinator to analysis which</p>	<p>£1500</p> <p>(£600 Spent HAS participation)</p>	<ul style="list-style-type: none"> - Membership of Hull Active Schools enabled children to participate in city wide activity challenges and competitions. - Classes competed in virtual competitions with schools throughout the city. - Opportunities were given for all children to compete within classes through activities such as sports days. 	<ul style="list-style-type: none"> - Re-introduce houses to develop inter-school competition. - Use HAS Competition calendar to extend the range of opportunities available for all pupils to compete in virtual and intra-school competitions. - Termly competition in school to enable all children in school to compete half-termly. - Build on new links to enable more competition within sports through local clubs and coaches.

	sports are experienced in a competitive nature. Attempt to plan a range of sport/activities to be explored in a competitive situation			
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Signed off by	
Head Teacher:	<i>G Shaw</i>
Date:	31 st July 2021
Subject Leader:	<i>K Illingworth</i>
Date:	31 st July 2021