

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
|---|--|
| Centre of Excellence status for PESSPA achieved Nov 2020 will allow us to offer CPD sessions providing school to school support in target areas | Provide more sustainable opportunities to support children to be MVPA active for 60 minutes per day in line with CMO guidelines |
| Yorkshire PESS premium Most Active School in West Yorkshire Award Nov 2020 | Reschedule live research pilot in partnership with LBU in relation to the effects of PAL on pupil cognition and retention. |
| Our commitment to PE, physical activity and Outdoor Learning during the pandemic. This was celebrated in a nationally recognised publication with subject's experts Association for Physical Education in their education journal 'Policy Matters' & 'Active Matters' sharing good practice with colleagues nationally. | Continue to develop and monitor high quality PA/play opportunities during play and lunch time periods. |
| Supporting local TSA to work on the PE & Sports Premium Evaluation project as commissioned by DfE Nov 2020 | Maintain plans to improve green space to provide access to Pitty Beck and develop our own nature reserve |
| JUMP partner school working to develop our school and local communities' attitude to physical health, social and emotional wellbeing | Source volunteers and support from wider stakeholders to help build an outdoor classroom to take learning beyond the traditional classroom |
| Exemplary partner school with Nature Friendly Schools- commitment to Outdoor Education | Embed PAL into the weekly practice of all classes |
| Accessing HQ CPD with Young Minds charity- Parental engagement & Academic resilience. | Introduce further opportunities to our Active Enrichment Activities |
| | Take learning beyond the classroom using our school site to support wider curriculum targets |
| | Open up our school site all year round by providing pupils with adequate |

| | |
|---|---|
| <p>Launched Whole School physically active Enrichment on Friday PM</p> <p>Providing between 4.5 & 7.5 hours a week of PESSPA/ Outdoor learning to support the needs of our most vulnerable identified groups</p> <p>Strong networking on our social media and communications channels. Celebrating our achievements and supporting other schools/ HEI with informal CPD</p> | <p>access to appropriate clothing and footwear</p> <p>Recently introduced PAL in which two classes will pilot active Maths during one session per week (Under review- postponed due to Covid)</p> |
|---|---|

Did you carry forward an underspend from 2019-20 academic year into the current academic year? /NO

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

| | | | | |
|--|--|-----------------------------------|---|--|
| Academic Year: September 2020 to March 2021 | Total fund carried over: £ | Date Updated: 30.11.20 | | |
| What Key indicator(s) are you going to focus on? | | | | Total Carry Over Funding: |
| | | | | £ |
| Intent | Implementation | | Impact | |
| Your school focus should be clear how you want to impact on your pupils. | Make sure your actions to achieve are linked to your intentions: | Carry over funding allocated: | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?: | Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: |

| | |
|---|---|
| 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. | |
| 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. | % COVID-19 provision not taking place |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | %COVID-19 provision not taking place |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | %COVID-19 provision not taking place |
| 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? | We plan to hold back a portion of funding to support top up lessons due to COVID-19 |

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: £18,460 | Date Updated: <u>30.11.20</u> | |
|--|---|--|---|--|
| 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: |
| | | | | 0% |
| Intent | Implementation | | Impact | Additionally funding |
| 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 support pupils to access and enjoy high quality play and PA activities daily during break and lunchtime Identified pupils/Vulnerable access additional intervention to support inactivity/SEMH | Pupil voice: children along with class teacher were given £75 per class to vote on, source and order play equipment for break and lunchtime. We have invested in Loose Parts Play resources, Traverse Wall, court markings and basketball nets have been purchased Collaborate with SLT/SEND/CO/Mentors to identify and allocate appropriate PA based interventions for example: Cook & Move/ Outdoor Learning | Additionally, funded via JUMP £900 £2,000 £900 £650 £500 | The engagement of pupils has been amazing, in particular Y3/4 & Y5. Individual play zones have been a hive of physical activity. (Twitter feed evidence) We now offer 8 additional PA based intervention groups ranging between 1 hour to 1.5 hours additional support per week. Both Cook & Move/Outdoor Learning has been a huge success supporting pupils emotionally and regulating behaviour. | Celebrate the most active class rewarding them with extra break time and additional funding to purchase further play equipment All equipment and resources have been invested in. We will continue to support the most vulnerable and ensure that sessions are accessed by the generate register of priority pupils |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |
| Provide pupils with a broad range of PA/Sporting opportunities to enable pupils to have weekly positive and exciting experiences. through Curriculum PE, Active Enrichment, Outdoor Learning Interventions and Active Playtimes | <p>Identify/source and order practical resources/specialist equipment:</p> <p>Continue to build on a HQ PE curriculum that is progressive, inclusive and differentiated to meet the needs of all pupils.</p> <p>Continue to develop our Whole School Physically Active Enrichment on Wednesday & Friday PM. Staff sign up along with pupil voice for one of our options. For example: Archery, Cycling, Forest School, Scooting, outdoor photography, Wetland and Beck walk, VX and Golf.</p> | <p>£1,123.37</p> <p>£1,200</p> <p>£1600</p> <p>£320</p> <p>PE/Active Enrichment & Forest School Equipment /practical resources</p> | <p>Our commitment to PESSPA/Outdoor learning has been recognised with our Active Partnership as as such we have obtained 'PESSPA' Centre of excellence status 2020/21</p> <p>We were named the Yorkshire PE & Sport Premium Awards 'Active school Winners' West Yorkshire for our commitment to Physical Activity.</p> <p>Recently we have also had two articles published in nationally recognised AfPE Journal article 'PE Matters' in order to share our approach to PESSPA during lock down.</p> <p>Friday Active Enrichment has been a huge success. Pupils are excited and look forward to accessing new equipment and PA based experiences. In some instances attendance for individuals has improved.</p> | <p>Inline with COVID 19 regulations, we intend to host sharing good practice CPD sessions at our school for schools in the district.</p> <p>Continue to build more capacity and offer an even wider 'menu' of PESSPA active enrichment opportunities for pupils to access.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | 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: |
| <p>Physically Active Enrichment at The Academy at St James is our whole school approach to placing pupils physical, social and emotional health at the heart of school life. This is achieved by offering a broad range of predominantly outdoor opportunities such as; cycling, scooting, soft archery, nature walks, Disability sports, traditional/non-traditional sports, Hula hoop disco, Tri Golf, VX, Four square, traverse wall and outdoor photography.</p> <p>We want to support staff to build a bank of knowledge surrounding the practicalities of PESSPA which interpreted with confidence and transferred to support their planning/organisation of NCPE in the future.</p> | <p>SLT to discuss with staff that Active Enrichment is an expectation for all classes from year 1 -6. Every Monday & Friday PM (once per week during a regular school week and twice per week during partial closures) Pupils from each class/bubble select one of several activities which specifically designed to encourage low/moderate to vigorous physical activity.</p> | <p>See KI 1 & 2 Part funded by PESS Premium part via additional funding (JUMP)</p> | <p>The culture has begun to shift significantly. Teaching and support staff have embraced the opportunity to support our pupils physical and SEMH through our whole school offer. Staff have been able to gain experience on a weekly basis in a number of physical activities and sports. Thus developing their own confidence and competence. Having buy in from SLT, class teachers and support staff has been nothing short or remarkable. Active Enrichment is celebrated with parents and the wider PESSPA community nationally.</p> | <p>Active Enrichment has increased from one to two afternoons a week during the pandemic. This was a significant part of autumn/spring terms SLT agenda in relation to concerns around lack of activity due to Covid measure and increased concern around screen time. We will continue to access remote CPD and opportunities to grow and develop the opportunities and experiences offered during our active enrichment sessions.</p> <p>To further support staff confidence and competence, PESSPA to provide CPD to support the teaching of NCPE in the future. This could be achieved by producing a peer coaching schedule to allow all staff members to access support.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| Every child to experience Nell Bank Outdoor Education Centre. Whole School Visit with one year group residential. Year 4 to take part in 3 day residential plus staff. | Contact centre to confirm year group curriculum links and confirm bookings. Add to calendar/share dates with staff. Contact parents well in advance regarding the residential. | £3,326 @ £14 per person & £1 per adult £2,818 @ £72 per person | Each class will get to experience a full day of outdoor learning linked to curriculum areas. Pupils will get to experience the awe and wonder of a local natural place of beauty The selected class would have the experience of being away from home on residential to support personal development and resilience. | Work closely with Nell Bank to look at how we can develop our own site in order to offer further opportunities to learn outside the classroom. This would enable staff to bring the curriculum to life and help connect pupils with nature to support SEMH and wellbeing. We are also exploring the possibility of hosting/delivering outdoor learning as a school in the coming months. |
| JUJITSU: Year 6 (top up sessions) & Year 5 respectively will have the opportunity to experience a martial arts/sport from a different culture. | Contact Sensei Khan to arrange a start /grading date. Complete all relevant admin. Discuss with SLT timings of sessions and any cover | £2,000 | Pupils would develop respect and discipline while working through the syllabus towards a recognised governing body accredited grading in martial arts. Parental | Pupils would be invited to Onna Jujitsu club to continue to engage in Jujitsu beyond school provision |

| | | | | |
|---|--|---------------|--|--|
| <p>Pupils will access a 10 week block of Jujitsu culminating in a grading ceremony.</p> | <p>required. Add diary dates/contact parents to gain permission.</p> | | <p>engagement would be enhanced as we would host a performance and awards ceremony celebrating pupils achievements.</p> | |
| <p>Additional/Catch up swimming lessons. Pupils missed a significant number of lessons during academic year 2019/20</p> | <p>Prioritise all Y3/4 pupils to attend swimming ASAP (pending Covid) Contact pool/instructor provider to arrange a double session (60 mins) Use 15% (+ school budget set aside for curriculum swimming)of overall funding to pay for 40 seater coach/ double sessions to reduce difficulties surrounding logistics and additional staffing. Half the year group attends for 50% of the tears remaining sessions. The other half remain in school.</p> | <p>£2,775</p> | <p>Pupils will receive contact time with instructors which is far more concentrated. This will hopefully allow for accelerated progress towards NE of NCPE swimming expectations. This will provide the best solution for catch up lessons in preparation for the normal routine to begin next academic year</p> | <p>Lessons will continue to be financed as usual from school budget as swimming is part of NCPE. Transport will be provided by school based mini bus</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | To date 0% |
| 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: |
| Attend school games competitions inline with Covid 19 Government advice | Communicate weekly with Bradford SGO's | TBC | N/A | Under review |
| Access events with A,B & C teams where possible to ensure that the opportunity includes as many pupils as possible. | Stay up to date with advice from national partners/ NGBs such as AfPE/YSF/FA/RFU surrounding updates on competitive sport | TBC | | Under review |
| Work with BDAT to engage with PESSPA leaders to organise regular competitive fixtures | If when competition restart, speak to SLT regarding identified competitions/cover arrangements where necessary | TBC | | Under review |
| While School Games Competitions are unavailable, we are providing competitive activities and sports as part of our twice weekly active enrichment sessions | Tailor our active enrichment opportunities to include more competition. Recently we have added, Tri Golf, Boccia, Kurling, VX and Archery | See KI 1& 2 | | Continue to offer competitive opportunities for children to experience. Work with bubble teachers to be mindful of pupils accessing a range of competitive active enrichment opportunities |

Provisional spend

£15,126

Balance:

£3,334

| | |
|-----------------|--|
| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |