

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



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:

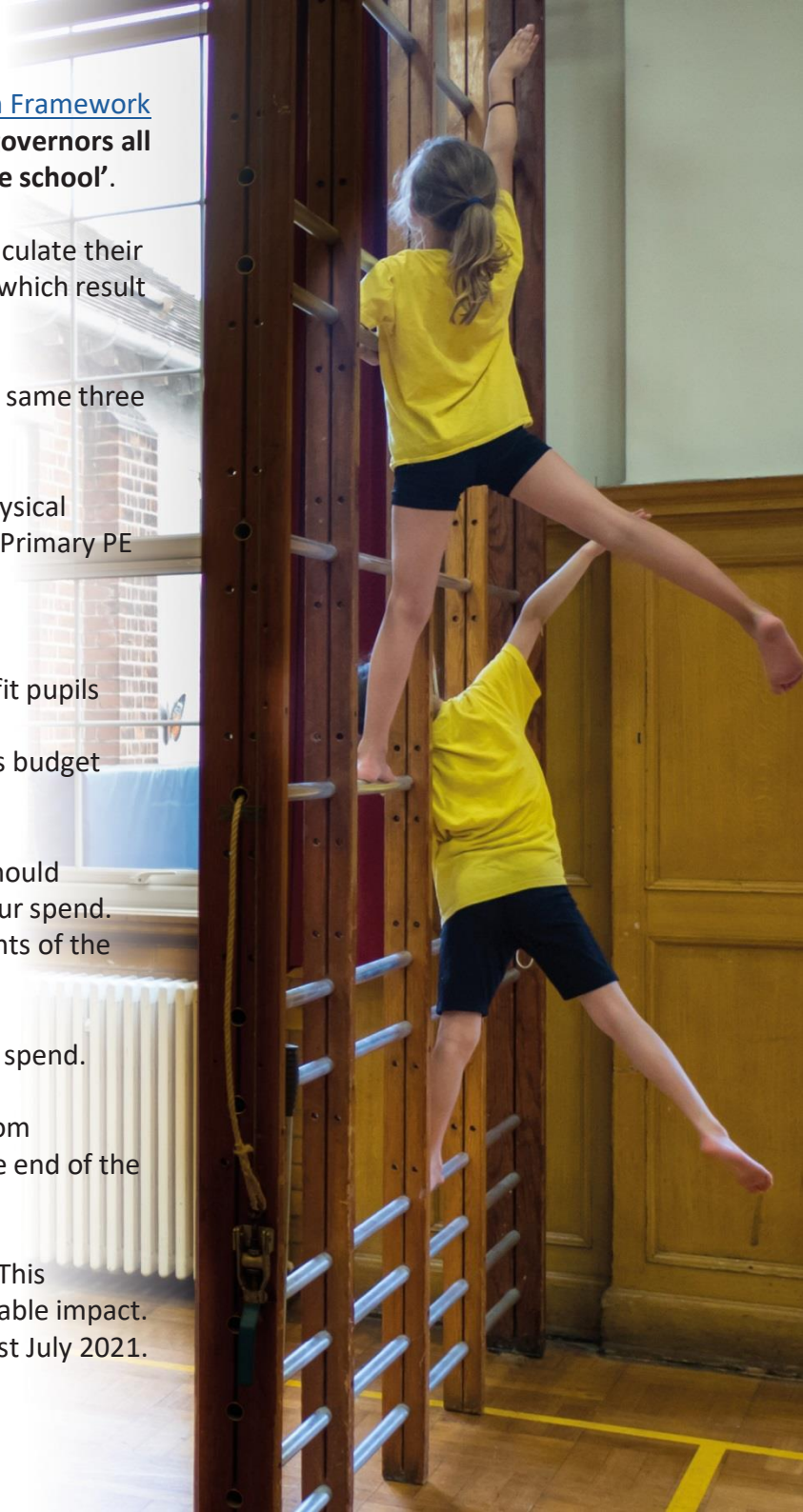
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

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:   |
|--|--|
| <p>These key achievements are what St Nicholas Catholic Primary School have achieved up until July 2020 due to the current pandemic.</p> <p>This year we focused on Key Stage One will being more involved in competitions through intra competition, we based this on multi-skills.</p> <p>The year 5/6 football team have played matches this year and really worked hard on sportsmanship and working as a team, win or lose.</p> <p>The KS2 children competed in a Cross-Country Competition.</p> <p>Getting more children active at lunch times has been a real success this year, through the implementations of lunchtime sports clubs.</p> <p>Sports Games Day was a success with all children engaging in different sports over a day. Lots of children enjoyed this day especially taking part in new sports.</p> <p>Race for Life was a huge success again with all children taking part as a whole fundraiser for cancer research UK.</p> <p>The Bugs Group has been highly successful for both online learning and in school, this has allowed children to take part in yoga sessions focusing on themselves.</p> | <p>Due to the COvid-19 pandemic we need to ensure that we maintain our high levels of participation and involvement in both local and city-wide events. We pride ourselves on being a school that is committed to competitive sport and to maintaining high standards of delivery, commitment, energy and skill. Through our involvement in PE and Physical activity we firmly believe that inspire our CYP to become the very best they can be in all aspects of their lives; academically, socially and physically.</p> <p>To do this we will continue to:</p> <ul style="list-style-type: none"> <li>• Offer a wide range of extra-curricular sports and widen this to include the younger children in school through the employment of a dedicated sports coach</li> <li>• Maintain our high levels of participation at school games</li> <li>• Maintain our focus on 30:30 and ensure that our CYP aim to be as active as possible each day</li> <li>• Look into the possibility of wake up shake up activities</li> <li>• Ensure that children understand the importance of fitness as well as sport activities</li> <li>• Have more intra sport competitions</li> <li>• Add B and C teams to events to promote inclusion</li> <li>• Allow all children the opportunity to compete in a competition</li> </ul> |

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

Delete as applicable

**Total amount carried forward from 2019/2020**     £.....  
**+ Total amount for this academic year 2020/2021**     £.....  
**= Total to be spent by 31st July 2021**                     £.....

|   |     |
|---|-----|
| <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 transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></p> |     |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above.</p>  | 75% |
| <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>  | 80% |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>   | 87% |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>  | Yes |

## 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: £18,563 |   | Date Updated: July 2021  |  |
|---|--|-------------------------------|---|--|--|
| <b>Key indicator 1: The engagement of all 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</b> |  |                               |   |  | 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?: |  |
| Lunchtime sports club has been introduced for KS2 children – this is an extra opportunity for children to be more active on a lunch time.   | Health for All come 3 times a week. This club is available for anyone who would like to take part of the day.  | £415.00<br>£3000              | Behaviour has now improved on the KS2 playground at lunch times and chn are more involved and active. We have seen a number of inactive children who do not normally chose to participate in sports, go to the club and become more active.                   |  | Keep Health for All coming in 3 times a week, make sure the inactive children taking part at least once a week to upskill them.            |
| Active well-being sessions for all children.  | The Bugs Groups – this is available for all class and has been used 3 times a week in the mornings as the children come into school to promote a healthy start to the day and letting the children engage actively within the classroom. |                               | Pupils are more aware of themselves and their breathing. They use the strategies they have learnt from yoga how to focus on themselves and understand why their mental health is important. Once completed children are more focused for the rest of the day. |  | Renew the Yoga Bugs subscription and class to make this readily available for the mornings for children to have some self-reflection time. |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>   |  |                               |   |  | Percentage of total allocation:  |
|   |  |                               |   |  | 2%   |
| 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:   |
| Jasmine – Real PE<br>This scheme allows all children to join in confidently, it has differentiated the skills therefore all children are engaged and can identify the skills and challenge themselves. | PE leaders have undergone training to identify how to correctly let the children take on their own learning. PE leaders have met with the staff in order to implement the new way of teaching.   | £400               | Children are more engaged with self-competition, they are constantly trying to push themselves and are gaining a sense of achievement and pride. Children are beginning to understand their next steps. | For all staff to be using the assessment tool in the hall during lessons, with clearly explanations on where they are as a class and what they need to do to make it to the next step. For the children who are complacent, staff need to encourage the children to further develop. |
| PE displays are visible within the school hall, on the display there is a clear assessment tool, gymnastics, handling equipment, team photos, year group evidence using photographs.                   | Displays are visible for all children and staff. The assessment display is used throughout indoor PE sessions so the children can clearly see where they are working at and what their next steps are. Team photos provided a sense of achievement and pride for the children, these are updated termly. |                    | Children can identify the PE displays.  | Children to fully understand why the displays are there and to use them within the lessons, especially the assessment and gymnastics display. Children to safely move equipment by using the Handling Equipment display.   |

|   |  |                    |  |  |
|---|--|--------------------|--|--|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |  |                    |  | Percentage of total allocation:          |
|   |  |                    |  | 30%                                      |
| <b>Intent</b>   | <b>Implementation</b>  |                    | <b>Impact</b>  |  |
| 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>We employed a sports coach and teacher through the ELCC (based at Corpus College) who works with all four primary feeder schools and with the College. EL works in each school for one day a week and coordinates a celebration event for all the year groups at the college at the end of units of work. This enables our CYP to take part in friendly games which are both competitive and supportive of all sporting abilities. EL's role is also to model good PE practice to colleagues and encourage them to deliver a wider range of sporting and physical activities.</p> | <p>Employed a sports coach across the four feeder schools in the ELCC and ensure that they deliver quality first PE lessons across a range of disciplines so as to provide CPD for all staff. This person will also coordinate the friendly games that are the feature of all units of work. Liaise with CCCC over the use of the sportshall to deliver these.</p> | <p>£3100.66<br/>£400<br/>£1900</p> | <p>Staff work on an annual basis with EL. There is a clear timetable of events planned through the year as well as opportunities for less experienced staff to work with a PE specialist. The CYP also experience high quality PE lessons which in turn leads to greater levels of participation and skill. This also encourages and inspires staff to continue this provision.</p> | <p>All staff are now feeling confident with teaching outdoor PE and Sportshall athletics. Next steps are to look into gymnastics and dance training for the staff to enhance their knowledge of these topics and teach high level lessons.</p> |
| <p>Real PE Jasmine –This was used for the academic year 2020/2021. This is an interactive scheme that will improve the knowledge of differentiation and inclusion for the staff. They can create their long-term plans from this. This scheme is to improve the child as a whole and not just focus on the skills.</p>   | <p>Staff to beginning to use Jasmine to get a feel for this scheme. Staff to work with each other and to give feedback to subject leaders bout the interactive software.</p>   |                                    | <p>Differentiation to make inclusion for all children. Gives the children the ability to push themselves and learn about healthy competition not only against each other but against themselves.</p>  | <p>Subject leaders to undertake training to ensure they can help staff with the new scheme. Training for staff with co-teaching and staff meeting to help with planning and assessing their class.</p>   |
| <p>Active Schools Plus – this is for subject leaders to improve their knowledge. Fortnightly memos are sent out with courses, workshops and competitions for the school. This includes the Schools Game Mark.</p>  | <p>PE Leaders attend termly courses offering a wider range of topics. Courses related to the pandemic and how to work through the struggles of children home learning and returning to school.</p>   |                                    | <p>More active breaks are happening within the classroom down in KS1. Active home challenges were sent out weekly and still sent out for homework, this makes more chn involved at home. The school has continued with Gold for the School Games Mark.</p>  | <p>More active breaks to be happening across the school. To keep making links with children being active when at home.</p>   |

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:

13%

| Intent                            | Implementation            | Impact  |                             |                              |
|-----------------------------------|---------------------------|---------|-----------------------------|------------------------------|
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |

| 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>Additional achievements:<br/>Football Club<br/>Multi-skills Club<br/>Girls Football<br/>Multi-skills Lunchtime Club<br/>Pro-ride – Balance Bikes and Riding Taster session for KS2.</p> <p>Due to the pandemic there have been limited opportunities for the children, for September 2021 more clubs will be available.</p> | <p>To expand on after school club opportunities</p> <p>To expand on lessons taught during PE- making sure skill is taught to enhance sporting activities.</p> <p>To widen the children’s skills making links to outside of school.</p> | <p>£565.30<br/>£815.00<br/>£1,000</p> | <p>More children have been joining the after-school clubs especially more children with SEND.</p> | <p>To resume offering a range of activities for children to take part in.</p> <p>Look at coaches available to support the school deliver a larger range of activities.</p> |

| Key indicator 5: Increased participation in competitive sport   |  |                    |  | Percentage of total allocation:  |
|---|--|--------------------|--|--|
|   |  |                    |  | 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:   |
| Football Matches<br>Sports Day<br>Junior Warrior  | Girls football club started in March will continue once possible.<br><br>More clubs available and more opportunities for children to take part in.<br><br>More competitions with the company Health for All. |                    | Leeds United Wild Cats to teach the girls football team.                                 | To look at our SEN children to continue inclusion for their physical development.<br><br>Multi skill opportunities for reception children to take part in with other schools.<br><br>To be involved in a wider range of sporting competitions making links with the community. |

**Due to the Covid-19 pandemic funding has been carried forward with plans for 2021/2022.**

|                 |            |
|-----------------|------------|
| Signed off by   |            |
| Head Teacher:   |            |
| Date:           |            |
| Subject Leader: | E. Chatt   |
| Date:           | 06.07.2021 |
| Governor:       |            |
| Date:           |            |