

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

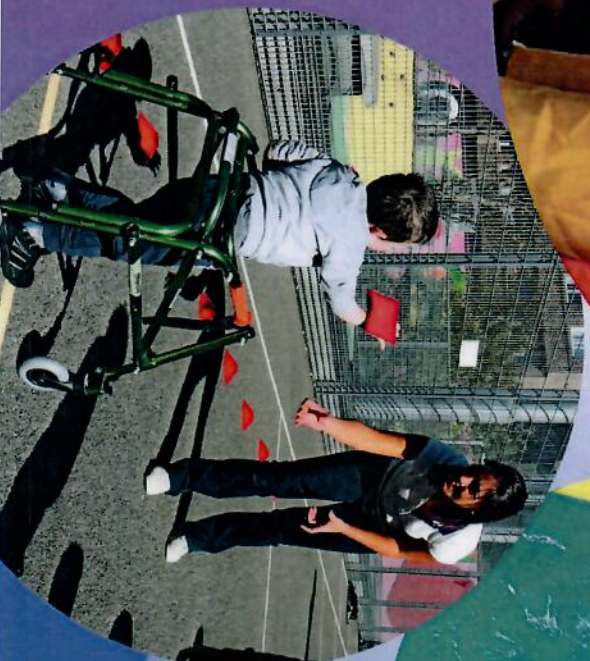
Revised October 2020


Commissioned by



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

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:
<ul style="list-style-type: none"> Regular entry and increased participation in competitive sporting events: PAT Games and School Games competitions. Despite challenging circumstances, The Daily Mile has been incorporated as regularly as possible to ensure daily physical activity is achieved – children will challenge themselves to run as much of this as possible but it isn't a requirement. Halfpenny Lane first Boccia SEND team to progress to the next round within a competition. 	<ul style="list-style-type: none"> To increase the amount of active learning taking place across the school curriculum; ensuring children are accessing 30 active minutes per day, across all distinct groups. To introduce a whole school active minute challenge. To incorporate more non-traditional activities into the lives of Halfpenny Lane pupils. To provide KS1 students additional opportunities to participate in a range of activities.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?
YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

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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: £6280	Date Updated: 29.11.20	
What Key indicator(s) are you going to focus on? 1 & 4				Total Carry Over Funding: £6280
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?:
Purchase of 34 Moki bands and 1 reader in order to track, compare and promote physical activity within the school.	<ul style="list-style-type: none">- Purchase of the equipment.- Train staff members to use the equipment.	£672 for 34 bands and 1 reader.	Impact will be evidenced 6 month after the introduction the Moki bands.	<ul style="list-style-type: none">- Next steps will be complete once the action has been complete.
Purchase of 15 balanceability bikes for KS1 for use as part of the curriculum, break times/lunchtimes and interventions.	<ul style="list-style-type: none">- Purchase of the equipment.- Training provided for staff members.	£2,358 for 15 bikes, the safety equipment, the equipment for lessons and staff training.	Impact will be evidenced 6 month after the introduction the bikes.	<ul style="list-style-type: none">- Next steps will be complete once the action has been complete.
Promotion of active lessons and learning through the purchase of	<ul style="list-style-type: none">- Deliver staff meeting on 16.12.20 to introduce Teach Active, purchase and use of	£975 for subscription.	Impact will be evidenced 6 month after the introduction	<ul style="list-style-type: none">- Next steps will be complete once the action has been

Teach Active resources (SDP link) in order to develop physical literacy skills: confidence, higher levels of happiness, social trust and resilience.	Moki bands and expectations of how many lessons we expect to be delivered per week. - Complete active planner before and 6 months after the initial introduction to monitor student's activity levels. - Use of teach Active resources to introduce active lessons (especially English and Math) to provide all children with increased physical activity opportunities. - Promote the use of Go Noodle as often as possible. - Promote the use of Just Dance as often as possible. - Continue to promote The Daily Mile which children aim to complete once per week.		of Teach Active and active minute challenge (see below).	complete.
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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?	68%	
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.		
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	49%	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	37%	
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	

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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.

Academic Year: 2020/21	Total fund allocated: £19550	Date Updated: 29.11.20		Percentage of total allocation:
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				%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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?:	
Train and promote further playground challenge through the use of Sports Leaders (reintegration of this will be subject to COVID-19 guidance).	<ul style="list-style-type: none">- Sports leaders selected by PE lead (based on children that promote and live 'PE, PA and SS' values).- PAT PE and Sport Coordinator to train sports leaders to deliver playground challenge.- Daily delivery of a range of different playground activities by sports leaders.- Provide activities based on pupil voice and access ratings, ensuring they are appropriate and offer enough challenge e.g. 30 second speed bounce.	£100 for the primary sport leader licence.	<ul style="list-style-type: none">- Increased number of children being physically active at play and lunch times.- Increased enjoyment and attitude towards physical activity.- Students significantly increase their skills, knowledge and understanding of the activities and their effect.- Students are very keen to take part and demonstrate a real desire to learn and improve across the week.- Sports leaders are proud of their role, which is impacting on confidence and self-esteem.- Children speak positively about the playground opportunities and 'take control' of their own	<ul style="list-style-type: none">- Unable to complete this at the moment due to COVID regulations. Next steps will be complete once the action has been complete.

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<p>Use of breakfast club to encourage more students to attend school earlier to get involved in physical activity (reintegration of this will be subject to COVID-19 guidance).</p>	<ul style="list-style-type: none"> - Identification of a member of staff to lead these activities. - Research and introduce a range of activities (opportunity to promote non-traditional sports) which can be used as the club progresses past the initial stage of using Jo Wicks, Go Noodle and just dance. - Upskill member of staff so external coach does not need to be used. 	<p>£0</p>	<p>provision through the positive use of pupil voice.</p> <ul style="list-style-type: none"> - Children may pursue new activities/sports outside of school by joining local clubs. - 15- 30 mins daily, regular physical activity has taken place; improving physical fitness. - Targeted group of children attending breakfast club are more physically active, achieving their 30 active minutes in a school day. - Students are more engaged and mentally prepared for the school day. - Better levels of concentration- improved results / outcomes for all year groups. - Attendance at breakfast club is full. - Positive pupil voice, recognising the affect and impact on their mental and physical health. 	<ul style="list-style-type: none"> - Progress from the use of online videos such as Joe Wicks to sports leaders delivering sessions. - Progress to the delivery of non-traditional sports and activities to increase the exposure of all sports.
<p>Purchase of PE equipment to prevent participation barriers during PE lessons.</p>	<ul style="list-style-type: none"> - Complete PE audit. - Order equipment from YPO 	<p>Total - £1784</p> <ul style="list-style-type: none"> - 4 basketball stands £792 - beanbags x40 £26.20 - Tennis balls £39.50 - Team bands 	<ul style="list-style-type: none"> - Reduce any possible barriers of children not being able to participate due to lack of equipment. 	<ul style="list-style-type: none"> - Monitor, organise and look after the equipment better in order for it to last longer before the need to purchase new equipment.

<p>Promotion of active lessons and learning (SDP link) in order to develop physical literacy skills: confidence, higher levels of happiness, social trust and resilience.</p>	<p>- Complete active planner and 6 month after the initial introduction to monitor student's activity levels. - Use of teach Active resources to introduce active lessons (especially English and Math) to provide all children with increased physical activity opportunities. Promote the use of Go Noodle as</p>	<p>£17.60</p> <ul style="list-style-type: none"> - Skipping ropes 1.8M £8 - Skipping ropes 2.4M £9.50 - Footballs size 5 £120 - Footballs size 4 £360 - Sponge balls £8.00 - Cones £18.00 - Jump sacks £60.00 - Small sponge balls £6.00 - Foam Javelin £80.00 - Rugby ball size 3 £60.00 - Rugby ball size 4 £120 - Tag rugby belts £60.00 	<p>- Impact will be evidenced 6 months after the introduction of Teach Active and active minute challenge (see below).</p>	<p>- Next steps will be complete once the action has been complete.</p>
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	<p>often as possible.</p> <ul style="list-style-type: none"> - Promote the use of Just Dance as often as possible. - Introduction of the Daily Mile. 				<ul style="list-style-type: none"> - Next steps will be complete once the action has been complete.
<p>Creation of an Active Minute</p> <p>Challenge to encourage, monitor and promote students physical activity levels.</p>	<ul style="list-style-type: none"> - Active Minute Challenge display to be created in each classroom. - Purchase of 2 Moki wrist bands per classroom for children to wear in order to track activity (children will change on a daily basis). - Celebration of each class's activity during weekly assemblies (certificate to be given to the class with the most activity). 	<p>Moki wrist bands to be purchased using the previous year's underspend.</p> <p>£50 for the displays in each classroom.</p> <p>£20 for certificates for winning classes.</p>		<p>Impact will be evidenced 6 months after the introduction of Teach Active and active minute challenge</p>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					
Intent	Implementation		Impact		Percentage of total allocation:
					%
<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>- Sport is part of our weekly celebration assemblies to ensure whole school are aware of the importance of PE and School Sport, which will encourage and inspire all students to aspire to participate in school sporting events, competitions and physical activity.</p>	<p>- Achievements from sporting events announced in assembly, on website, twitter feed and school newsletters. - Playground challenge certificates handed out - Participants in junior park run celebrated. - Achievements of teams and individuals at sporting events (School Games etc.) celebrated in assemblies, with certificates / trophies handed out.</p>	<p>£0</p>	<p>- The profile of PE for both staff and students is raised. - Increased aspiration of students to want to be involved in school sport and competitions. - Increased participation of children in school sport and competitions. - Improve confidence and self-esteem of students. - Increased aspiration of children in class; mirroring the desire to succeed and compete in the classroom. - Improved pupil attitudes to PE and school sport. - Attendance / participation registers. - Pupil voice - Communication on website / Twitter feed / letters and newsletters home. - Enhanced communication with parents and carers. - Positive impact continuing to be seen on whole school outcomes.</p>	<p>- Continue to provide this opportunity of celebration for new students entering the school. - Celebrate more outstanding sporting achievements of pupils outside of school at their local clubs. - Recommend local clubs to join if children are interested.</p>
<p>Youth Sport Trust membership to allow access to resources which will provide PE lead the opportunity to apply these to the schools needs in order to improve PESSPA.</p>	<p>- Complete the purchase of the membership. - Explore website and resources and adapt these to improve PESSPA within school.</p>	<p>£210 for the membership.</p>	<p>- Children benefit from resources. - PESSPA profile raised within school. - Both staff and children are up to date with the latest government guidance.</p>	<p>- Continue to purchase the membership yearly. - Continue to explore the resources and adapt them to suit our school's needs.</p>

<p>AFPE membership to allow access to resources which will provide PE lead the opportunity to apply these to the schools needs in order to improve PESSPA.</p>	<ul style="list-style-type: none"> - Complete the purchase of the membership. - Explore website and resources and adapt these to improve PESSPA within school. 	<p>£180 for the membership</p>	<ul style="list-style-type: none"> - Children benefit from resources. - PESSPA profile raised within school. - Both staff and children are up to date with the latest government guidance. 	<ul style="list-style-type: none"> - Continue to purchase the membership yearly. - Continue to explore the resources and adapt them to suit our school's needs.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

%

Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
PAT PE, School Sport and Well Being coordinator employed by PAT, to work alongside school to develop staff's confidence and knowledge of teaching PE and sport.	Introduction of PAT wide PE planning and regular CPD in teaching and learning with Kate Wood. -PAT PE coordinator to meet with HPL subject leader regularly to plan and implement consistent support; targeting key groups. -Feedback support to school SLT to further develop school priorities, in line with SDP. -Continue to monitor and evaluate the impact through staff voice	£1036.75	Staff now have well planned schemes of work and individual lessons to ensure they have all the tools available to deliver high quality PE. -Increased staff confidence in planning well-sequenced and progressive lessons in line with NC expectations. -Staff voice -Pupil voice -Increased pupil outcomes -Positive pupil behaviour and learning attitudes.	Continue to provide existing staff the opportunity to work with the PE, School Sport and Well Being coordinator. - Provide new staff the opportunity to work with the PE, School Sport and Well Being coordinator. - Deliver whole school CPD as well as 1-1 to ensure that all staff benefit from the CPD.
PE subject lead to attend yearly Wakefield PE conference (reintegration of this will be subject to COVID-19 guidance).	-Attendance -Make notes and evaluate the resources and recommendations from the course based on how this will impact PE subject leader role in school. -Create action plan and 'next steps' from the day.	£50	-Knowledge brought back and applied in school. -Increased understanding and development of middle leadership in school; impacting positively on school curriculum.	- Next steps will be complete once the action has been complete.

PE leader to attend YST Virtual PE, Health and Well-being conference.	<ul style="list-style-type: none"> -Attendance -Make notes and evaluate the resources and recommendations from the course based on how this will impact PE subject leader role in school. -Create action plan and 'next steps' from the day. 	£25	<ul style="list-style-type: none"> -Knowledge brought back and applied in school. -Increased understanding and development of middle leadership in school; impacting positively on school curriculum. 	<ul style="list-style-type: none"> - Attend the course on a yearly basis. - Attend other courses delivered by YST. - Recommend other members of staff attend next year's conference.
PE leader to attend the Primary PE and sport premium: An update and orientation webinar	<ul style="list-style-type: none"> -Attendance -Make notes and evaluate the resources and recommendations from the course based on how this will impact PE subject leader role in school. -Create action plan and 'next steps' from the day. 	£0	<ul style="list-style-type: none"> -Knowledge brought back and applied in school. -Increased understanding and development of middle leadership in school; impacting positively on school curriculum. 	<ul style="list-style-type: none"> - Attend the course on a yearly basis if delivered. - Recommend other members of staff attend next year's conference to develop their understanding of sport premium funding.
PE leader to complete level 5 certificate in Primary School Physical Education Specialism.	<ul style="list-style-type: none"> -Attendance -Make notes and evaluate the resources and recommendations from the course based on how this will impact PE subject leader role in school. -Create action plan and 'next steps' from the day. -Reflection upon school practice and identify improvements. 	£0	<ul style="list-style-type: none"> -Knowledge brought back and applied in school. -Increased understanding and development of middle leadership in school; impacting positively on school curriculum. 	

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

Percentage of total allocation:				
%				
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>Unable to complete this at the moment due to COVID regulations. Next steps will be complete once the action has been complete.</p>
<p>To increase the range of sporting opportunities available in school through our PE curriculum, PA and SS by giving staff guidance on when and how to use the recently bought table tennis tables (reintegration of this will be subject to COVID-19 guidance).</p> <p>Look into introduction of none traditional activities into extracurricular programme.</p>	<ul style="list-style-type: none"> -Create a timetable for when children can access the tables. -To inform staff and provide guidance on to how and when these are to be used. -Provide CPD on the specific sport. -Develop sports leaders to understand how to use the equipment in line with sporting guidance. - Where possible, introduce more non-traditional activities such as ultimate Frisbee, archery, ping pong and handball through after school clubs. 	<p>£0</p>	<p>Children / year groups allocated time slots to access outdoor table tennis table: increased participation.</p> <ul style="list-style-type: none"> -All children exposed to a sport which they would not otherwise have the opportunity to do so. -All children and staff have an increased knowledge and understanding of the sport. -Pupil voice. -Staff voice. -Increased provision / opportunities for all children to be engaged in PE, PA and SS. 	

Key indicator 5: Increased participation in competitive sport

					Percentage of total allocation:
					%
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
Liaise with PE, School Sport and Well Being coordinator in order to complete regular whole-trust cross country events to promote active lifestyles and raise physical activity of all pupils within school.	<ul style="list-style-type: none"> - Inform all staff how the event will run, providing timings and instructions. - Measure and mark the running track (200 meters due to the size of the field). - Provide certificates for the quickest male and female scores across each year group as well as 3 certificates for children that have tried their hardest. 	£0	<ul style="list-style-type: none"> - All children understand the importance of regular physical activity. - Children have a greater understand of stamina and can cross fertilise this with their learning for PE lessons. - All children have increased levels of physical activity. 	<ul style="list-style-type: none"> - Continue to provide this opportunity for our children on a regular basis. - Once COVID regulations allow it, create a cross country club for those children who would like to peruse their running further. - Offer alternative intra school activities i.e. football 	

Signed off by

Head Teacher:	J. Parkinson
Date:	4.12.20
Subject Leader:	D. B. - 1165
Date:	4.12.20
Governor:	
Date:	

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