

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

St Richard's VC Academy 2022 2023 REVIEW



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.

Total amount carried over from 2019/20	£1,080
Total amount allocated for 2021/22	£18,490
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,360
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£18,360

## Swimming Data

Please report on your Swimming Data below.

<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 then 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 2020.</p> <p>Please see note above</p>	52.3%
<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>	41.9%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<b>Did not do</b>
<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>	NA

## 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: 2021 2022		Total fund allocated:		Date Updated: Sep 2021	
<b>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</b>					Percentage of total allocation: 21% (£3900)
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?:	
Enhance range of club offers across lunchtime with sports specific coaches to ensure quality in provision and high levels of uptake and physical activity therefore improving pupil fitness levels and skill level	-Pupil voice to tailor provision to interest -Seek sports coaches to ensure range of age provision across school -Monitor update and actively seek engagement  -Plan range of activities/timetabling/age group specific range -Seek appropriate staffing/coaching		£650	Table tennis specific provision has increased numbers of pupils are active over lunchtime. Children physically active and increasing knowledge of specific sport. Also wide range lunch clubs provided by school staff, e.g. netball, rounders etc.	
Extend and widen provision on offer of after school clubs to increase pupil weekly levels of physical activity. With an aim to have all pupils attending at least one physically active club in the year to enhance fitness, skill level and social skills (Increase low figure of 40% 2020 2021 – COVID related)	-Monitoring of uptake and engagement levels, identify pupils not participating and investigate if anything further can be done -Remove barriers to participation through use of forest schools/physical wellbeing work		£2960 (CF)	Increased pupil participation, increasing not only pupil active levels but impacting positively of pupil morale. Enjoyment increased through sport participation and dance/drama with NAPA.	
Use playground equipment to encourage pupils to be active over free time, developing self-confidence, team work and skill development	-Audit and purchase relevant equipment -Model to pupil use at playtime -Monitor engagement		£290	-Pupils, including those who would not normally choose to be active, have been proactive and inspired to use equipment,	
					To continue with approach moving forward and share expertise in clubs to upskill and encourage staff to lead lunchtime clubs to continue to increase pupil activity  To continue to drive current success and look at additional external club, changing variety on offer.  Update equipment if needed, extent the range of resources on offer to pupils to keep levels of engagement high. Take part in HAS Sports leader training.

Created by:



Supported by:



<p>Aim to include children in regular activity at playtimes and enable pupils to develop their leadership skills by creating 'Sports Leaders'.</p>	<ul style="list-style-type: none"> <li>- Order specific equipment to enable group led activities.</li> <li>- Leaders to be given specific training by staff in order to run activities independently.</li> <li>- Leaders to wear high vis in order to be easily spotted at playtimes.</li> </ul>		<p>therefore increasing levels of physical activity</p>	
<p><b>Key indicator 2: The profile of PESSP being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: 3% (£210)</p>
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>Raise pupil engagement in wider curriculum through topic launches which have an active drive.</p>	<p>-Teachers to plan launch day which focus on pupils being active and developing teamwork skills to hook pupils into new learning</p>		<p>Higher level of engagement in wider curriculum Pupils have been encouraged to be active throughout learning across a range of subjects</p>	<p>CPD/Staff training around active classrooms moving forward.</p>
<p>Achieving the Gold Active Mark award to support the profile of PE and Sport across school. Continue run of Gold status</p>	<p>-Ensure all actions within the plan are implemented and actions already in place continue -Additional time out of class for leader to put action in place, support and monitor -Increase child awareness through notices/communication</p>	<p>£100</p>	<p>-Has given focus to sports provision across the school, rising awareness with all stakeholders around the importance of school sport and PE Improved provision across school due to high engagement</p>	<p>To continue with high promotion across school. To at least achieve 'Gold' award and look at criteria for platinum</p>
<p>Increased levels of awareness and participation in PE/Sports inside and outside of school</p>	<p>-Assemblies which promote the clubs/activities on offer and success of sport -Use external clubs, including local professional teams, to promote the 'love' and benefits of sport, focus on: -teamwork</p>	<p>£110</p>	<p>-Pupils have been inspired through meeting role models to engage in sports -Greater 'buzz' across school due to more time exploring what is on offer inside and outside of school - Children worked with Hull</p>	<p>Continue to use outside agencies to promote sport in school Look at increasing use of pupil groups to drive promotion and involvement of more pupils across.</p>

	-active -enjoyment -upskilling -increased fitness -increased knowledge		Kingston Rovers to promote Rugby inside and out of school.	
--	--	--	--	--

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation:  
70% (£13'000)

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?:
-To increase the standard of teaching and learning in Physical Education thus impacting positively on pupil achievement. To increase number of pupils achieving the expected standard and moving an increasing amount to greater depth. Through this enhancing teacher skill set, improve teacher confidence and quality assure assessments. Offers after school club to keep up pupil engagement in regular activity.	-Implementation of specialist PE teacher two days 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. This includes: Stages of planning Deploying resources Adapting provision Seeking maximum pupil progress Refining accurate teacher assessment (Use of 2,2,2 model)  -Staff CPD time through meeting times. SLT/PE coordinator to lead	£13'000	*Upskilled staff in a range of areas which has been demonstrated through monitoring. *Quality first teaching improved and therefore progress and outcomes for pupils are greater *Pupils engaging with improved delivery of PE lessons consequently impacting positively on school clubs *Staff confidence has increase but specific areas need to be a focus moving forward.  -Staff knowledge and understanding increased, both practically and in the PE curriculum. Greater levels of sequencing and progression, impacting positively on pupil outcomes
			Sustainability and suggested next steps:  Staff audited to ensure provision is specifically targeted moving forward to ensure best quality and positive impact on pupil progress  Moving forward increased sessions planned for 2023/2024

	-PE coordinator to attend relevant CPD in PE and PE leadership and disseminate	£50	-Increased understanding for PE coordinator which impacted constructively on curriculum design, teaching and learning and consequently improved learning for pupils	To continue to access a range of CPD for coordinator and wider staff, including attendance at Sports Conference
--	--	-----	---	---

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
6% (£1200)

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>Pupils provided with the opportunity to explore and experience a range of sports/activities including new thing they have not yet tried. Opportunities for pupils to develop new skills and broaden their knowledge of sports available to them</p> <p>Wider range of sports available through the curriculum and through sports clubs to engage further – increasing wide range of sport across all phases of school resulting in the percentage of pupils participating in sport, outside of the curriculum, raising including those attending community clubs linked through HAS.</p>	<p>-Reassessment the school long term plan to ensure range of sports, seeking CPD if required and additional equipment to support</p> <p>-Investigate appropriate equipment to deliver new sports</p> <p>-Employ further wide ranging extra-curricular coaching to achieve a breadth of sports and explore club links</p> <p>-Ensure clubs for pupils are especially targeting those pupils not attending other clubs</p> <p>-Monitor attendance of clubs and look at retention and ways to improve if this becomes an issue</p> <p>-Organise workshops/specialist days,</p>	<p>£1.200 (repeated cost)</p>	<p>Wider range of pupils accessing clubs in the local community, pupils keen to share these experiences back in school.</p> <p>New equipment has ensured that a range wide of clubs/activities can take place, resulting in more pupils attending/engaging</p> <p>Pupils previously not participated have been targeted by teachers to take part and have since chosen to be involved in more sports on offer</p> <p>Clubs have high level of attendance with a wide range of pupil groups. Children targeted</p>	<p>Seek further opportunities to make links with clubs and establish new school clubs, e.g. boxing</p> <p>Sport leaders to be developed who will take a lead in the implementation of new clubs and activity.</p> <p>Conduct yearly inventory to assess equipment levels, placing orders to support any current or future clubs.</p> <p>Continue with promotion across school of all clubs/activities available.</p>

	linking to real life events/clubs to raise interest (If possible due to COVID restrictions)		due to SEND need or level of deprivation.	
--	---	--	---	--



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13% (£2600)
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>-For pupils to have more opportunities to undertake/experience competitive sport and develop skills and knowledge around this including:</p> <ul style="list-style-type: none"> <li>-Team work</li> <li>-Communication skills</li> <li>-Knowledge around specific games</li> <li>-Tactical skills</li> <li>-Respect</li> <li>-Working with set rules</li> <li>-Physical development</li> <li>-Social skills to win and lose together</li> </ul> <p>-Increasing pupils who historically do not participate in competition particularly wider than own school. (Data form 2018/2019 suggests 65% did not compete wider than their own school) Must make this a priority if restrictions allow as reduced last two academic years</p> <p>-Increase participation in new wider competitions, looking at forging club links wherever possible</p>	<p>-Subscription to HAS (Hull Active Schools) which will provide a wide range of competitive opportunities across different age ranges and ability groups, ensuring impact is as wide hitting as possible</p> <p>-Payments for any wider competitive sport packages across the year to allow for any wider opportunities for competition</p> <p>-Implement increase in school competitions and cross Trust to extend the level, range and further competition available</p> <p>-Track and target children who have not attended events and act on it to ensure all pupils benefit from the experiences on offer</p> <p>-Transport to and from events</p> <p>-Source community clubs to deliver additional sessions (on top of 2 hours curriculum) to promote competitive sport.</p>	<p>£1500</p> <p>£300</p> <p>£300</p> <p>£200</p> <p>£300</p>	<p>Increased participation in competitive sport for a wide range of pupil groups, this has included pupils with additional specialist needs and those from a disadvantaged background.</p> <p>KS2 levels have been particularly high in attending competitive sport wider than own school. Children have experienced success in this area not only through physical achievement but through development of the wider child.</p> <p>KS1/FS pupils have experienced wider opportunities for competitive sport/activity through lessons, clubs and days such as 'sports day'. Increasing teamwork and individual success. Preparing them for wider competitive situations in their future school life.</p> <p>Pupils have often found new clubs in the community after attending competitions with school</p>	<p>Subscription to HAS in future academic years to allow pupils to access the range on offer.</p> <p>Plan additional opportunities for competition across the whole school, specifically targeting younger years.</p> <p>Use HAS to explore further opportunities for younger pupils to join in with wider competitions moving forward</p> <p>Use SMC staff to plan days to allow for school against school MAT competitions to increase variety of sports/activities available.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	I.Robinson/J.Hunt
Date:	17.05.23