

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19520
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19520
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19520

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>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</p>	35%
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above</p>	15%
<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>	15%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	97%
<p>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?</p>	Yes/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: 2021/22		Total fund allocated: 19520 + 5034		Date Updated: July 2022	
<p>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</p>					<p>Percentage of total allocation: 5% + leadership time + arches</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>(Active Travel) increase number of children actively travelling to school</p>	<ul style="list-style-type: none"> • Pupil voice of active travel to school • Increase offer for bikeability to Year 5 and Year 4 through Cycle North and Modeshift Stars • Modeshift to come in and offer road worthy service for pupils bikes • Scooter School to take place for Year 4 in Spring term • Encourage pupils to travel to school by bike and scooter with Modeshift Stars Active Travel award • Parking restrictions in place to encourage active travel • Health and Wellbeing PE sessions taught to KS2 identify importance of 	<p>£ Part of Arches support package (see below)</p>	<ul style="list-style-type: none"> • Pupils now recognise impact of biking/ scootering to school on their health and well being as well as their physical fitness. • Percentage of pupils travelling to school by bike and scooter will increase since September 2021. • Sheffield Schools Health and Well Being award achieved for the work towards supporting the health and well being of pupils at Pye Bank School 	<ul style="list-style-type: none"> • Continue communication with Amy from Modeshift Stars to support Active Travel • Playleaders to continue to deliver scooter school to KS1 • Bikeability and Bike skills provided for same year group in 2023 (different pupils) • Continue to develop activities to promote Health and Well Being for pupils and staff. 	

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	<p>physical activity and how active travel can support this</p> <ul style="list-style-type: none"> • Lunchtime club to include Scooter School for KS1 to encourage use of scooters 			
<p>(Active environments) Increase activity levels for all pupils during break and lunchtimes</p>	<ul style="list-style-type: none"> • Analysis of pupils involved in active play at breaktimes and lunchtimes • Replenish playground equipment and provide different activities to previous year for lunchtimes • Playground boxes for each class which include a range of playtime resources e.g. skipping ropes balls etc. • Playleaders trained to run a range of activities for KS1 pupils- Through Arches • TA training for games and activities to be provided during breaktimes • Wider range of activities to be provided for at lunchtimes on the MUGA (only football in 2020-2021) to include a wider range of sports including hockey, tag rugby, football, netball and basketball. 	£550	<ul style="list-style-type: none"> • Higher percentage of pupils have the opportunity to take part in a wider range of activities at playtime and lunchtimes • Children have the opportunity to develop skills within a wider variety of sports and activities. 	<ul style="list-style-type: none"> • More playleaders to be trained to deliver sports in KS1 and lower KS2 • Further training for TA's in active play for pupils. • Monitoring of impact of TA's on physical activity for pupils.

After School Clubs- Provide more active after school clubs for an increased number of pupils to attend.	<ul style="list-style-type: none"> Sheffield United to provide multi skills for KS1 pupils for 1 term throughout the year, Sheffield United to Provide KS2 football throughout 2 terms, subsidised by parents. 	<p>£760</p> <p>£912 (autumn term)</p> <p>£480 (Summer Term)</p>	<ul style="list-style-type: none"> All year groups have the opportunity to take part in After School Clubs on top of 2 hours of PE Encouraging a healthier lifestyle for key pupils throughout KS1 and KS2 	<ul style="list-style-type: none"> Continue the links with Sheffield United
Healthy Lifestyle support for Y5/6 pupils	<ul style="list-style-type: none"> MD to provide sessions linked to healthy lifestyle and physical activity for key pupils (those who struggle to achieve over 30 minutes of physical activity a day in upper KS2) 	½ day leadership time- see KPI 3	<ul style="list-style-type: none"> Key pupils have a better understanding of the positive impact of physical activity on the body and lifestyle 	<ul style="list-style-type: none"> Early targeting of pupils across whole of KS2 Whole school healthy lifestyle initiative.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
35%

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:
<ul style="list-style-type: none"> To raise the profile of PESSPA through online learning platform 	<ul style="list-style-type: none"> Class Dojo used to inform parents of how pupils have been active in school and how parents can support them at home. To share and celebrate physical activity in school with parents. 	£Dep head time	<ul style="list-style-type: none"> Pupils are sharing the development of their physical skills and successes with their parents, leading to the celebration at home and at school. Parents share how they are supporting keeping their children active in term time as well as during school holidays. 	<ul style="list-style-type: none"> At least 40% of parents sharing pupils successes out of school with teachers and staff.

<ul style="list-style-type: none"> Whole school improvement for physical activity through breakfast club 	<ul style="list-style-type: none"> A wide range of physical activity including Yoga, dance, fitness implemented within breakfast club 		<ul style="list-style-type: none"> 25% of pupils take part in physical activity during breakfast club at least 3 times /week. Just dance chosen carefully to ensure both male and female can get involved. 	<ul style="list-style-type: none"> Up to 50% of pupils consistently taking part in physical activity throughout the week, contributing to their 60 minutes a day. More opportunities before school for pupils to take part in physical activity- Before school clubs including running club/ yoga etc. Playleaders to provide KS1 before school club for pupils in Y2.
<ul style="list-style-type: none"> To increase opportunities to develop skills in swimming 	<ul style="list-style-type: none"> To provide extra block of swimming compared to pre covid. Pupils continue session from previous year group. 	£6,870	<ul style="list-style-type: none"> Pupils have more opportunity to develop four strokes. Pupils have a good grasp of water safety techniques. 	<ul style="list-style-type: none"> Look into ways to provide a block of swimming (continuously over a short period of time to support development of becoming a swimmer)
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				32%
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:

<ul style="list-style-type: none"> • A broad and balanced curriculum to support and develop staff subject knowledge 	<ul style="list-style-type: none"> • Complete PE bought including access to top up resources to support staff delivery. • CPD for all staff to introduce Complete PE and resources to support teaching for all staff • Monitor use of Complete PE • Bespoke support provided for those teachers identified through monitoring 	<p>£ 4202</p>	<ul style="list-style-type: none"> • Clear progression from Foundation to Year 6 PE monitored through observation and support • Teachers subject knowledge within all units is enhanced and supports pupils learning. • The teaching of PE is of a good standard in all year groups. • Pupils understand the importance of PE and impact it has on lifestyle and well being. • 100% of pupils take part in at least 2 hours of quality PE including high needs and those with physical disability. 	<ul style="list-style-type: none"> • Long Term Plan demonstrates a clear progression of skills from Foundation right through to Y6 • LTP to be adapted to fit in with competitions and festivals across the year. • New staff to receive CPD based on Complete PE.
<ul style="list-style-type: none"> • All teachers receive support in the teaching and assessing of pupils physical education • Teaching strategy planned and implemented to ensure no learning/ active pupils are lost. • 100% of pupils access at least 60 minutes of physical activity every day. 	<ul style="list-style-type: none"> • PE Lead (Dep head) released for ½ day a week to work with staff to implement curriculum. • Key focus on the support of dance and gymnastics (DEP head and Arches- see below) • PE lead to design Lesson structure for PE based on Complete PE to support staff • Monitor provision of PE across year groups. 	<p>Above funding allocated</p>	<ul style="list-style-type: none"> • Teachers and support staff are able to use Complete PE effectively so that pupils knowledge and skills progresses. • Planning allows for pupils to be active for a greater period of time developing skills within a unit. • 100% of PE taught is at least good • Assessments are accurate based on pupils learning. 	<ul style="list-style-type: none"> • Continuous monitoring of impact on CPD based on support teachers have received. • Continue to ensure that 100% of pupils access physical activity every day.




<ul style="list-style-type: none"> All teachers receive CPD based on new Orienteering maps. 	<ul style="list-style-type: none"> Workshop supports staff to implement a progressive orienteering curriculum. All year groups have resources and support to deliver orienteering or adaptations of the sport from FS2 to Year 6 	£120	<ul style="list-style-type: none"> All teachers have a good understanding of how to build on skills taught around map reading (linked to Geography) Teachers can confidently deliver orienteering to all year groups. Links between curriculum subjects are explicitly identified to the pupils and taught. 	<ul style="list-style-type: none"> Look for opportunities to take part in competitive orienteering events in school and outside of school.
<ul style="list-style-type: none"> Arches to support with planning and implementation of key units identified in staff survey (gymnastics) 	<ul style="list-style-type: none"> Arches to come and support teaching of gymnastics (health and safety techniques) Support from arches through use of larger equipment in gymnastics. 	*Arches Package- £1900	<ul style="list-style-type: none"> Teachers are more confident to deliver gymnastic sessions. Health and Safety guidelines are secure and rigidly followed when teaching simple techniques 	<ul style="list-style-type: none"> To develop support further for more staff in 2022-2023
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 8,760 = 45%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To enable more pupils to access a wide range of adult Outdoor Adventurous Activities	<ul style="list-style-type: none"> To subsidise pupils taking part in Year 6 residential including High Ropes, Climbing Wall, weaselling and assault course Encourage parents to allow their children to take part 	£8000	<ul style="list-style-type: none"> 60% of Y6 pupils and 50% of Year 4 pupils experienced a wide range of OAA activities including high ropes, raft building etc. Pupils are able to develop 	<ul style="list-style-type: none"> To provide more opportunities for a higher percentage of pupils. To keep connections with Hollowford centre and develop further

	in the activities and residential- identify exactly what the trip entails and how it will benefit the pupils.		skills further opportunities including team building in preparation for next year. <ul style="list-style-type: none"> Disadvantaged pupils have opportunities to develop confidence, resilience, problem solving and using intuitive as well as overcoming barriers. 	connections for day activities for more pupils.
<p>Multisports and team building in partnership with outside agencies</p> <p>Cycle skills developed throughout key year groups with the support of outside agencies</p>	<p>KS1</p> <ul style="list-style-type: none"> Arches to come in and work with KS1 to develop team building skills through a range of sports Sheffield United to provide multiskills ASC for KS1 pupils for summer term for 30 pupils <p>KS2</p> <ul style="list-style-type: none"> Caribbean Cricket to come in and deliver 6 sessions to all y3 pupils and ASC for UKS2 pupils (Autumn 2) Sheffield Sharks to deliver basketball unit for Y6 pupils- including competition in conjunction with Bbraun Modeshift Stars to deliver Cycle Skills to Y4 pupils in preparation for Y5 Bikeability. 	<p>See *</p> <p>£ 760</p>	<ul style="list-style-type: none"> Inspiring 52% of KS1 pupils to take part in a wider range of sporting activities. Pupils receive a high quality activities after school, contributing to their 60 minutes a day of physical activity. Arches introduction to balance bikes for FS allows pupils to develop their interest and ability in the first stages of cycling. 	<ul style="list-style-type: none"> Increased support from arches including extra curricular clubs developing skills for competitions To develop greater links with local DSAT schools through festivals and competitions.

<p>Cycle skills developed within key year groups (F2, Y1, Y4 and Y5) through the support of outside agencies.</p>	<ul style="list-style-type: none"> • Modeshift stars to deliver Cycle Skills to Y4 pupils in prep for Y5 bikeability with Cycle North. • Cycle Skills north to deliver Bikeability to 64% Y5 pupils • Arches to provide Balance Bike training for 100% of F2 pupils (including those with SEN provision) 	<p>See *</p>	<ul style="list-style-type: none"> • % of Y4 pupils have had basic cycle skills training in readiness for Y5 • % of Y5 pupils are have road awareness 	<ul style="list-style-type: none"> • Keep outside agency contacts with Cycle North to provide Bikability for Y5 2022-2023. • Arches to provide balance bike training for F2 in 2022-2023 • For 100% of Y4 pupils to be involved in cycle skills • Balance Bike in Y1 available during outdoor provision and lunchtime to continue to develop balance and coordination skills on bike. • Research opportunities for training providers to provide cycl training for Y2 pupils in 2022-2023
<p>Sports Day for all pupils provides opportunities to try sports that were not part of the Long Term Plan for their year group</p>	<ul style="list-style-type: none"> • Identify Athletic events that have not been taught within the scheme. • Collect resources and train playleaders to deliver workshops within field events on sports day. 	<p>Dep Head time allocated</p>	<ul style="list-style-type: none"> • 100% of the school had the opportunity to experience at least 1 sport that had not been taught this year/ throughout their time at Pye Bank. 	<ul style="list-style-type: none"> • Pupils feed back on the variety of sports and their preference. • Use the above to adapt the LTP where possible incorporating most popular new sport (e.g shot put/ hurdles etc.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				35%
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 give pupils across the school more opportunities to be involved in intra school competitions	<ul style="list-style-type: none"> Curriculum map is built around similar sports being taught throughout KS and phases MUGA timetable synchronised with the sports taught across school at the time to support development of skills as well as non formal intra competition between year groups/ gender and classes. Outside agencies invited in to deliver a sequence of sessions with opportunities for intra school competition at the end of the unit. 1 unit a term/ year group involves a competition between classes in KS2 	£ dep head time allocated	<ul style="list-style-type: none"> Pupils have the opportunity to take part in competitive sports through low key lunchtime sports activities. Pupils develop the confidence and skills to further prepare them for competitions outside of school 	<ul style="list-style-type: none"> Ensure all year groups have a competition at intra school level timetabled in at least 1 unit throughout the year. Support staff in the organisation of the event.
Sports Day gives the pupils the opportunity to compete against pupils there own age as well as those older/ younger than themselves.	<ul style="list-style-type: none"> Provide a range of competitive track events that include competing against those in their year group as well as those in year group above/ below- relay Teams are organised through houses rather than friendship groups. 		<ul style="list-style-type: none"> Pupils have the opportunity to compete with those who they will have competed against in class as well as those across the year and in other year group. Teachers are able to identify further, those who have the potential to develop their 	<ul style="list-style-type: none">

			skills further and represent the school in competition.	
To have a higher % of pupils taking part in a wider range of inter school competitions.	<ul style="list-style-type: none"> • Use arches competitions to map out events across the curriculum- align LTP to competitions • Teachers identify those pupils who have skills and potential to engage competitively- use of assessment grids • Engage with other events across the city to involve those pupils who may not have the opportunity to take part competitively (Colour Run, local school competition) 	See *	•	<ul style="list-style-type: none"> • Develop further links with DSAT and Astrea and map out other competition opportunities for more year groups.

Signed off by	
Head Teacher:	
Date:	24.07.2022
Subject Leader:	
Date:	24.07.2022
Governor:	
Date:	24.07.2022

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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