

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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 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](#)



Created by:



YOUTH
SPORT
TRUST

Supported by:



LOTTERY FUNDED

Details with regard to funding

Please complete the table below.

| | |
|-------------------------------------------------------------------------------------|----------|
| Total amount carried over from 2019/20 | £ 0 |
| Total amount allocated for 2020/21 | £ 17,020 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ 0 |
| Total amount allocated for 2021/22 | £ 16,570 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 16,570 |

Swimming Data

Please report on your Swimming Data below.

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 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 which you can then transfer to the pool when school swimming restarts. 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 | |
| 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 2021. Please see note above | 40% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | 25% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 10% |

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

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: £16,570 | | Date Updated: 14/06/22 | |
| 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: 53% |
| 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: |
| Increase the amount of opportunities for pupils to engage in physical activity across the school day. | Encouraging active play during break times and lunchtimes. Children to take regular movement breaks Additional lunch and breaktime activities to be offered | £ 8555.80 | Unfortunately due to supply issues we were unable to secure the bikes and equipment required. No current impact so funding has been carried over to the next academic year. | Review the bike order and implementation to ensure this is the best use of funding for the money carried over. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: 8 % |
| 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: |

| | | | | |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Embedding physical activity into the school day through, active break times, lunchtime clubs, active lessons and teaching. | Across school teaching incorporates regular 'active' movement breaks into lessons, and interactive learning. Purchase the Active Schools Subscription | £1150.50 | Increased movement breaks and activities are evident across the school with a clear target focus towards their sensory and physical targets. | Ensure that the subscription is renewed on a yearly basis to provide continuing impact. Additional staff CPD to take place in increase uptake. John Muir award to be developed to support increased physical development. |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | 36 % |
| 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: |
| Support offered to those staff less confident within PE Staff shadow and co teach with Guiseley Community, DazL and Leeds Rhinos | Leeds Rhinos and Guiseley Football club will provide additional sporting interventions at break, lunch and curriculum times. Staff will be present to learn from the staff delivering. | £ 5950 | Staff were observing new ideas and activities that can be delivered for pupils during their unstructured times. Staff did report limited impact on their development due to focusing on pupil need. | Engage specialists to provide support for staff to engage all pupils within PE Ensure staff have the training and resources to meet EHCP physical and sensory Investigate schemes of work real support for class teachers |

| | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| | | | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 3% |
| 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: |
| Increase the breadth and depth of the physical and sensory curriculum to ensure that it engages the interests and needs of our pupils. | Pupils to attend a range of extra curricular physical activities such as Sailing and the Special Olympics. Curriculum plan developed to provide a pathway of support for teachers. | £528.30 | Staff followed the curriculum and were supported by outside agencies delivering PE. Groups engaged in Ten Pin bowling, Special Olympics, Cycling at Herd Farm all organised through Active Schools 7 classes in KS3/4 have attended half a term of sailing activities | Continued engagement in further extra curricular competition and activities in 2022/23 |

| 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: |
| To widen the opportunities for pupils to participate and engage in extra curricular learning opportunities at Green Meadows Academy. | Attend a number of inter and extra curricular sporting events, supporting their physical, sensory and communication and interaction needs. | £0 | <p>Football tournament offered for all pupils</p> <p>School sports day took place</p> <p>Ten pin bowling competition entered by KS4 pupils</p> <p>One morning at a 3g astro turf pitch multiple 5 a side teams took part</p> <p>Whole school day focused around various sporting challenges. Whole school got together on the MUGA</p> <p>Pupils attended Kirkstall bowl for a SEND bowling competition</p> <p>Positive feedback from the pupils and parents, managed to win the competition.</p> | Allocate increased funding to this area to support wider development in 2022/23 |

| | |
|-----------------|---------------|
| Signed off by | |
| Head Teacher: | Gavin Hosford |
| Date: | 14/06/22 |
| Subject Leader: | Steve Hiley |
| Date: | 14/06/22 |
| Governor: | |
| Date: | |