

# 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](https://www.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](#).



# **Park Grove Primary Academy**



## **What is the PE sport funding?**

Schools must use the funding received, to make additional and with 17 or more eligible pupils receive £16,000 and an project in the Ebor Academy Trust to provide sports specialists across schools.

sustainable improvements to the quality of PE and sport they offer. Each school additional payment of £10 per pupil. A sum of this money is allocated to a joint

## **How will we invest this at Park Grove Primary Academy?**

At Park Grove we have developed a provision plan to ensure this funding is invested to maximise the long term impact of our PE provision for pupils and staff. The funding is invested in various ways and the impact of these initiatives is closely monitored through the depth of children's engagement, the assessment of their children's skills, staff and pupil feedback and the uptake up of the extra-curricular sporting offer.

During the 2020/21 academic year the main focus of the PE action plan was:

- a) To increase the activity of pupils at playtime and lunchtime - linked with the school target of behaviour improvements.
- b) To increase the level of exposure to a wide variety of sports.
- c) To increase the participation of inner-school and outer-school competitions (virtual and physical)
- d) To offer high quality CPD to all teachers and assistant teachers to develop their skill and confidence in delivering high quality PE.

In addition, the funding made available in the 2020/2021 academic year has been used to achieve a self-sustaining improvement in the quality of PE and sport in school. As stated in our provision plan, we will continue to use the services of qualified sports specialist coaches to work collaboratively with teachers delivering one PE lesson per week to every class. Year 1 – 6 will continue to receive a further focussed PE lesson per week delivered by the class teacher, building on the high quality lessons and specialist CPD.

It is important to emphasise that this specialist based spending is focused on providing a long lasting impact to enable all staff to deliver high quality PE and to promote an active lifestyle for all children that will continue beyond the Primary PE and Sport Premium funding. The increased focus on sport, exercise and the enjoyment of physical activity has increased confidence and self-esteem in our children. Furthermore, teachers continue to benefit from regular training, advice and support from the specialist coaches which increases their capacity and skills.

As a school, we regularly monitor the teaching of sport through lesson observations, parent feedback, pupil interviews and pupil questionnaires. In response to this, we provide a variety of after school clubs, which are adapted throughout the year in line with children's interests. Different age groups are given the opportunity to take part in a rich and varied activity offer across the year. Class teachers also provide further extra-curricular sporting activities. Our extra-curricular sports clubs for 2018-2019 include football, cricket, running, table tennis, netball, rounders' and many more.

Please see our Sports Clubs section for more details.

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 2021 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Edited our creative PE curriculum after returning to school in September to ensure that we 'catch up' on lost learning. <ul style="list-style-type: none"> <li>Included 'Health Related Exercise' and Team Work as a priority in Autumn Term.</li> </ul> </li> <li>Our curriculum is designed with a broad, cross-curricular approach in mind. When applicable, we link our learning to the four-year (KS2)/ three-year program (EYFS + KS1). <b>E.g. Going For Gold topic linked with athletics.</b> <ul style="list-style-type: none"> <li>The curriculum gives the children the opportunity to try different sports and skills that they may not have access to outside of school - this is vital for the DA children.</li> </ul> </li> <li>Throughout lockdown, we ensured that the children still received two hours of high quality PE provision. <ul style="list-style-type: none"> <li>Each class received a</li> </ul> </li> <li>Further embedded the Year 6 PE committee and they ran a UKS2 bubble competition.</li> <li>Took part in many virtual competitions and raised the profile of Park Grove in the York Sports Hub. <ul style="list-style-type: none"> <li>Two of these competitions were delivered during home learning which resulted in a 1st place for Park Grove.</li> </ul> </li> <li>Ran a 'Healthy Selfie' campaign where families sent active selfies to the Twitter page to promote an activity during home learning.</li> <li>Ran a golden lock challenge to promote cycling, walking and scooting to school which was a great success.</li> <li>Our curriculum is rooted in the fundamental skills that start with the EYFS curriculum.</li> <li>At the heart of our PE provision is a collaborative partnership, using the expertise of Total Sports. Policy and practice across the whole school is continually reviewed and adapted to meet the needs of the children and staff.</li> </ul>	<ul style="list-style-type: none"> <li>To further develop the assessment tools for PE to ensure that these are effective.</li> <li>Continue to raise the profile of competitions (both inner-school and outer-school). <ul style="list-style-type: none"> <li>This includes raising the profile of Park Grove in the York Sports Hub.</li> </ul> </li> <li>Continue to embed the PE committee and run more inner-school competitions <ul style="list-style-type: none"> <li>This year, the PE committee were unable to run cross-bubble competitions (due to government restrictions) however, this is a target for next year.</li> </ul> </li> <li>Continue to give teaching staff excellent CPD opportunities and tailor the CPD for staff</li> <li>Gain additional links with nearby schools to run cross-school competitions in the local area. <ul style="list-style-type: none"> <li>This is something that we have done successfully before but a target next year.</li> </ul> </li> <li>We have had much more parental engagement this year however this is something that we are always trying to explore further.</li> <li>Continue to use Total Sports expertise and knowledge as a tool for school improvement.</li> </ul>

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| <ul style="list-style-type: none"> <li>• Collaboration of staff, pupils and Total Sports in order to provide a bespoke, needs-driven PE programme.</li> <li>• All views of staff and pupils are at the heart of PE and school sport provision and are listened to. <ul style="list-style-type: none"> <li>○ Staff meeting held where staff addressed feedback from Pupil Voice and put new elements in their teaching to support this e.g. challenge during sessions.</li> </ul> </li> </ul> |  |
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Did you carry forward an underspend from 2019-20 academic year into the current academic year?

**YES**/NO \* Delete as applicable

**Total amount carried forward from 2019/2020    £3655**

**+ Total amount for this academic year 2020/2021    = £22015    = 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>	%
<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>	%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<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/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: 2020/21		Total fund allocated: £22015 (including £3655 carried forward from 2019-2020)		Date Updated: July 2021	
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:
					%
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:	
Ensure that the children have appropriate PE benches for sports e.g. bench ball.	PE coordinator to liaise with the site manager to discuss size of benches required and to ensure that it fits within the health and safety requirements. PE coordinator to order the required benches from an appropriate catalog.	£549	The children now have access to benches during PE activities and games and these have been used successfully in lessons. “The benches used in the gym are great for a range of purposes. I have been able to use them across most areas of PE in one way or another, and even use them to aid my behaviour management - i.e. great performances or excellent behaviour means you can sit on them during some inputs.” Year ½ teacher	Ensure that the benches are going to be used effectively in PE lessons. Benches are monitored and inspected once a year as part of the PE equipment inspections.	
To ensure that the children are able to take part in a range of games at playtime.	PE coordinator to liaise with the site manager to discuss the size and board needed for the playground. PE	£50	All the children now have access to a basketball game at the playground. The children have	Backboard, goal and net to be monitored by PE coordinator and site manager. The board	



<p>Deliver two hours of high-quality PE curriculum for all pupils - virtually and physically.</p>	<p>coordinator to order an appropriate backboard and goal. Site manager to put the goal up outside and test before the children's first use..</p> <p>PE coordinator to work closely with Total Sports to ensure high-quality PE is delivered.</p> <p>Total Sports to support the school virtually in the event of a lockdown - discuss a plan with Total Sports.</p> <p>Total Sports to be involved with the long-term plan and running of the school's PE curriculum.</p> <p>Staff questionnaire about the effectiveness of Total Sports and shared with Total Sports staff and management.</p>	<p><b>£15,118</b></p>	<p>used this successfully and we have had great feedback.  <i>"The basket Ball hoop is a really popular activity and has helped focus behaviour at playtimes and lunchtimes."</i> A KS2 Teaching Assistant</p> <p>PE coordinator met with Total Sports staff and created a new long-term plan for next year. Total Sports staff supplied three 45 minute videos a week during lockdown (1 UPSK2, 1LKS2, 1 EYFS/KS1) to share with the children during the lockdown. Worked closely with staff to support during lockdown and supported key workers during lockdown.</p> <p>96% of children said that they agreed or strongly agreed that they enjoyed their Total Sports sessions.</p> <p><i>"Friendly, approachable and great with the children. Sharing the objective with the children, follow the behaviour policy with the children in terms of sanctions and praise."</i> Member of Park Grove staff during Total Sports feedback session.</p> <p><i>"I like total sports because it's really fun and we play lots of games. The coaches are very kind and helpful."</i> Year 6 pupil.</p>	<p>has been connected to the wall securely which will ensure that it lasts for years.</p> <p>Videos and planning supplied during the lockdown have been saved on Google Drive and are now accessible for all staff. These will be used in the future for self-isolating children.</p> <p>Skills taught by Total Sports this year will feed into next year's planning and progression of skills and knowledge to ensure that the children are physically literate by the time that they leave in Year 6.</p>
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Restock the PE cupboard to ensure that the children have appropriate PE equipment for the physical activity sessions.	PE coordinator to audit the PE cupboard and identify equipment that needs purchasing. PE coordinator to discuss with teachers to ensure that all missing equipment is needed. Find and purchase equipment.	<b>£436</b>	When the equipment arrives, organise it effectively and refill the PE store. All post sessions have had the appropriate equipment.	Ensure that the equipment is clearly organised and easily accessible. Ensure that it is looked after appropriately. Lock the PE store cupboard.
<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:
				%
<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:
To ensure progress in reading across the school by supplying sports books for the library to inspire young sports people.	PE coordinator to work with the English coordinators to create a sporting section in the library. Ensure that books are enough books for all ages and include different sports.	<b>£500</b>	Sport books purchased and placed in the library. New library opening in September 2021. <i>"The sporting books have enabled the library to engage all readers in school and many children in my class can't wait to read them!"</i> Year 5 teacher.	Ensure that the books are well cared for by the library staff. Annual checks on books and a robust library checking system.
To be able to bring technology to PE as part of whole school improvement	Computing part of our 2020-2021 SDP and the use of the online classrooms (Google Classroom KS2 and SeeSaw KS1). PE coordinator to	<b>£1254</b>	Children now can use technology in their PE sessions. This was seen during our dance topic where the KS2 children uploaded	Chromebooks stored in a locked cabinet which includes their charging dock. Children taught how to look after the

<p>Playground equipment to support behaviour and encourage children to become active at playtime and lunchtimes.</p> <p>An outdoor shed to house playground equipment safely.</p>	<p>work with the SLT to purchase the chromebooks and distribute them.</p>	<p><b>£1000</b></p>	<p>a video of themselves to FlipGrid. Chromebooks were also used effectively during lockdown to ensure that the children had access to all PE videos and teaching.</p>	<p>chromebooks in school. Chromebook serial numbers were written down and checked annually as part of our Vital services.</p>
	<p>PE coordinator to work with PE leaders to gain an insight into what the children would like at lunchtime and playtimes. PE coordinator to purchase equipment at a good price. Behaviour at playtime and lunchtime is a key priority for the school in 2021-22 as stated in the SDP.</p> <p>PE coordinator to work with the site manager to purchase a suitable shed. Decide where this will be placed and how the equipment will be securely stored.</p>		<p>Playground equipment will be ready to use in September 2021. The children in the entire school will use the equipment at playtimes and lunchtimes. This will be used alongside the school's new behaviour policy starting in September 2021.</p> <p>Playground equipment will be ready to use in September 2021. We hope that this will support behaviour (linked to the SDP) and give the children the opportunity to be active at playtimes and lunchtimes.</p>	<p>PE coordinator to hold a whole school assembly about the new playground equipment. The new PE leaders will also support the coordinator in checking the equipment has been put back correctly. The store will be locked every night and the keys kept safe. The PE store will be locked every night and PE coordinator and site manager will keep a key. Shed will be monitored and checked annually.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			%
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:
Staff Ebor charges	Ensure that the PE coordinator has time to attend all Network and PE leader meetings in Ebor. Ensure that PE coordinator liaises with Ebor Academy Specialist to gain advice where needed.	<b>£504</b>	The PE coordinator attended three network meeting sessions with Ebor. Pe coordinator liaise with Ebor specialist on a number of occasions to gain additional CPD.	PE coordinator is now more skilled and is now more efficient at subject leadership.
CPD for NQTs with the PE coordinator.	PE coordinator given time to work with the school's NQTs to observe and team teach. Pe coordinator to complete a 'model' lesson for the NQTs to observe and then plan a follow up lesson to team teach. The school has 2 NQTs and PE coordinator will need two afternoons covered.	<b>£260</b>	Team teach and 'model' lesson now delivered in June 2021 and April 2021. NQT staff now feel more confident with delivering a high quality PE curriculum.	Next year, staff are now more confident to deliver a high quality PE curriculum. NQTs to have an additional PE observation next year to continue their CPD.
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
<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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice: Additional achievements:			changed?:	
To ensure that the children can have appropriately loud music for their PE activities e.g. dance.	PE coordinator to discuss with teachers in school to ensure that the sound system purchased is suitable for all. PE coordinator to find a good quality sound system to use	<b>£799</b>	Two sound systems purchased (one stationary and one portable). A cabinet was also purchased and the sound system set up successfully by PE coordinator - email sent out to staff to inform them of the instructions. Sound system used for dance sessions for KS2 children and uploaded to FlipGrid.	PE coordinator to ensure that the sound system is fully updated. Sound system and cabinet to be included in the yearly summer health and safety check. The previous sound system lasted for almost 10 years and we are hoping to get the same years of service from this machine.
Ensure an active and well organised EYFS, KS1 and KS2 sports day.	PE coordinator to have two afternoons out of class to run and organise Sports day.	<b>£260</b>	Sports day was a success with all children taking part in all activities. We have had great feedback from parents and children. <i>"I like Sports day, particularly the 100m because I like running and I could see my track. I also liked the javelin because we learnt how to throw it in class and then put it into practise on Sports Day!"</i> Year 5 pupil.	Organisation this year means that in future years many of the sports day is pre-planned.
To offer children a wide range of extra-curricular sport clubs after-school.	Total Sports offer the children in each bubble an extracurricular club. PE coordinator to organise this	<b>Part of the £15,118</b>	For each club we had a record number of children attending. We have also had wonderful feedback from parents and children. The	Clubs allow the children to become more active. This in turn supports their physical literacy in school and at home.



	with Total Sports and use the pupil voice questionnaire to ensure that the club(s) are linked to the pupils interests		child who participated are recorded on an active children monitoring document where we can ensure that all children are as active as possible.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Explore new ways of competition at Sports Day 2021.	PE coordinator to create a competition element to sports day. PE coordinator created badges for the children and stickers depending on their places. PE coordinator to resource badges and stickers.	<b>£30</b>	Sports day badges were a success and we have had good feedback from staff, children and parents. Badges for Sports Day will continue next year.	The participation in competition at Sports day was a success and has given children additional confidence and excitement to PE and competition.
Introduce new, exciting sports to Sports Day to increase competition and enthusiasm.	PE coordinator to purchase new equipment for new sports at Sports Day and PE sessions. PE coordinator to ask children and use the pupil voice to gain advice on what equipment to purchase. When purchased equipment, ensure that it is appropriate.	<b>£118</b>	New equipment purchased: tug of war rope, egg and spoon equipment, shot puts, additional javelins. PE coordinator added these to the Sports Day and they were used effectively.	The equipment is stored safely in the locked gym cupboard and will be used for many Sports Days to come.

Signed off by	
Head Teacher:	Jo Sawyer
Date:	22.7.21
Subject Leader:	Ben Rogers
Date:	22.7.21
Governor:	
Date:	