

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](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. **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:



Supported by:



Park Grove Primary Academy

What is the PE sport funding?

Schools must use the funding received, to make additional and sustainable improvements to the quality of PE and sport they offer. Each school with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil. A sum of this money is allocated to a joint project in the Ebor Academy Trust to provide sports specialists across schools.

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.

In addition, the funding made available in the 2021/2022 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 2021-2022 include football, cricket, running, table tennis, netball, rounders' and many more.

Please see our Sports Clubs section for more details.

Details with regard to funding

Please complete the table below.

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| Total amount carried over from 2019/20 | £3,655 |
| Total amount allocated for 2020/21 | £22,015 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £1,388 |
| Total amount allocated for 2021/22 | £ 18,270 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 19,658 |

Swimming Data

Please report on your Swimming Data below.

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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 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 | 86% |
| 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 | 86% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 80% |

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?

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: £ 19,658 | | Date Updated: July 2022 | |
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| 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: | |
| | | | | 65% | |
| 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: |
| Health and safety equipment for all classes. Bobbles and earring tape, ice packs. | Do a stock check of all bobbles and earring tape in school. Ensure that bobbles and earring tape is adequate for the use. Ensure that all children have access to a hair bobble and earring tape during lessons. Check an ice pack for sports and a first aid kit in the gym. | | £47 | Set of bobbles and earring tape for all classes. Ensured that all children had adequate health and safety equipment during all lessons. First aid bag in the gym is now adequately stocked. | All classes are responsible for their own earring tape and bobbles. Enough equipment bought for at least 2 years. |
| Restock the PE cupboard (and playtime and lunchtime equipment) to ensure that the children have appropriate PE equipment for the physical activity sessions/ playtime and lunchtime. PE coordinator to audit PE cupboard and identify any equipment that needs replacing. | Liaise with other staff to ask about any equipment that has been identified during PE sessions. Find and purchase equipment from an appropriate and reasonable store/onlineAll lessons are now appropriately resourced. | | £495 | Children now have equipment to play in pairs instead of groups of 3-4 which improves the quality of PE education. PE equipment is stored and locked effectively. PE equipment locked away in the gym store room. Equipment stored effectively and out of weather and sunlight. | Equipment handled carefully by staff and supervised when children are using them . Equipment to be monitored by PE coordinator and staff throughout the year. |

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| <p>2 x 1 hour PE Sessions each week for all children in school (Year 1 - Year 6)</p> <p>Development of all learners in sport including social and personal skills.</p> <p>Use PE teaching to aid fine and gross motor skill development.</p> | <p>PE coordinator to work closely with Total Sports to ensure high-quality PE is delivered weekly.</p> <p>Total Sports to work closely with staff to offer support and guidance throughout the year.</p> <p>Target teachers identified through monitoring and teacher tracker to work closely with Total Sports.</p> <p>Total Sports to be in meetings with PE coordinators to discuss long-term plans and to have an impact on what is taught when.</p> <p>Total Sports to work with staff, children and parents during Sports Day.</p> <p>Offer the children a broad range of sports e.g. golf.</p> <p>Deliver high-quality additional clubs to the children.</p> | <p>£11,019</p> | <p><i>"Everything needed for the lesson has been easily ___ and in sufficient number a class of 32."</i> <i>Mrs Steels - Park Grove teacher.</i></p> <p>Total Sports have had a lasting impact on the school during 2021-2022. Total Sports have led sessions with children and ensured that progression is followed.</p> <p>They have created and shared progression documents across the school and supported staff effectively with planning and preparation.</p> <p>Worked closely with the PE coordinator to ensure that the high-quality PE is delivered throughout the school.</p> <p>Supported during Sports Day.</p> <p>Worked with the PE leaders (Year 6 children) to raise achievements in PE.</p> <p>Supported children during playtimes and lunchtimes to support behaviour and ensure that children are active.</p> <p><i>'Total Sports lessons are always exciting and fun. We do a range of sports including: rounders, basketball and football. Total Sports has improved my physical abilities throughout the year.'</i> <i>Year 5 pupil.</i></p> | <p>The profile of sports and PE at Park Grove are at an all-time high.</p> <p>CPD gained through Total Sports means that staff are not more equipped to deliver high-quality PE sessions.</p> <p>Planning has been saved to enable future use.</p> <p>Long-term plan is a two-year rolling program which means that it will be used (and slightly adapted depending on topics) in future years.</p> <p>The progression of the children this year is evident due to the impact from Total Sports as seen during Ofsted.</p> |
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| <p>Ensure that the children have access to a well-kept and well marked sporting pitch.</p> | <p>Site manager to liaise with PE coordinator to identify when the sporting pitch needs upkeep and maintenance. Discuss Sports Day and the line required for a range of sports during the day.</p> <p>Site manager to contact a company to lay the line work and ensure that the grass is well-kept.</p> | <p>£1,113</p> | <p>Throughout the year, the field has always been available for sporting activities (including during the winter for football). The lines on the field enabled Sports Day to include a 50m race and a 200m race for the entire school.</p> | <p>The profile of PE was raised throughout Sports Day and, with parent visitors in attendance, will support PE at Park Grove in the future.</p> <p>The field has also been used for matches against other schools which advances the connections within our local sports network.</p> |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
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| | | | | 28% |
| 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: |
| Effective storage for PE playtime and lunchtime equipment. | <p>Ensure that the outside equipment is stored effectively to avoid damage.</p> <p>PE coordinator to work with the site manager to identify the correct size and quality of the box required.</p> <p>PE coordinator and site manager identified the correct size and quality and identified how many were necessary.</p> <p>Boxes ordered via the website.</p> | £ 205 | <p>Equipment is now stored effectively in the PE shed.</p> <p>Alongside the PE coordinator, the Year 6 PE leaders have organised the equipment effectively and ordered each box for the day it will be used (see picture below).</p>  <p><i>"The storage boxes are nice and light so if they are on the top shelf we can get them down. They also make sure that things can be found easily ready to go out for lunchtimes." Year 6 PE leader.</i></p> | <p>The new storage boxes are stored correctly to avoid damage to equipment stored.</p> <p>Storage boxes are labelled and timetabled when used so any damage will be noticed immediately.</p> <p>Quality of the boxes are good (made of plastic) and are shatterproof so will be used for years to come.</p> |
| Relocation of the outside PE storage. | Site manager to liaise with PE coordinator to identify any improvements and relocation of the | £1,375 | <p>All improvements completed to the shed.</p> <p>New timetable and storage</p> | The new improvements will be sustainable as we have used quality and hard materials |

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| <p>Use physical exercise as a tool for whole school behaviour improvement.</p> <p>To ensure that the field and playground have a safe and secure area.</p> | <p>PE shed. Identified that it needed additional grounding (concrete placing under shed), improved shelving inside for additional playground equipment and new hooks and hula hoop store attached to the walls of the shed. Additional fencing around the shed for extra storage for goal posts. New paint on the outside of the shed. Site manager ordered the necessary materials for the improvements.</p> <p>Trialled the use of music at lunchtimes to increase physical activity and to improve behaviour. This proved to be very successful amongst children. Purchase made of better quality sound system so that the music can become a permanent feature of lunchtimes.</p> <p>Identify boundaries of the field which need fencing to ensure that no children play/ use them during sporting activity. Site manager to identify specific areas which are unfit to play in (both adult led and free play). Site manager to resource adequate equipment and materials needed.</p> | <p>£219</p> <p>£1,462</p> | <p>working well with the children at playtime and lunchtime. Every piece of PE equipment is stored effectively and the PE shed is working well.</p>  <p>Children have more to do at lunchtime which has increased physical activity and has reduced behavioural issues.</p> <p>Fence now built which identifies which areas are available to play sport in. Children are safe during sporting activities on the field.</p>  | <p>(such as concrete). In around 2-3 years, the PE store will need repainting to protect the wood.</p> <p>PE coordinator and site manager to monitor the wood on the shed for rot.</p> <p>Sound system to be stored indoors in a cool dry place. When being used outdoors it will be kept in a dry location away from wet weather. Adults to monitor correct usage of equipment.</p> <p>The fence has been painted to avoid the wood rotting. Identify that the wood is stable and checked by the site manager.</p> |
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| Improvements to the forest school area. | Staff to identify which areas of the outdoor area could be used for additional physical activity areas. Create a plan for the new area. Organise a price for a tree to be removed and trees to be thinned to enable access to the area. | £2,244 | Area identified that would be suitable for den building across school and additional area for forest schools. Area now clear for additional activities. Plan in place for September to start den building across school and additional sporting activities in this area. | The area has had wood chips placed across to ensure that it is suitable for use all year round. Stumps of trees are also removed to ensure that they will not re-grow. |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 1% |
| | | | | 57% (including Total Sports CPD) |
| 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: |

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| PE coordinator time to monitor progression of skills and knowledge (including monitoring). | PE coordinator to have clear objectives for the day out of class. Choose a physical skill (from the progression of skills and knowledge) and follow this throughout school. Talk with staff prior to observation to discuss vocabulary. Time given to feedback to staff. Identify a good time for the PE coordinator to be out of class and work with SLT to find appropriate cover. | £100 | Progression of ball skills clearly mapped throughout the school. Identified any additional need for staff and developed a CPD timetable for support. Ofsted Report October 2021: <i>"The subject leader has ensured that the curriculum enables pupils to learn and practise important skills. There is a focus on developing fitness and team skills"</i> | The progression of skills document is a very useful document that identifies the skills that are progressed throughout school. This is used during staff meetings and shared with staff every half-term to ensure that each skill and knowledge is built upon each year. |
| PE coordinator to share information with school governors | PE coordinator to create a presentation outlining PE in Park Grove, action plan and general CPD for governors. Identify a good time for the PE coordinator to be out of class and work with SLT to find appropriate cover. | £100 | Presentation delivered to the governors and questions taken. Presentation sent to governors to support future CPD. | Governors are now more knowledgeable about PE in Park Grove and have the presentation to refer back to in future. |
| To ensure that all staff are confident at delivering high-quality and broad PE curriculum. To advance staff's understanding and knowledge of sport and the PE curriculum. To ensure that staff have sufficient subject knowledge to deliver PE effectively. | Teachers identified that they need additional CPD (including student teachers, NQTs and ECTs). PE coordinator to monitor CPD. | Part of the £11,019 | A CPD timetable was created which identified target teachers to work closely with Total Sports. Total Sports delivered staff training and planning support with target staff. | Staff are now more confident at delivering high-quality PE sessions (including clubs) this will continue next year. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 3% |
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| 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 all the children have access to a range of sports (including the 50m) during Sports Day. | PE coordinator to identify where the markings on the field are needed for Sports Day. Talk to field maintenance to discuss markings and a timescale. Ensure that all markings are clear before Sports Day. | As part of the £1,113 for field maintenance | During Sports Day. The children used the markings on the field effectively during the 50m race and all children partook in the sports well. | The marking on the field can not be used next year but the enthusiasm from the children and the profile of PE was raised. |
| Additional and broader after school clubs to be available for Year 5 and 6 | Equipment needed for table tennis club to be able to run effectively PE coordinator to identify the necessary equipment for table tennis (this includes balls and some paddles). Order the correct quantity from YPO. | £30 | Equipment arrived and was used during the table tennis clubs. All children had access to bats and tennis balls and over 20 children could attend. <i>"Table tennis has been great because at the beginning I didn't know how to play table tennis and now I'm really good at it!" Year 6 pupil.</i> | Table tennis equipment will continue to be used next year for the table tennis club. |
| Continue to offer a diverse range of school sports through extra-curricular | Identify what clubs will be suitable | £210 | Clubs were very successful and | The profile of sport and PE was |

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| clubs. Offer opportunities to all pupils . Take part in physical activity and sport. | for each year group. Liaise with all staff to identify what clubs/ days staff can run. Facilitate clubs. | | active pupil lists kept and acted upon. Every half-term, each year group had a minimum of two free clubs run by teachers and teaching assistants. | raised during clubs. The mental and physical fitness of the children is paramount and the clubs allowed the children to develop this. |
| To enable the children to have appropriate equipment to access the forest schools. | EYFS leader to audit the forest schools wellies, jackets and storage and identify what is necessary for the children to have a full experience of the forest schools. Ensure that enough equipment is bought for the next few year groups. Find and purchase the equipment. | £430 | EYFS leaders identified that the children need appropriate welly storage to ensure that they can store wellies and go in the forest schools during all weather. Children are now able to store wet and muddy wellies effectively, this allows the children to go and experience forest schools in a variety of weather. <i>"The welly store has allowed us to go into the forest school area in all weathers and the children are learning to independently get their wellies and explore!" EYFS team.</i> | The Welly store is now in place and is used well throughout the year. Store is made of quality wood which will last years. Site manager and EYFS leader to monitor the store. |

| Key indicator 5: Increased participation in competitive sport | | | | 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: |
| To develop team spirit and to raise the profile of competitions and sport in school. | <p>Purchase of a new school sports kit which can be used for multiple sporting teams.</p> <p>The PE Coordinator spoke to the children to gain their views about kit style and colour choices to match the school logo.</p> <p>We looked at old school kits to decide on the best quality for fabric.</p> <p>Purchased from a reputable website.</p> | £296 | <p>Pupils show pride in representing their school team and are more willing to be involved in teams.</p>  | <p>Kit to be stored in school and looked after according to the product care labels.</p> <p>Staff to monitor product use and check for wear and tear.</p> <p>Will be used for future teams.</p> <p>Can be used by multiple school sports teams.</p> |
| To raise the profile of PE and competitive sport in school. | <p>End of the year trophies, awards and plaques for sporting activities.</p> <p>PE coordinator work with the UKS2 team to identify children the most influential for football, swimming and netball and the most improved player for the above.</p> <p>Email the company and ensure that a trophy/ plaque is ordered alongside gold lettering for the boards in the school corridor.</p> | £268 | <p>Plaques and trophies arrived in school and were used in the leaving assembly with all the school children and Year 6 parents.</p> | <p>The plaques in school are 20 years old and will continue to be used into the future.</p> <p>The raising of the profile of PE during the assembly will have a positive impact on PE next year.</p> |

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| Signed off by | |
| Head Teacher: | Jo Sawyer |
| Date: | 19.7.22 |
| Subject Leader: | Ben Rogers |
| Date: | 19.7.22 |