

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£
Total amount allocated for 2021/22	£18,030
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£18,030
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,030

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>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 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 2022.</p> <p>Please see note above</p>	53%
<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>	53%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	53%

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: 2022/23	Total fund allocated:	Date Updated:		
<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>			Percentage of total allocation: 13%	
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>All classes to take part in the daily mile each day.</p> <p>Active play during break and lunchtimes with P.E. equipment.</p> <p>Active play with sporting activities/leaderboards set up on the playground for children to visit different stations to participate in and aim for high scores.</p> <p>Sports / Play leaders to encourage play and physical activity during break and lunchtimes with groups / activities on the playground.</p> <p>School ground to adequate for sports events such as sports day and competitive events.</p>	<p>Timetables given out to each class teacher and ensuring teachers are following the schedule.</p> <p>Senior Achievement Support Officers to encourage active play during break and dinner times, ensuring equipment is available and games are being played.</p> <p>Update of equipment for break and dinner times for children to use on the playground.</p> <p>Visual guides and leader boards set up on the playground for children to participate in different activities.</p> <p>Sport / Play leaders given job roles and be guided by sports co-ordinator and Senior Achievement Support Officers to support children completing physical activity on the playground.</p> <p>Regular checks and upkeep of school</p>	<p>£1,682 (play ground equipment)</p> <p>£500 – grounds maintenance</p> <p>£275 – Sport safe equipment check</p>	<p>Children have engaged with being physically active and healthy during the school day.</p> <p>Children seem eager to complete the daily mile which shows they want to live healthy, active lifestyles and take part in physical activity.</p> <p>Children engage with more sports (football, basketball, tennis) in the playground and seem to be more engaged with activity during break and lunch times.</p> <p>Equipment being used at playtimes and lunchtimes to encourage sport and PE.</p>	<p>Continued structure with timelines and activities throughout the school day.</p> <p>More development of playground activities at break and lunchtimes and support of staff and children delivering these activities.</p> <p>Set up leaderboards more effectively on the playground.</p> <p>More opportunities for sport and play leaders to support KS1 (try to fit into timetable).</p> <p>Update equipment for September 2023 – footballs, netballs, basketballs, cones, bibs, mats, shuttles, sponge</p>

Created by:



Supported by:



	sport spaces.			balls etc.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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?:	
<p>School Twitter Account Wansbeck PE to raise profile of the PE at school and those taking part.</p> <p>Sports Days / Sport Events during spring and summer terms for all children.</p> <p>P.E. resources to be updated regularly to ensure accessibility for pupils. Make sure equipment is available for all sports linked to curriculum.</p> <p>Sporting tournaments / activities to be handed out to parents made clear on newsletters that children need to take part in 60 minutes of activity per day.</p> <p>Opportunities for children to experience sporting matches on professional level (football / rugby etc.) with tickets.</p> <p>Girls football team entered into girls' league HAS.</p> <p>Active travel promotion within school (walk to school week).</p>	<p>Staff to be given MTP to know each of the different sports and which area of focus we are impacting at different stages in the year.</p> <p>Twitter account set up, updated frequently during sporting / physical education / physical activity events.</p> <p>Children to take part in the annual sports day for EYFS, KS1 and KS2. Equipment, stickers and medals needed. Children encouraged with enjoyment and taking part in sport as well as promotion of being active.</p> <p>PE coordinator to regularly check resources ensuring quality and amount so children and teachers can access equipment.</p> <p>Research of sporting events that are within access of the children. Applications for tickets or events made by sports co-ordinator.</p> <p>Encouragement and allow access for girls to participate in football following</p>		<p>£0 (until tickets are purchased; if possible)</p>	<p>School Twitter account being used. Parents engaging with activities and showing support for children.</p> <p>Updated sports equipment has allowed children to access different sports. Badminton, throwing and catching targets, basketballs, netballs, footballs, tennis balls, sponge balls all updated for academic year.</p> <p>Letters when completing sporting events / activities all stipulating the need for 60 active minutes per day – helping parents become aware.</p> <p>Girls' football team competed in HAS league (first ever time) alongside boys' football team.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to use school Twitter account and raise profile of PE and PA.</p> <p>Highlight 60 active minute more regularly (parents' evenings, questionnaires, letters home).</p> <p>Update PE resources again for curriculum and after school use. Also update break and play equipment.</p> <p>Use Twitter and other social media applications to check for tickets / events to local sporting events.</p>

	<p>success of women's EUROs and trips to the EUROs last year.</p> <p>Encourage children across the school to take active travel when coming to school to live healthy, economically friendly lifestyles.</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
2%

Intent	Implementation	Impact	Sustainability and suggested next steps:
<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>Staff CPD to be carried with Sports Coordinator during staff meetings – showcase lessons and expectations for each age group.</p> <p>Staff CPD with Hull Active Schools Coach.</p> <p>Sports coordinator to receive training to upskill and develop knowledge of role further.</p> <p>Sports Coordinator to ensure new curriculum is being followed, helping support staff with the new framework and providing support when planning, delivering and assessing the lessons.</p>	<p>To give more confidence to staff members delivering the new curriculum to children and support for ECT's when planning, delivering and assessing PE lessons.</p> <p>To increase knowledge and confidence of delivering P.E. lessons alongside using activities from CPD.</p> <p>Booked onto courses and conferences as part of HAS. Increase knowledge and roles / responsibilities of a P.E. coordinator.</p>	<p>£325 – absolute education membership</p>	<p>Sports coordinator CPD with HAS, improving knowledge and practises within PE/PA/S in school.</p> <p>Sports coordinator developed scheme of work for whole school from foundation stage to year 6. Teachers with more guidance and support with specific objectives and chronological objectives to develop skills.</p> <p>Sports coordinator providing examples of lesson planning and structure for each objective / lesson.</p>
			<p>Use HAS to update Sports coordinator with training and further development.</p> <p>Support other school staff with HAS CPD events.</p> <p>Arrange date with HAS coach to deliver CPD for staff.</p> <p>Further assessment of the curriculum and objectives being met by sports coordinator.</p> <p>Lesson observations and staff feedback forms of the new curriculum (what's working well and ways to improve).</p> <p>Staff CPD from sports coordinator to support staff with lesson delivery and planning of lessons for objectives.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 44%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Dance coach to give children across all age groups a wider opportunity of a different sport.</p> <p>Local community clubs delivering rugby sessions in school to encourage and develop links for children to participate in rugby outside of school (Lambwath Lions).</p> <p>After school clubs ran by members of staff, encouraging participation and a range of different sports to be accessed in each key stage.</p> <p>Children to take part in events as part of the HAS membership. Events to be given to a range of different pupils and groups in order to encourage participation in different sports.</p> <p>In house sports Tournaments set up 1 per half – term in KS2. Children to take part in different sports as part of a tournament based on their Wansbeck TEAMS.</p>	<p>Dance coach to work with children across the school (two afternoons per week and after school club) giving children the opportunity to take part in topic themed dance.</p> <p>Sports clubs set up half-termly. Children to be given options to take part in clubs and experience different sports or active sessions.</p> <p>Use of the HAS partnership to take part in different events in our local area. Wide variety of sports to be selected and for different year groups / target groups to access.</p> <p>Competition schedule set up with children split into teams. Sports selected that children enjoy. Feedback to be given through questionnaires and future sports selected based on the children's enjoyment and feedback. Medals given to competition winning TEAM and Sportsman / Sportswoman of the tournament. Children to have more exposure to different sports and be encouraged to try new sports as part of PESSPA.</p>	<p>£4,595 Dance coach</p> <p>£1,500 HAS partnership</p> <p>£150 (medals for sporting tournaments)</p> <p>£1,350 Swimming</p>	<p>Dance coach has developed children's engagement with PA, PE and after school clubs to develop children's skills, engagement and love for PE.</p> <p>Dave Bentley from Lambwath Lions (local rugby club) delivered rugby sessions to LKS2 classes to develop children's engagement and love for rugby. Children from these year groups now playing rugby outside of school.</p> <p>Children engaged with after school clubs and wanting to take part in a range of different sports. Children are eager to sign up to clubs (dodgeball, football, netball, musical theatre – as well as more academic clubs).</p> <p>A range of opportunities for children have been accessed in the HAS membership. Children from a range of abilities and social aspects have accessed a variety of events and sports. Increased attendance at SEND events as well. Year 6 transition days also completed at new secondary schools with sporting link.</p> <p>Swimming lessons for Year 4 and</p>	<p>Continued use of dance coach.</p> <p>Networking with local sports clubs and handing out leaflets for children to access sports outside of school.</p> <p>After school clubs set-up offering a range of different sports for different age groups.</p> <p>Renew HAS partnerships and events.</p> <p>Contact Archbishop for further sessions next year.</p> <p>Swimming lessons for Year 4 next year.</p> <p>Contact First Step to progress Bikeability and pedestrian skills for 23/24.</p> <p>Communicate with Nuffield tennis coach to continue tennis curriculum.</p>

<p>Swimming lessons (Y4 and Y5) to be taken as part of the national curriculum and water safety.</p> <p>Coach from Archbishop Sentamu to deliver specialist sessions for Y5s.</p> <p>Sessions to develop confidence and to promote scholarships to secondary school.</p> <p>Tennis lesson as part of the school PE Curriculum.</p>	<p>Schedule swimming dates.</p> <p>Schedule dates with Archbishop Academy.</p> <p>Tennis lessons provided by Nuffied Tennis Coach to support the children's learning. 6 sessions for Year 5 and 6.</p>	<p>£250 – tennis lessons.</p>	<p>Year 5 have developed children's confidence in water and given them a new experience of learning to swim.</p> <p>Archbishop Sentamu coach has developed relationships with Year 5 students in the potential transition for children moving to Archbishop in year 7. Children engaged with lessons and enjoyed being taught by a secondary school teacher.</p> <p>Children engaged with the tennis curriculum and were able to develop tennis skills and engage in tennis lessons from a professional tennis coach</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				41%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Children taking part against other schools in competitions and activities during school day with HAS.</p> <p>In house sports Tournaments set up 1 per half – term in KS2. Children to take part in different sports as part of a tournament based on their Wansbeck TEAMS.</p> <p>In house sports activity days 1 every term for KS1 as part of their Wansbeck TEAMS.</p> <p>Got to Dance Competition</p>	<p>Sports events as part of the HAS calendar. Children of different backgrounds, given different opportunities to experience different sports.</p> <p>Hire of Minibus to transport children to and from competitions.</p> <p>Competition schedule set up with children split into teams. Sports selected that children enjoy. Feedback to be given through questionnaires and future sports selected based on the children’s enjoyment and feedback. Medals given to competition winning TEAM and Sportsman / Sportswoman of the tournament. Children to have more exposure to different sports and be encouraged to try new sports as part of PESSPA.</p> <p>Competition to be set up to showcase dance group.</p>	£7,408 (mini-bus)	<p>Children engaged with activities and competitions ran by HAS and in-house tournaments. Children seem to love these opportunities and always ask for when the next event / activity is. Children’s love for sport has been developed.</p> <p>TEAMS day set-up in May. Children taking part in sporting activities (mini-Olympics) led by Year 6 (sports leaders). Children working in different year groups as part of their team and enjoyed developing their sporting skills, as well as social and teamwork skills.</p> <p>Got to Dance competition has developed children’s engagement with dance and PA. Also giving the children an opportunity to perform in front of other schools and dance organisations. Children have really enjoyed the experience.</p>	<p>Continued HAS membership.</p> <p>Re-start tournaments during each half term for KS1 and KS2 children.</p> <p>Continue to use dance and showcase events.</p>

Signed off by	
Head Teacher:	Jackie Matthews

Date:	21/7/23
Subject Leader:	Ryder Smith
Date:	21/7/23
Governor:	N/A
Date:	