

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 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 2020/2021, 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 **31st July 2022** 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](#).



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 2020 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 2022:	Areas for further improvement and baseline evidence of need:
<p><u>Competition results:</u> Mixed year % football - 1st place Mixed year % football - 3rd place Year % football 5 a side - 1st place Football fixture - 1st place Girls football 7 aside - 2nd place Football fixture - 1st place Rice Bowl football fixture - 1st place Sportshall Athletics - 3rd place Unihoc - 2nd place Football fixture - 1st place Football fixture - 1st place Year ¼ football - 1st place Football fixture - 1st place Year ¼ Girls football - 2nd G+T Football - 1st place Boys cricket - 1st place Girls cricket - 2nd place Swim gala - 3rd place Girls dynamo hockey - 3rd place Year 1 football - 1st place Year 2 football - 2nd place LCFC Schools football - 1st <u>Saffron Lane athletics :</u> Girls Year 6 Relay 2nd Boys Year 6 75m 1st Girls Year 6 Long Jump 2nd Girls Year 4 Long Jump 2nd Boys Year 4 Long Jump 1st</p>	<p>Continue to raise the profile of PE in school by inviting in athletes or sportspersons Continue to raise the profile of PE and upskill staff subject knowledge by inviting coaches into work alongside staff and deliver lessons Encourage staff to use knowledge progression grids and follow curriculum map to address gaps in learning. Develop staff training, particularly lunchtime staff to encourage active lunchtimes. Upskill new staff and deliver CPD</p>

<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>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 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 2022. Please see note above.</p>	<p>44% (This has been significantly impacted by Covid 19)</p>
<p>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.</p>	<p>60%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>84%</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes - provided extra 3 hours for 22 targeted children during the Summer term. This raised the percentage from 28% (Autumn term results) to 44%</p>

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: £19,520	Date Updated: 15th July 2022	
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: £9117.01
Intent		Implementation		Impact
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?
Encourage children to meet the 30 minutes of physical activity during school hours by providing active lunchtime activities for students through a range of different activities and with a range of different equipment.		<p>a. Liaise with external agencies to come in and lead specific activities during lunchtimes.</p> <p>b. Provide a range of activities for students to be involved in at lunchtime (skipping, basketball, dodgeball, dancing, kwik cricket, football, volleyball, unihockey)</p> <p>c. Deliver sessions 5 days a week over two playgrounds.</p> <p>d. Audited lunch time equipment</p> <p>e. Purchase lunchtime equipment based on what was needed.</p> <p>f. Enable more pupils to be active as a result.</p>		<p>£6,302.50</p> <p>£511.84 for equipment</p> <p>Students involved in different activities at lunchtime:</p> <p>Skipping, Basketball, Dancing, Dodgeball, Kwik Cricket, Football, Volleyball, Unihockey.</p> <p><u>Results show:</u></p> <p>An increase in children taking part in activities at lunchtime. An increase in the amount of girls participating. A decrease in behavioural incidents.</p> <p><u>Quotes from pupils:</u> "I like how it's only girls taking part on a Tuesday and I think it gives me a fair chance to take part. It helps me improve my skills without people criticising. It has made me more confident to take part and try to improve my skills."</p> <p>"I like how different people join and there are a variety of different games</p>
				Sustainability and suggested next steps:
				<p>a. Continue to liaise with external agencies and make arrangements for next year's schedule.</p> <p>b. Buy additional and specialised equipment to allow pupils to participate in other scheduled activities.</p> <p>c. Organise activities for students at lunchtime so they can remain active e.g. table tennis or swingball</p> <p>d. Set up rota for activities at lunch time</p> <p>e. Train Playground Leaders and set up new rota for Y5 and continue to log hours and activities.</p>

on offer. The teams are mixed every day which makes it interesting.”

Results show (weekly statistics):

Year 3 - 47 pupils approx

Year 4 - 45 pupils approx

Year 5 - 60 pupils approx

Year 6 - 60 pupils approx

Participant total - 212 pupils

Percentages:

100% of girls said that participating in the activities led by Si Sports changed their opinion about Sports due to increased confidence and knowledge.

80% of all pupils said they felt more confident as a result of taking part in Si Sports activities.

80% of all pupils said they were more active as a result of taking part in Si Sports activities.

80% of all pupils said they had joined an after school club or a club outside of school as a result of Si Sports.

Behaviour incidents - Results show:

29 incidents at lunchtime this academic year - Sep - July 2021-22

32 incidents at lunchtime last academic year - 2020 - 21 as recorded over two terms (Covid lockdown

			between Jan and March so 0 incidents recorded) <u>Equipment bought:</u> Skipping ropes, hoops, balls, bat and balls, basketball hoop, basketballs	
Provide Top Up swimming sessions to Year 6 pupils to reach national requirements if they do not do so during core lessons (Autumn Term) in order to make them more confident and competent swimmers when leaving primary school.	<ul style="list-style-type: none"> a. Liaise with swimming instructors to see which children needed extra support with swimming b. Liaise with Year 6 teachers to establish timetable for Year 6 pupils to be out of class c. Deliver top up sessions to Year 6 pupils d. Enable more pupils to reach target of 25m before end of primary school 	£907.20	<p>44% (40 pupils) of Year 6 can swim confidently and competently at the end of primary school.</p> <p>60% of Year 6 pupils can perform a range of strokes successfully.</p> <p>84% of Year 6 pupils can self-rescue.</p>	<ul style="list-style-type: none"> a. Continue to monitor next year. b. Provide top up sessions for longer than 3 weeks to have an increased impact
Pupils participate in iMoves/Super movers/Go Noodle style activities during the school day in order to stay active through the lessons provided indoors and help to stay engaged with the lessons.	<ul style="list-style-type: none"> a. Liaise with staff so pupils can access topics they want to work on throughout the year and in relation to their lessons for that time e.g. in maths, the class were active when learning and dancing/moving to the 8 X Tables with Filbert Fox b. Provide CPD (Friday 3rd December) on using websites effectively and why they are important to help children stay active during the day. 	See costs K.I. 2	<p>Feedback from teachers demonstrates that students are more active during lessons and use the routines to help them remain focused in different areas of the curriculum.</p> <p><u>Quotes from pupils:</u></p> <p>“Active blasts and supermovers help me because it is interactive and fun and it helps me to focus. It helps me remember my time tables. I remember my 8 times tables easily now.”</p> <p>“Active blasts have helped me as there are fun songs that help you learn and they also make me feel awake when I’m feeling tired and this helps me to concentrate.”</p> <p><u>Results show:</u></p>	<ul style="list-style-type: none"> a. Train new staff on using iMoves website and observe impact in lessons next year. b. Monitor and observe teachers

			33% (4/12) members of staff use iMoves weekly/every other day 42% (5/12) members of staff use iMoves fortnightly 25% (3/12) members of staff use iMoves monthly	
Order and buy new sports equipment, in order to enhance the PE provision and the quality of PE being taught across the school.	<p>a. Liaise with staff regarding equipment needed.</p> <p>b. Complete audit of equipment.</p> <p>c. Purchase PE equipment (see below)</p> <p>d. Inform staff of new equipment and where it should be stored etc.</p> <p>e. Enable all children to take part effectively and with the correct equipment.</p>	£1395.47	<p>There is an increase in active participation during PE lessons. Lessons are well resourced and aid smoother transition. Teacher survey shows that the quality of PE has improved as a result of the purchase of new equipment.</p> <p><u>Equipment bought:</u></p> <ul style="list-style-type: none"> -Gymnastics shelves - different heights to allow for challenge and support when moving from floorwork to apparatus. -Bibs - allowed for pupils to be organised into teams easily -Cones - allowed for smooth transitions and set areas for pupils to learn -Skipping ropes - allowed pupils to increase in stamina -Basketball hoop - allowed more pupils to practise shooting basketballs 	<p>a. Audit what further equipment we need for next year and purchase this throughout the year.</p> <p>b. Continue to restock as and when needed.</p> <p>c. Observe equipment being used to challenge or support pupils in future lessons</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£494.72
Intent	Implementation		Impact	2.44%

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>Pupils participate in iMoves/Super movers/Go Noodle style activities during the school day in order to stay active through the lessons provided indoors and help to stay engaged with the lessons.</p>	<ul style="list-style-type: none"> a. Liaise with staff so pupils can access topics across different areas of the curriculum. b. Provide CPD (Friday 3rd December) on using websites effectively and why they are important to help children stay active during the day. 	<p>£147.50</p>	<p>Feedback from teachers demonstrates that students are more active during lessons and use the routines to help learn different areas of the curriculum.</p> <p><u>Quotes from pupils:</u></p> <p>“Active blasts and supermovers help me because it is interactive and fun and it helps me to focus. It helps me remember my time tables. I remember my 8 times tables easily now.”</p> <p>“Active blasts have helped me as there are fun songs that help you learn and they also make me feel awake when I’m feeling tired and this helps me to concentrate.”</p> <p><u>Results show:</u></p> <p>33% (4/12) members of staff use iMoves weekly/every other day</p> <p>42% (5/12) members of staff use iMoves fortnightly</p> <p>25% (3/12) members of staff use iMoves monthly</p> <p>25% (3/12) members of staff use iMoves monthly</p>	<ul style="list-style-type: none"> c. Train new staff on using iMoves website and observe impact in lessons next year. d. Monitor and observe teachers

Pupils to be awarded trophies or certificates to encourage and motivate them to try hard and succeed.	<ul style="list-style-type: none"> a. Order trophies, certificates and medals. b. Liaise with Sports Coach to give out certificates to Sports Star of the Week and Class of the Month to each class. 	£24.62	<p>Children are excited to receive the Sports Day trophy. Increased motivation of pupils taking part during PE lessons to try and win the Class of the month trophy.</p> <p>Sports day trophy awarded Class of the month trophy Player of the year trophy awarded</p>	<ul style="list-style-type: none"> a. Order more trophies and certificates for the academic year 2022/2023. <ul style="list-style-type: none"> e. Liaise with Sports Coach to give out regular Sports star of the Week certificates
Pupils to feel proud and motivated to represent Humberstone by wearing personalised PE kits. Pupils show a sense of ownership and engagement in competitions.	<ul style="list-style-type: none"> a. Order a range of personalised PE kits. b. Ensure pupils wore personalised PE kits on selected competitions throughout the year. c. Assess impact of wearing personalised PE kits and the difference it made. 	£322.60	<p>Children are excited to wear the personalised PE kits and show an awareness of pride and unity when representing the school at competitions.</p> <p>“I really liked wearing the football kit when we went to the LCFC training ground. It made me feel proud.”</p> <p>“I wore the PE kit when we went to athletics and everyone was wearing the same so it made me feel special and good to be chosen to be part of Humberstone.”</p>	<ul style="list-style-type: none"> a. Continue to wear personalised PE kits when representing Humberstone at future competitions.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£1750
Intent	Implementation		Impact	8.64%
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>External expert to work alongside staff and provide staff CPD by upskilling skills, knowledge and confidence when staff deliver high quality PE lessons. Provide resources and high quality lesson plans where necessary to ensure pupils experience high quality lessons.</p>	<p>a. Audit skills and knowledge of teaching staff through questionnaires to assess training needs. b. Liaise with external agency (Crown Hills PA membership) c. Arrange time in the timetable that suits both external expert (SM) and class teacher. d. Deliver a series of lessons so teachers can observe good practice. e. Observe teachers during lessons after CPD to measure impact.</p>	<p>£1750</p>	<p>Expert worked alongside staff and pupils to deliver block of lessons for wellbeing and PE. Feedback and observations show that pupils were engaged and active.</p>	<p>a. Audit staff in the Autumn Term to see what the need for CPD</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: £6725.49</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	<p>33.2%</p>
<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>Order and buy new sports equipment to ensure lessons are run smoothly and adequately, in order to enhance the PE provision and the quality of PE being taught across the school.</p>	<p>f. Liaise with staff regarding equipment needed. g. Complete audit of equipment. h. Purchase PE equipment (see below) i. Inform staff of new equipment and where it should be stored etc. j. Enable all children to take part effectively and with the correct equipment.</p>	<p>See costs KI.1</p>	<p>There is an increase in active participation during PE lessons due to pupils having access to the right equipment and the number of resources available per session. There is more scope for challenge in specific subjects.</p> <p>Teacher survey shows that the quality of PE has improved as a result of the purchase of new equipment.</p> <p><u>Equipment bought:</u> -Gymnastics shelves - different heights to allow for challenge and support</p>	<p>a. Audit what other equipment we need for next year and provide this throughout the year. b. Continue to restock as and when needed. c. Monitor how equipment is being used to challenge or support pupils in future lessons</p>

			<p>when moving from floorwork to apparatus.</p> <ul style="list-style-type: none"> -Bibs - allowed for pupils to be organised into teams easily -Cones - allowed for smooth transitions and set areas for pupils to learn -Skipping ropes - allowed pupils to increase in stamina -Basketball hoop - allowed more pupils to practise shooting basketballs 	
Order and buy new specialist sports equipment to ensure pupils get a varied and rich PE and activity curriculum.	<p>a. Liaise with specialist staff (SM) to enquire about specialist equipment.</p> <p>b. Order specialist equipment.</p> <p>c. Provide scheme of work resources to go alongside new specialist equipment.</p> <p>Equipment bought: Basketball hoop, table tennis</p>	£3109.49	<p>Children are excited about the new sports on offer as part of the PE and activity curriculum.</p> <p>Impact will be measured next year as specialist equipment was bought in Summer 2.</p>	<p>a. Continue to deliver these sports next year.</p> <p>b. Research some new sports to introduce as part of the PE curriculum to broaden the range of provisions.</p> <p>c. Liaise with Leicester Riders to support teachers with basketball provision.</p>
Provide an activity day which allows pupils to take part in fun and engaging activities whereby they learn new skills, increase confidence or take up sports outside of school.	<p>a. Ask pupils what activities they would like to take part in/have an interest in.</p> <p>b. Liaise with external agencies to organise time and day and activities on offer.</p> <p>c. Liaise with SLT and teaching staff r.e. scheduling time in the timetable.</p> <p>d. Ask pupils and staff for feedback and discuss impact with SLT to organise next year</p>	£3266	<p>Feedback and observations show that children enjoyed the different activities on offer and parents, staff and children were highly complimentary about the activities on offer.</p> <p>Quotes from pupils and staff:</p> <p>“I had the best day ever. I want to do an activity day every year!”</p> <p>“I loved getting to the top of the rock climbing wall and practising my skills before.”</p> <p>“I really liked archery and I learnt how to aim at the targets”</p> <p>“The activities were brilliant and the</p>	<p>a. Liaise with external agency to teach series of lesson/upskill staff skills/provide opportunity for pupils.</p> <p>b. Liaise with external agency to potentially provide after school club on boxercise</p>

			<p>children had so much fun. It was really great to see them actively engaged in something they wouldn't usually be involved in."</p> <p>Children given opportunity to try new sport/activity.</p> <p><u>Participant total for Skipping on 24th June:</u></p> <p>Year 3 - 90 pupils</p> <p><u>Participant total for Boxercise on 11th July:</u></p> <p>Year 4 - 83 Year 5 - 30</p> <p><u>Participant total for Archery on 12th July:</u></p> <p>Year 3 -82 Year 4 - 81 Year 5 - 77 Year 6 - 86</p> <p><u>Participant total for Climbing Wall on 13th July:</u></p> <p>Year 3 - 82 Year 4 - 81 Year 5 - 77 Year 6 - 86</p>	
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<p>Maximise the number of girls participating in sports by providing them with fun and engaging activities led by experts.</p>	<p>a. Liaise with teaching staff to target least active/least motivated girls. b. Liaise with external agency to come in and teach group of girls. c. Support staff to shadow expert and lead activity after expert is finished.</p>	<p>£100</p>	<p>Increased number of girls participated in WHISPA activities such as dodgeball, football and hockey.</p> <p>Participant total: Year 3 - 15 girls Year 4 - 12 girls</p> <p>100% of girls said they enjoyed the different activities and took an interest in taking part in the Disney football stars later on in the year.</p> <p>88% of girls said their confidence had increased due to taking part in the activities</p> <p>36% of girls had tried a new activity as a result of WHISPA</p>	<p>a. Liaise with external agency to potentially provide after school club targeted at girls.</p>
<p>Provide scheme of work to ensure high quality PE lessons are being taught as part of the PE curriculum and children are introduced to a range of activities and sports.</p>	<p>a. Led CPD on using scheme of work effectively b. Distribute to teaching staff. c. Observe teaching staff using scheme of work and effect it has on the lesson.</p>	<p>£250</p>	<p>As a result of the new SoW, monitoring shows that PE lessons are well planned to provide for pupil engagement and activity and skill. Teacher feedback demonstrates an improved confidence and skill level for teaching PE. SOW allows new sports to be offered to pupils in which student feedback has been positive.</p>	<p>a. Continue to subscribe to SoW and add new topics into planning folders each term. b. Monitor curriculum mapping next academic year. c. Ensure new staff know the log in details and provide CPD to support new staff.</p>

<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>£2120</p>
<p>Intent</p>	<p>Implementation</p>	<p>Funding allocated:</p>	<p>Impact</p>	<p>10.5%</p>
<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</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>

consolidate through practice:				
Motivate individuals and increase the number of competitive sport and inclusive festivals on offer.	<ul style="list-style-type: none"> a. Liaise with staff to identify gifted and talented pupils. b. Liaise with staff to identify pupils who have a keen interest in sports competitions c. Keep a register of number of pupils who take part. d. Liaise with LSSPAN regarding results and numbers of participants. 	£1550	<p>An increased amount of pupils have participated in competitive sports at places such as GOALS and Saffron Lane Athletics Stadium.</p> <p>Results have demonstrated an increase in the amount of competitions entered. Results show pupils have scored/ranked highly in many competitions this year in comparison to other schools and previous years (See achievements table at top of document)</p> <p>Quotes from pupils: "I like the competitions and competing against other schools." "The competitions make me feel proud to be part of Humberstone and I like to try my best." "I have been on lots of competitions this year and they have all been fun."</p>	<ul style="list-style-type: none"> a. Schedule time in the timetable and staff rota set up for trips outside of school for next academic year. b. Continue to monitor G+T pupils c. Provide after school clubs to encourage competitive sports to take place and give pupils a fair advantage when competing.
Motivate individuals and increase the number of pupils taking part in competitive football opportunities.	<ul style="list-style-type: none"> a. Liaise with staff to identify gifted and talented (in football) pupils. b. Keep a register of number of pupils who take part. c. Liaise with LDPFSA regarding results and numbers of participants. 	£450 Travel costs: £120	<p>An increased amount of pupils have taken part in football league fixtures and as a result, Humberstone football team have ranked 1st in Leicester.</p> <p>Pupils were taken to the LCFC training ground as a reward for their hard work and perseverance.</p> <p>See results at top of document for achievements.</p>	<ul style="list-style-type: none"> a. Schedule time in the timetable and staff rota set up for trips outside of school for next academic year. b. Continue to monitor G+T pupils c. Provide after school clubs to encourage competitive sports to take place and give pupils a fair advantage when competing.

Signed off by	
Head Teacher:	<i>I Sultana</i>
Date:	15th July 2022

Subject Leader:	Natasha Upfield
Date:	15th July 2022
Governor:	
Date:	