

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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](#)





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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£3,700
Total amount allocated for 2020/21	£23,200
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£19,380
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,380

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 at least 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 2020.</p> <p>Please see note above</p>	20%
<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>	11%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	11%

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

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: £19,380		Date Updated:	
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: 30%
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:
Pupils in KS2 will be able to set up and lead activities for KS2 pupils as well as KS1 pupils.	<ul style="list-style-type: none"> • Purchase equipment for the playground. • Train sports leaders to set daily challenges. • The PE Department will set weekly challenges to be delivered by the sports leaders and completed by everyone within their classes. • KS1 teaching assistants/sports leaders to lead and record activities for KS1. 		£2100	<p>Sports leaders: trained up and delivered throughout the autumn term. Sports leaders led activities with KS2 & KS1 throughout the autumn term and supported children participating in competitions.</p> <p>Leadership within the playground was not sustained throughout the spring term but is being ‘rebooted’ throughout the summer term to mentor/develop sports leaders in Y4 so that they are ready to take up the role in Y5. Kenielle to work with Jamie to ensure this happens. Sports leaders have however</p>	<ul style="list-style-type: none"> • To carry on with the playtime year group challenges ensuring it is consistent throughout the school year. • Pupil Voice to identify what types of activities pupils prefer. • Continue to incorporate marathon kids within pupil’s fitness runs throughout the day. • Next year: trial rotating sports leader

			continued to support children participating in competitions. While this hadn't happened previously the impact of Covid in the previous two years meant that sports leaders hadn't operated fully throughout years.	responsibilities throughout Y4 with new sports leaders each term.
90% of children in KS2 will run the equivalent of at least one marathon and all children will run the equivalent of at least half a Marathon throughout the 21/22 academic year increasing their aerobic fitness.	<ul style="list-style-type: none"> Marathon Kids for all KS2 pupils. Keep a record of pupils. Select ambassadors from each class to lead the activity. Purchase wristbands, medals and certificates which would be given to pupils within virtual assemblies. Introduce Marathon Kids within fitness runs throughout the day. 	£300	<p>Marathon kids launched in October.</p> <p>Total km (November - Early June): 3605.1km</p> <p>66% of children have ran 10km</p> <p>25.6% of children have run half a marathon/30km</p> <p>4.2% of children have run a marathon</p> <p>Some children found it difficult sustaining motivation with regular running, especially throughout the spring term.</p>	<ul style="list-style-type: none"> Continue to allow pupils to take part in marathon kids during break and lunch. Continue to ensure that activities are appealing and challenging for pupils. Continue to keep a register of the pupils who are taking part in each challenge. Consider developing feedback in weekly assembly slot re: comparisons of total distances run by each class in KS2 + number of certificates awarded.

<p>Pupils will be able to compete in year group challenges during break and lunch times throughout the school week for the entire school year.</p>	<ul style="list-style-type: none"> • Train sports leaders by the PE Department/ Newham SSP in each year group bubble to set daily challenges. Supply them with a wide variety of Youth Sports Trust Cards for delivering activities. • Set Class Challenges led by the PE Department. • Create a timetable of activities that is available on different days. 	<p>Newham SSP (£3120)</p>	<p>Sports leaders: trained up and delivered throughout the autumn term. Sports leaders led activities with KS2 & KS1 throughout the autumn term and supported children participating in competitions.</p> <p>Leadership within the playground was not sustained throughout the spring term but is being 'rebooted' throughout the summer term as above</p>	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 6%</p>
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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>Pupils in year 3 - 6 will be taking ownership of tracking, monitoring and improving their aerobic fitness throughout the school year.</p>	<ul style="list-style-type: none"> • Termly Fitness Bleep Test. • Announce the top results in assembly. • Display the results on the PE notice board. 	<p>£100</p>	<p>KS2 did termly 15m bleep test to monitor their fitness levels.</p> <table border="1" data-bbox="1285 1257 1727 1453"> <thead> <tr> <th>KS2</th> <th>15m Bleep Test Average Score</th> <th>Bleep Test Highest Score</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>Level 5</td> <td>Level 8.6</td> </tr> <tr> <td>Y4</td> <td>Level 5</td> <td>Level 8.8</td> </tr> </tbody> </table>			KS2	15m Bleep Test Average Score	Bleep Test Highest Score	Y3	Level 5	Level 8.6	Y4	Level 5	Level 8.8	<ul style="list-style-type: none"> • Continue with the termly bleep test to monitor and track pupils' fitness levels.
KS2	15m Bleep Test Average Score	Bleep Test Highest Score													
Y3	Level 5	Level 8.6													
Y4	Level 5	Level 8.8													

	<ul style="list-style-type: none"> ● Pupils will be given the opportunity to build towards their marathon kids results. ● Introduce marathon kids within breakfast and after school clubs. 		<table border="1"> <tr> <td>Y5</td> <td>Level 7</td> <td>Level 12.2</td> </tr> <tr> <td>Y6</td> <td>Level 8</td> <td>Level 13.7</td> </tr> </table> <p>Overall 'results' of fitness tests are celebrated in assembly on a termly basis.</p>	Y5	Level 7	Level 12.2	Y6	Level 8	Level 13.7	
Y5	Level 7	Level 12.2								
Y6	Level 8	Level 13.7								
To celebrate and raise pupil's achievements in sport regardless of ability or barrier to learning, through use of the PE notice board and virtual assemblies - improve participation in sport & an incentive to aim high	<ul style="list-style-type: none"> ● Purchase various awards such as certificates, medals and trophies. ● Display achievements on the PE notice board. 	£805	<p>Certificates & medals have been awarded to pupils to recognise improvement on previous personal bests and to recognise effort.</p> <p>These have been celebrated in assemblies & on the PE noticeboard (the PE noticeboard needs replacing due to damage in a storm).</p> <p>This has impacted positively upon pupils re: their level of engagement in PE.</p>							
Children wear appropriate clothing for PE and understand the need to change clothing regularly. The school maintains a good record of all children having PE kits to change into for PE	<ul style="list-style-type: none"> ● Purchase competition uniforms for pupils. ● Purchase spare PE kits for students. ● Send a reminder text to parents informing them that pupils can attend school in their PE kits on their PE days. 	£900	<p>Throughout the school children bring in their PE kits regularly and there has only been one instance of children not bringing in PE kits being a barrier to participation.</p> <p>This was picked up quickly through records on the PE passport and followed up by contact with parents which has resolved the issue. All children participate in PE on a regular basis.</p>							

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:																					
Pupils will be aware of the correct use of language being used within that sport. Children will also be given the opportunity to track and monitor their progress and understand how to improve their performance throughout the year.	<ul style="list-style-type: none"> Update the Primary PE passport app to aid PE instructors/Teachers in the planning and delivery of high-quality PE lessons. Transfer of data onto the app to maximise its use. Ensure that all PE instructors/teachers delivering PE have access to an iPad. Train new staff in using the PE Passport App. Continue to use the PE Passport app to aid and support the planning, assessment and the delivery of PE across all phases of the school. 	£599.00	<p>The tables below show achievement in PE Y1 - Y6 - sets a benchmark for future years.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>% of children attaining ARE and above</th> <th>% of children exceeding ARE and above</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>85.2%</td> <td>70.4</td> </tr> <tr> <td>Y2</td> <td>90.2%</td> <td>29.5%</td> </tr> <tr> <td>Y3</td> <td>83.6%</td> <td>57.4%</td> </tr> <tr> <td>Y4</td> <td>76.3%</td> <td>55.9%</td> </tr> <tr> <td>Y5</td> <td>70%</td> <td>41.7%</td> </tr> <tr> <td>Y6</td> <td>78.3%</td> <td>50%</td> </tr> </tbody> </table> <p>The PE passport app has been installed on all iPads now which has enabled all staff throughout the school to access the support for planning in PE passport</p> <p>Jamie (Sports Coach) has worked alongside a cricket instructor in the autumn term and gym instructor in the spring term. Children benefited directly from this support as well as</p>	Year Group	% of children attaining ARE and above	% of children exceeding ARE and above	Y1	85.2%	70.4	Y2	90.2%	29.5%	Y3	83.6%	57.4%	Y4	76.3%	55.9%	Y5	70%	41.7%	Y6	78.3%	50%	<ul style="list-style-type: none"> Continue to allow pupils to use the iPads through the PE Passport App to monitor and assess their own and peers' performances. Continue to use the team-teaching service through the Newham SSP Continue to attend CPD courses when possible.
Year Group	% of children attaining ARE and above	% of children exceeding ARE and above																							
Y1	85.2%	70.4																							
Y2	90.2%	29.5%																							
Y3	83.6%	57.4%																							
Y4	76.3%	55.9%																							
Y5	70%	41.7%																							
Y6	78.3%	50%																							

	<ul style="list-style-type: none"> • Dance/Gymnastics instructor to team teach with teachers to build confidence and knowledge. Book an instructor through Newham SSP. • Cricket instructor to team teach with new staff. 		<p>Jamie. Much of the professional learning has been able to be transferred into other aspects of the PE programme and therefore improvements have been sustained more widely e.g. using a circuit format in delivering a sequence of gym activities which has also been transferred into the programme of teaching for handball.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
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?:
<p>Additional achievements:</p> <p>Pupils will be given the opportunity to participate in a wide variety of breakfast and after school sports clubs.</p>	<ul style="list-style-type: none"> • Create a visual timetable where pupils can access it easily to identify what clubs are on offer which could also be located in the school's website. • Display the extra-curricular sports timetable on the school's website so that parents can access it for their children. • Purchase a vast variety of 	£2000	<p>Extra-curricular & visual timetables for PE have been available on the school website throughout the year.</p> <p>Copies of visual timetables were provided for teachers; however these haven't always been displayed.</p> <p>PE week is being planned to introduce wider activities e.g. dance mats, fencing.</p> <ul style="list-style-type: none"> • Display visual timetables in classrooms and around the school. • Continue to research and offer new activities for pupils. • Contact external companies such as gymnastics to deliver sessions • provide laminated

	<p>sports equipment.</p> <ul style="list-style-type: none"> ● End of year PE Week with a focus on providing pupils with opportunities to find a sport they enjoy. ● Contact local clubs/coaches within the community to introduce new sports as an extracurricular club. ● Continue to offer a wide range of physical activities to promote further interest in the subject. ● Continue to supply teachers/office staff with letters for pupils that may join at various points throughout the school year 		<p>Children have been signposted to additional activities on offer in the local area e.g. through Newham leisure centre.</p> <p>Office staff have been liaising with Kenielle & Jamie re: spaces in clubs on a termly basis and awarding places to children which has kept the proportion of children attending clubs high throughout the year.</p>	<p>copies of visual timetables for classrooms and follow up re: being displayed in classrooms + display on the entrance noticeboard as well as on Ian's shed/PE noticeboard.</p>
<p>Pupils will be given the opportunity to give their opinions on any new sports clubs they would like to partake in as an extracurricular club.</p>	<ul style="list-style-type: none"> ● Pupil voice identifying which after school clubs they would like to participate in and if there are any barriers that would prevent them from participating. ● Contact Newham SSP to deliver an after-school sports club (martial arts). 	<p>Newham SSP (£3120)</p>	<p>Pupil voice exercise undertaken in the autumn term: this revealed a continuing interest in dodgeball which has been maintained as an after-school club offer.</p> <p>Barriers to attendance at clubs were identified as being the charge for attending. This was removed in specific cases for children with vulnerable children.</p>	<ul style="list-style-type: none"> ● Continue to carry out pupil voice to identify any barriers that may prevent students from attending extra-curricular clubs.

	<ul style="list-style-type: none"> • Offer sports clubs for each year group on specific allocated days. • Supply teachers/office staff with letters for pupils that may join at various points throughout the school year. 		<p>In addition to this, younger siblings have also been allowed to attend clubs where non-attendance was a barrier for older siblings attending.</p> <p>Areas which need exploration: rock climbing - there is a new facility which has opened up nearby which might be able to offer provision and children have expressed an interest in rock climbing/bouldering. Peacocks Gym - worth exploring as a number of children have expressed an interest in boxing.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				35%
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:
All (100%) pupils will engage in competitive sports, through 'intra' and 'inter' school levels, in partnership with Newham SSP and local competitions.	<ul style="list-style-type: none"> Continue to organise half termly intra events for all KS2 pupils which are; <ol style="list-style-type: none"> Hallsville's Cross Country Football tournament Easter Sports Camp Introduce additional intra termly competitions which are; <ol style="list-style-type: none"> KS1 Cross Country KS1 & KS2 Dodgeball tournament KS1 & KS2 Hula Hut tournament KS1 & KS2 Archery competition Continue to organise Non-Competitive Sports Days for EYFS, KS1 and KS2 	£500	<p>All pupils in KS2 took part in intra sport competitions at the end of each term. Medals were awarded to 1st, 2nd and 3rd for each individual. There has also been a separate category for boys and girls resulting in a higher participation/motivation for the girls especially in football.</p> <p>The Dodgeball Tournament highlight the gifted and talented pupils who then represented the school in a National Competition. They were able to win the London qualifications and represented London at the National Finals.</p> <p>Through the Newham SSP, Hallsville took part in 27 competitions incorporating KS1, KS2 and SEND pupils throughout the school year.</p>	<ul style="list-style-type: none"> Continue to attend competitions through the Newham SSP Register to compete in National Competitions.

	<p>and also Competitive Sports Day for KS2.</p> <ul style="list-style-type: none"> ● Newham SSP membership – continue to take part in various inter sporting events (virtually). ● All pupils in year 4, 5 and 6 will be tested in athletics through the Newham SSP to identify pupils that are gifted and talent. ● Continue to organise PE Week which enables pupils to take part in various intra sporting events. ● Swimming year 6 – all pupils in year 6 will have access to free swimming lessons for 10days. 	<p>Newham SSP (£3120)</p> <p>£200</p> <p>£2600</p>		
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