

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 2022. To see an example of how to complete the table please click [HERE](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£3547.64
Total amount allocated for 2021/22	£21380
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£21380
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£ 21272

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>	Awaiting data
<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 2022.</p> <p>Please see note above</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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?	Yes/ No
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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: £21382		Date Updated: 13.6.23	
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:
					83%
Inten t	Implementatio n		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 the school has sustainable, high quality teaching and learning in P.E	Legacy Sports to support and upskill every teacher for the equivalent of a full term over the academic year Pennine Sports Partnership to upskill staff on needs driven basis. Pennine Sports Partnership to support with allocation of specialist coaches for gym	£11500 £2500 £1140-Aut B £1140-Spr A £1140-Sum A	Coaches have supported in ensuring an inclusive approach to planning with clear differentiation, liaising with class teachers and making judgements within lessons. A broader range of experience of activities through Coach specialism and expertise. Planning supports our progression documents All children exposed to competitive games. Coach specialism meant that children and staff gained further confidence,		Upskilling continues to be a crucial part of our long term plan and funding. The planning that has been shared by all coaches and staff have put the plans into practise with the skills to deliver next year and extend their confidence to lessons that ensure children are active for longer. Staff are able to see the progress achievable within one lesson and how to create mini competitions and can carry this forward in to future teaching. Coaches for next year will

			<p>more active in sessions leading to happier and healthier children. This has been evidenced through pupil voice and fitness data at the beginning and end of Year 2 and 4.</p> <p>Children have been replicating games in the playground from sessions.</p> <p>High quality PE sessions observed.</p> <p>2 hours per week PE timetabled</p>	<p>continue with specialist coaches for different areas.</p> <p>Beyond the Physical scheme to ensure continuity across all year groups.</p>
<p>Every child to be given opportunity to participate in a range of physical activities beyond curriculum PE sessions such as lunchtime clubs and after-school clubs.</p>	<p>Pennine Sports Partnership to provide designated days to Moorlands as part of their offer.</p> <p>Sports Lead to liaise and develop links with coaches within the local community with the support of PSP, Legacy and Project Sport to offer a bespoke and relevant after-school club programme, pupil voice-led taster sessions and ensure school is involved in external events.</p> <p>SEND/Less active children to be targeted for festivals and try it sessions by teacher led allocation.</p>	<p>£0-part of Legacy and PSP offer. Parent Contributions</p>	<p>Links further developed with PSP and specialist coaches such as 6ers Cricket, Laund Hill Rugby Club, Tri-Golf, Huddersfield Lawn Tennis Club, Project Sports</p> <p>Pennine Sports Partnership provided the following:</p> <p>Autumn Term:</p> <p>Play Leaders (Year 5 and Year 6)</p> <p>Play Buddies (Year 2) will increase lunchtime activities for all children</p> <p>Active Reading (Year 1) will encourage an active classroom</p> <p>Key Stage 1: Boccia Workshops</p> <p>Try It Days at local high school targeting least experienced-this</p>	<p>Continue to use the links made this year to develop a bespoke curriculum relevant to children and covering curriculum objectives. This will continue irrespective of PE and Sports Premium Funding.</p>

			<p>includes dance, basketball, football, cricket, gym festivals to increase in participation for all children in extra curricular activities</p> <p>Spring Term</p> <p>Key Stage 1 Winter Olympics with Year 6 leaders</p> <p>Summer Term:</p> <p>Key Stage 1 Inclusion Festival-Year 5 leaders</p> <p>Year 3 Multi-Skills Festival</p> <p>Year 4-yoga sessions</p> <p>‘This Girl Can’-Key Stage 2 event</p> <p>Key Stage 1 Fun Run</p> <p>Year 3 and 4 Sports Hall Athletics</p> <p>Tri-Golf Festival-Key Stage 2</p> <p>Year 4-National Schools Sports Week Multi-skills event</p> <p>Kwik Cricket festival-Key Stage 2</p> <p>Modified Rounders Festival-Key Stage 2</p> <p>Yoga-KS1, Year 4, Year 6</p>	
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			<p>Specialised coaches</p> <p>Autumn Term Gym coach</p> <p>Spring Term Year 3 and Year 6 Tri-Golf weekly sessions and competition</p> <p>Key Stage 1-Tennis tasters</p> <p>Summer Term Rugby Taster Year 5-6</p> <p>Cricket-Time to Shine programme-Year 3</p> <p>Year 2-Scooting</p> <p>After-School Club information can be accessed via our website.</p> <p>A broader range of children have accessed festivals and clubs with teaching staff leading on selection. Children have developed interests in a range of supports and have requested them for the following year such as tri-golf and scooting.</p> <p>Rugby Coach has reported new sign ups since sessions have taken place</p>	
<p>Year 5 and 6 to be trained as Play Leaders</p> <p>Year 2- to be trained as Play Buddies</p> <p>With the aim of increasing physical</p>	<p>PSP to dedicate time to train the leaders. Time allocated for leaders to be given designated days.</p> <p>Lunchtime staff allocated time to be</p>	<p>£0 part of PSP offer</p>	<p>Children are active in the playground and children have stated through Pupil Voice, when they feel lonely, they know they can go to the play</p>	<p>PSP will support with training new leaders with the support of previous leaders.</p>

activity and well-being at lunchtimes	trained to support the children in leading and ensure smooth-running.		<p>leaders. Play Leaders have increased participation in games at lunchtime with structured play. Play Leaders were volunteers but also targeted to support with increase in well-being. Play Leaders have supported further confidence of Play Buddies.</p> <p>Children have seen success of play buddies and further offered to support on additional days and train up new play leaders.</p> <p>Children have opportunity to lead and manage within PE and lunchtimes. Some play leaders have developed their own games and delivered them.</p> <p>Less lunchtime incidents as shown through behaviour data. Happier children and happier staff.</p> <p>Organised playgrounds, areas utilised. Increased number of children participating in organised and structured play.</p> <p>Leaders have had the opportunity to support with Race Day and Sports Day.</p>	<p>Lunchtime staff to be involved in training.</p> <p>Continue with further development of children running their own games.</p>
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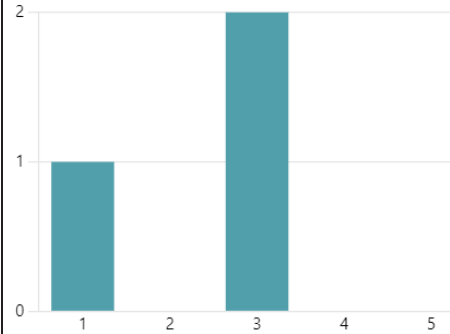
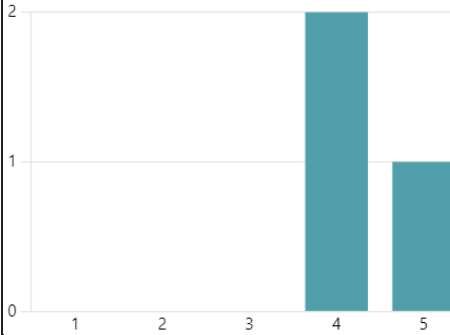
Purchase of outdoor equipment and training of Lunchtime staff	<p>PSP trained our lunchtime staff with a number of games that require minimal equipment</p> <p>Purchase of outdoor equipment and time to</p>	<p>Part of PSP offer</p> <p>£412</p>	<p>Lunchtime staff have gained confidence in setting up and modelling games at lunchtimes.</p> <p>Equipment is being ?? to replicate PE games.</p> <p>Children are using their imagination and creating their own team games.</p> <p>Less lunchtime incidents. Happier children and happier staff.</p> <p>Organised playgrounds, areas utilised.</p>	<p>Staff to continue to support children and upskill each other. Time allocated in ETA meetings to refresh and expand ideas.</p> <p>Equipment checked and replaced when needed.</p> <p>Development of the Quiet Space which also has funding from our Mental Health Support Team, an implementation plan is in progress to ensure sustainability over an initial 12 month period.</p>
Use of Legacy Sports and Pennine Sport lunchtime clubs to target specific children who would benefit from small group intervention, increase participation and enjoyment of physical activity.	<p>Teaching staff asked to target specific children to attend lunchtime clubs in Spring Term and Summer Term with activities including pre-learning and consolidation of current curriculum as well as games.</p> <p>Autumn Term Year 1 and 2-Fundamental Skills Year 5 and 6 gymnastics Spring Term- Year 1 and 2-fundamental/multi-skills Year 3 and 4 fundamental/multi-skills Summer Term- Year 3 and 4-striking and fielding upskilling and consolidation</p>	<p>£0 Included within overall costings of services</p>	<p>Children have been targeted, whilst not all children wanted to take part in the extra activities, the majority benefited from either pre-learning, consolidation or development of fundamental skills in small group sessions led by professional coaches.</p>	<p>Continue offering targeted, small group interventions at lunchtimes to increase skills and enjoyment of physical activity.</p>

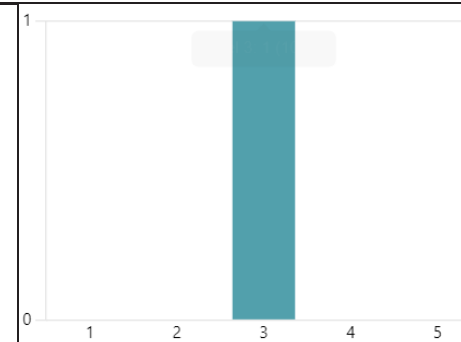
Intra-School Tournaments to raise the profile of physical activity and linked to 'Houses' as per pupil voice.	Termly tournaments- Autumn Term and Spring Term-1 x lunchtime per week, designated year group play in a House tournament with crowds cheering on. Person of the Match, leagues and results shared with school. Half termly report on newsletter. <i>Postponed Summer Term due to member of staff leading leaving for promotion.</i>	£0	School Council reported this to be a success when it was running, results shared across year groups, celebrations on the newsletter and different events for different year groups to increase participation. Mixed-genre events.	Re-launch in new academic year
High quality lunchtime clubs to increase participation in competitive sports for the Gifted and Talented	Use of Legacy Sports and Pennine Sport lunchtime clubs to our gifted and talented children to provide additional challenge and	£0 included within services	Autumn Term Sports Hall Athletics Training Spring Term-basketball Summer Term-Girls Football tournament Children have been given additional opportunity to showcase skills and work as part of a team.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Inten t	Implementatio n		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:

Membership to Pennine Sports Partnership and Legacy Sports to support staff with specialist support, upskill and develop the PE Curriculum.	Plan the year to ensure opportunities for all year groups to receive specialist support for planning and delivery of PE Curriculum Plan opportunities for additional events to take place covering all year groups.	£0-part of offer	PE plans developed alongside specialist coaches and delivered with staff taking some ownership to improve their own skills and confidence.	
Social media, newsletters to acknowledge and celebrate sporting events and achievements.	Displays in hall showing curricular and extra-curricular opportunities, leadership and achievements. Trophy cabinet in entrance areas for pupils, visitors and parents Twitter and newsletter updates regularly	£0	An increase in the number of children taking part in events. More children sharing out of school sporting achievements. Achievements are celebrated and promoted within school and to the wider community. All results are celebrated including excellent Sportsmanship Children are proud to share and see trophies and medals. Strictly Pennine Dance Competition showcased to local community 3 children nominated for the Pennine Sports Partnership Celebrations - Outstanding Sports Person, Endeavor Award, Leadership Award Well-being and respect-more games are taking place which has increased team work and problem solving skills and therefore some better attitudes to learning. Children feel they have a	To continue. Develop a display in the PE hall to further celebrate achievements.

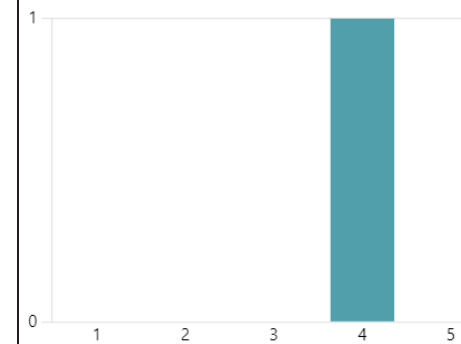
			purpose when they outside.	
<p>Improve pupils' emotional resilience, performance and happiness.</p> <p>Help pupils to be more aware of their thoughts and feelings.</p>	<p>Danny Herman from PSP to deliver Assembly to whole school Spring Term relating personal achievement in the face of challenge.</p> <p>Regular assemblies promoting positive mental health, including 5 Ways to well-being which includes 'Get Active' and 'Connect'.</p>	£0	<p>Whole school assembly delivered January 2023.</p> <p>Children's MH Week and Mental Health week promoted through assembly and also in class activities.</p> <p>Power-Up areas promoted in shared areas to support Zones of Regulation and being physical can support releasing emotions.</p>	<p>To continue to build on emotional well-being and resilience through our Universal offer and targeted support through our Well-Being offer.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				83%
Inten t	Implementatio n		Impac t	
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:
Upskill staff through modelling by specialist coaches in areas of less confidence, review and development of planning alongside coaches to incorporate mini-games and competitions as a focus.	<p>Legacy Sports to deliver Athletics, Invasion games with progression in teaching staff team-teaching and planning aspects.</p> <p>2 days per week, 2 year groups per term.</p>	<p>£11500</p> <p>£190 per day x6</p> <p>£190 per day</p>	<p>Staff confidence survey results: Staff confidence has increased in all areas of the PE curriculum as confirmed in whole staff surveys.</p> <p>Children wanted more mini-games within lessons, as per pupil voice, something staff lacked confidence</p>	Legacy Sports did provide upskilling but not as sustainable as intended, therefore moving forwards we will be trialling a whole school approach using Beyond the Physical with the support of Pennine Sports Partnership to

	<p>Pennine Sports Partnership to allocate experienced and qualified gymnastics teacher to support and up-skills teachers in this area.</p> <p>Autumn B (Year 3 and Year 2) Spring A (Year 6 and Year 5) Spring B (Year 4 and Year 1)</p>	<p>x6 £190 per day x6</p> <p>£190 per day x 6</p> <p>£0 cost £0 cost</p>	<p>in and this was a focus for Legacy. Mini-games have been incorporated into plans and modelled with opportunity for staff to be part of the set up and run the games.</p> <p>Legacy Sports delivered athletics/invasion/throwing and catching/striking and fielding: Example data from staff: Year 4 confidence before-striking and fielding</p>  <p>After:</p>  <p>Year 3 invasion games staff skill set: Before</p>	<p>deliver training and coaches to model lessons.</p>
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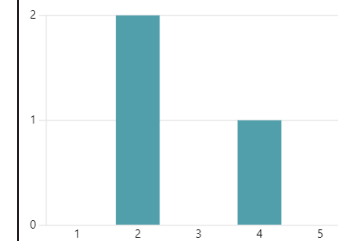
After:



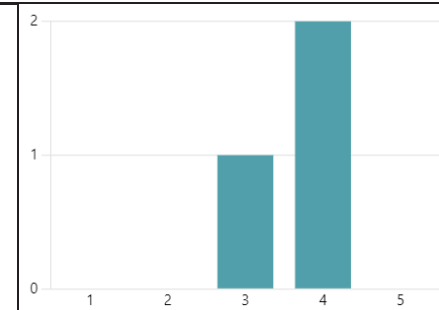
Gymnastics staff data for increased confidence in Gym example data

Year 1

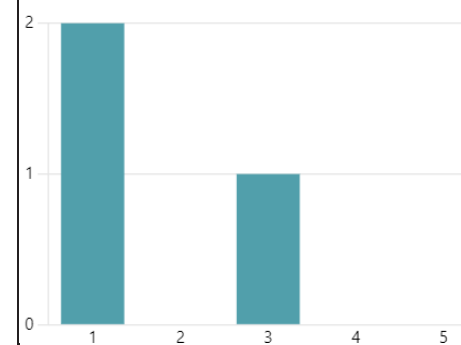
Before



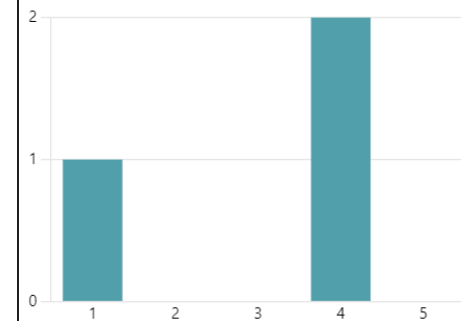
After



Staff skillset in Year 4
Before:



After



NB one teacher did not receive the upskill due to job share hence 1 and 1 result

PSP to upskill specific teachers in response to staff surveys	At least one staff survey per year to share areas of low-confidence and offers of support.		Staff survey allowed for staff who wanted support to share areas for development with time dedicated by Legacy and PSP to support these staff specifically.	Once yearly staff survey to give bespoke upskilling to continue with the support of PSP.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Inten t	Implementatio n		Impac t	
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:
Membership to Pennine Sports Partnership:	Pupil voice termly to ensure bespoke offers to meet the interests of the children and increase participation and interest in sports.	£PSP membership	Bikeability Year 6 KIP-Active Reading (Year 1) Sports Hall Athletics Training (Year 6) Gymnastics Festival (Year 3) Cross Country and Fun Run, progressing Floodlit Cup-Football Competition Under 11s boys, Under 11's Girls,	Pupil Voice termly to continue. Use links within the community to support with bespoke offers.

		<p>£30</p> <p>£190 x 3 days</p> <p>Included in Legacy and PSP memberships</p> <p>£550</p>	<p>Under 10's boys</p> <p>Spring Term</p> <p>Strictly Pennine (KS2)</p> <p>Golf Workshops (Pupil voice request)x 3 days plus lunchtime club</p> <p>Winter Olympics KS1 (including UKS2 leadership)</p> <p>Sports Crew Training</p> <p>Tennis taster sessions</p> <p>Lunchtime clubs run by external providers to support with lowest 20% achievers, Pupil Premium Children, SEN and Pastoral Support for all year groups every week in autumn and spring term</p> <p>Summer Term</p> <p>Key Steps Gym competition</p> <p>Year 4-National Sports Week travel</p> <p>Cricket Chance to Shine</p> <p>Rugby-Laund Hill</p> <p>Tennis Festival</p> <p>Tennis Competition</p> <p>Cricket Festival</p> <p>Cricket Competition</p> <p>Scouting-Year 2</p>	
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		£240	Girls football-lunchtime, Legacy Sports This Girl Can-Key Stage 2 event	
Complete termly pupil voice to involve children in the shape of the curriculum	PE lead to complete Pupil Voice during monitoring with a focus on what they would like to experience in physical education. School Council to feed suggestions forward in meetings. PE lead to act upon pupil voice	Tri-Golf £190 x6 (£1140) £0-cricket £0-tennis £0-rugby	Coaches hired in to work alongside staff in the delivery of Golf (Rochelle Morris), Cricket (Stainland CC)Tennis (Huddersfield Lawn Tennis Club), Tag Rugby (Laund Hill) Stimulated interest amongst pupils for different sports Increased staff and pupil motivation, enjoyment and confidence with increased engagement of pupils in physical activity, especially less engaged. Assessment: Inspiration and links to join clubs	To continue to build these relationships, offering more bespoke physically activity to the children

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Inten t	Implementatio n		Impac t	
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 participation in as many competitions offered as possible, with as many different children representing school as possible	Link with Pennine Sports Partnership to ensure the yearly calendar of events is planned and organised.	Transport and entry fees £30 £110 £ £60 £0 £ 0 £ 0 £520 £110 £100 £275 £0-included in package £0	Post-Covid we have regained our commitment and perseverance with competitions. Children have been eager to trial for teams, put their names forward and attend training sessions. Floodlit Football Under 11's Competition-Winners Floodlit Transport to Sports Hall Athletics Final Cross country Regional Final transport Cross Country National Final entry Strictly Pennine Gym Competition Spring 2 NSSW travel Sports Hall Althetics First Regional Final	To continue, ensuring full engagement in PSP events. Floodlit Cup

		£0	<p>Tennis Festival and Competition</p> <p>Whole school Race day and Sports day</p> <p>Inter-school Girls Football training and tournament-Legacy Sports</p> <p>Year 3-4 Athletics competition KS2 Modified Rounders Competition</p>	
Increase staff confidence in delivering mini-games and competitions within all lessons, where appropriate-as per pupil voice and staff survey	Legacy Sports to plan and model progression from singles skills to team games within lessons.		<p>Children wanted more mini-games within lessons, something staff lacked confidence in and this was a focus for Legacy. Mini-games have been incorporated into plans and modelled with opportunity for staff to be part of the set up and run the games.</p> <p>Focus on increased participation from all children in curriculum lessons has been evident through mini-games which have been planned, delivered and replicated, thus ensuring children are active for longer, part of the team and increasing enjoyment and displaying excellent sportsmanship.</p>	To continue to be built upon now staff confidence has increased. Further support from specialist coaches and Beyond the Physical

Signed off by	
Head Teacher:	Mrs Amanda Denney
Date:	3 rd July 2023

Subject Leader:	Mrs Hannah Woodhouse
Date:	3 rd July 2023
Governor:	Mrs Eileen Merchant
Date:	28 th June 2023