

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 2020/21	£0
Total amount allocated for 2021/22	£19,340
How much (if any) do you intend to carry over from this total fund into 2022/23?	£456
Total amount allocated for 2022/23	£20,930
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£21,386

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021. Please see note above	60%- impacted due to lack of swimming opportunities in Year 3 and 4
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	60%- impacted due to lack of swimming opportunities in Year 3 and 4
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	10%- impacted due to lack of swimming opportunities in Year 3 and 4

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> <p>All children at Hollyfast are encouraged and supported to adopt a holistic approach towards their health and wellbeing. PE and school sports is a key component in this shared vision. All children from Reception to Year 6 have equal opportunities to participate in PE lessons in a range of engaging spaces across the school environment including the halls, our extensive fields and outdoor learning environments. The children take part in one high quality PE lesson each week which is aimed at improving each child’s physical performance, confidence and competency. All lessons are designed carefully and progressively and include differentiation in order to enable all children to succeed and excel in all aspects of PE. Successes are valued and celebrated during lessons, assemblies and through competition events. Children are taught a broad and balanced range of sports, games and physical activities, carefully pitched to support and challenge every child. Children are encouraged to achieve their personal best, measure their own improving performance and adopt a life-long love passion for being involved in physical activity. This contributes to a greater understanding of how a sustained, active and healthy lifestyle leads to high levels of confidence and wellbeing. We aim to embed 60 minutes of physical activity throughout the school day in addition to weekly PE sessions. Lunchtime activities are run by coaches and junior sports leaders. Our purpose built daily mile track on our school field offers children 15 minutes of daily physical activity to improve their health and wellbeing. Where possible, we provide active learning to inspire children to become more active throughout their school day and enhance their learning.</p>			Percentage of total allocation: 72%	
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?:	Sustainability and suggested next steps:
All children across the school including EYFS, KS1 and KS2 are involved in at least 1 hour of physical activity each day. Daily mile timetabled in daily to increase	Our sports coaches have planned high quality, dinnertime sports activities and also have been supporting children and regular, high quality sporting activity has been embedded across school.		£6,345 Increased physical activity and love for movement. All pupils are offered opportunities to access to dedicated sports coaches during after school clubs and enrichment activities.	Close professional links have been maintained to ensure high quality sporting opportunities during curriculum teaching. Lunchtimes and after school

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<p>physical activity.</p> <p>Successful breakfast club established and embedded to encourage more pupils to attend school earlier, get involved in activities and support working families.</p> <p>We provide experience days as part of our curriculum to ensure 100% participation rates. These include meeting an athlete, celebrating sporting events, active walk to school week.</p> <p>Children at Hollyfast are given the opportunity to join a range of extracurricular activities after school. They range from traditional sports such as football and netball, to other sports such as archery.</p> <p>SEND children are often given additional opportunities to develop core strength skills through use of resources such as balance beams, obstacle courses and yoga-style inflated balls during 'sensory circuits'. This provision is carried out daily as an additional intervention.</p> <p>To improve water confidence, safety and swimming ability to all our pupils from Reception - year 6.</p>	<p>Sports coaches employed by school and from professional organisations lead and contribute to assemblies and whole school sporting events, including sports days</p> <p>All children in Year 3/4 receive a term of swimming lessons at local leisure centre and are provided with travel.</p>		<p>Staff are being upskilled through CPD opportunities by working alongside all specialist sports coaches, observing and being pro-active during curriculum delivery and after school clubs.</p> <p>Children from all year groups including KS1/KS2 and EYFS have targeted, planned opportunities to work with specialist sports coaches.</p> <p>Children with SEND demonstrate improved confidence, self-esteem and independence and focus across the curriculum as a result of these sessions. In turn this promotes good behaviour and cater for children with challenging sensory needs. From speaking with teachers, they report their SEND pupils are more focused during lessons after completing sensory circuits.</p>	<p>clubs and monitoring for quality assurance is taking place.</p> <p>School teaching staff are being upskilled with increase in confidence, skill and sustainability of increased expertise.</p> <p>Timetables and communication between members of the PE team, SLT, the school business manager and sports coaches continues to be a strength, with clear organisation and shared vision in place.</p> <p>Children are eager to attend active after school clubs which run at full capacity and children often choose sporting clubs as part of their enrichment.</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>The PE team audit the skills of staff each year focusing on confidence and competency in all aspects of teaching in PE to enable CPD opportunities that are fully personalised and supportive. This enables us to develop and organise a comprehensive, innovative staff training programme to build skills and confidence in teaching outstanding PE. Members of the PE team provide exceptional CPD opportunities based on their own expert knowledge, supported by comprehensive and up to date feedback from external courses they have attended. Curriculum maps and planning are reviewed and developed by the PE lead. These clear lesson objectives are linked to</p>	<p>Percentage of total allocation:</p> <p>6%</p>
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The National Curriculum and Development Matters Framework for Early Years. They also show a clear breadth, balance and progression in skills across a range of physical activities and sports. Age related vocabulary is included in lesson plans and used in teaching and learning to promote fluency and understanding. The PE subject SEF and policy shows clear intent, implementation and impact statements personalised to Hollyfast Primary School including strengths and areas for development. Regular inter school competitions take place between school houses and we acknowledge and celebrate national and international sporting events through assemblies and attending school games competitions.

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>Continue to raise profile of sports and high quality physical activity for all children across school.</p> <p>Children continue to be given choices about the types of curriculum activities they want to take part in.</p> <p>Focus on health and wellbeing for all children including identified groups. Greater shared understanding of how making informed choices about nutrition, diet and exercise improves health.</p> <p>Quality of curriculum including coverage, planning, assessment, teaching and learning.</p> <p>PE review held by afPE to raise standards.</p> <p>Each half term the winning house</p>	<p>Celebration of in school and out of school PE achievements takes place during whole school assemblies.</p> <p>Examples of good learning behaviour are modelled through this as an aspirational target for children. Regular chances are provided to represent school as reward for demonstrating these skills in school.</p> <p>Sports coaches employed by school and from professional organisations lead and contribute to assemblies and whole school sporting events, including sports days.</p> <p>Achieved afPE Quality Mark + Distinction showing PE lead is dedicated to raising standards.</p>	<p>£2000</p>	<p>Sporting achievements are celebrated during achievement assemblies, through school newsletters, website, twitter and Seesaw which is establishing a shared love of sport by children, staff and parents.</p> <p>Children are more confident to make own.</p> <p>Raised awareness and understanding of importance of making healthy choices through nutrition, diet and exercise.</p> <p>Personal Best assessment systems being used to monitor attainment in PE and for purpose of improving outcomes, report writing/communication with parents.</p> <p>Raised standards and improved</p>	<p>PE lead to carry out pupil voice to gauge children's knowledge, understanding and vocabulary directly linked to this subject.</p> <p>PE lead to observe lessons across the school and provide support.</p> <p>Raised profile continues to increase popularity of PE and sport.</p> <p>Children are given opportunities to demonstrate to others their developing skills in PE and sport during assemblies and competitions.</p> <p>Pupil voice continues to be valued and used to drive outcomes.</p>

<p>receives a prize. We often use local sports clubs or athletes to deliver a workshop.</p> <p>Teachers model high expectations for attitudes towards PE through participation, wearing appropriate kit themselves, using specific vocabulary and following through expectations for working hard and being active for the duration of the sessions.</p>	<p>Whole class incentives are also used to encourage children to wear PE kits, if everyone has their PE kit, they all receive a house point.</p>		<p>outcomes across the school as part of a PE review.</p>	<p>New sports leaders to be trained and given opportunities to support peers and younger pupils in school.</p> <p>PE leader to work closely with outside providers to ensure of high-quality lunchtime and after school provision.</p> <p>Children show a desire to learn and improve and consistently demonstrate our school values. (Collaboration, Courage, Perseverance, Respect, Excellence and Kindness). During learning walks children look happy and on task. This is supported by our whole pupil questionnaire we shows 80% of children enjoy PE.</p> <p>During a combination of learning walks, pupil voice and discussion with teachers it is apparent children enjoy PE, and are engaged and motivated learners. PE kits are rarely forgotten and teachers acts as role-model by wearing PE kits whilst teaching.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>The PE team audit the skills of staff each year focusing on confidence and competency in all aspects of teaching in PE to enable CPD opportunities that are fully personalised and supportive. This enables us to develop and organise a</p>	<p>Percentage of total allocation:</p> <p>12.4%</p>
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comprehensive, innovative staff training programme to build skills and confidence in teaching outstanding PE. Members of the PE team provide exceptional CPD opportunities based on their own expert knowledge, supported by comprehensive and up to date feedback from external courses they have attended. Curriculum maps, individual lesson plans and 'Personal Best' assessment formats are consistently outstanding and written on the school's bespoke formats. These include clear lesson objectives linked to The National Curriculum and Development Matters Framework for Early Years. They also show a clear breadth, balance and progression in skills across a range of physical activities and sports. Age related vocabulary is included in lesson plans and used in teaching and learning to promote fluency and understanding. The PE subject SEF and policy shows clear intent, implementation and impact statements personalised to Hollyfast Primary School including strengths and areas for development.

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:
Provide staff with professional development, mentoring, training and resources to help ensure confidence in teaching and delivering high quality PE resulting in higher quality teaching.	<p>PE lead to attend professional development courses which is then cascade to staff in school.</p> <p>New scheme of Work is embedded with a clear curriculum map across all phases.</p> <p>Staff are trained appropriately to ensure quality of teaching.</p> <p>Staff confident to deliver quality sporting opportunities. Mid-day supervisors to work cooperatively with children during lunchtimes.</p> <p>Dance specialist used to teach timetabled PE sessions and support/upskill staff.</p>	£3870	<p>Improved subject knowledge and confidence PE team attended PE courses aimed at sharing practice in quality of teaching and learning, inclusive approaches to PE, how PE impacts across other curriculum areas, effective differentiation and Sports Premium Funding – shared with staff in CPD meeting.</p> <p>Delivered to share practice, updates and initiatives. Teacher and pupil engagement to be monitored by PE lead. Improved ability and skills for pupils.</p> <p>Development of school lesson and medium term plans.</p> <p>Improved knowledge and</p>	<p>All staff to be supported and feel greater confidence to deliver high quality PE lessons.</p> <p>PE lead to continue to lead on CPD sessions. PE lead and team to quality assure all SOW, planning, teaching and learning is of the highest standard and to support coaches and staff with the delivery of sessions.</p> <p>PE lead to observe lessons and gather evidence through photographs, videos and pupil voice.</p> <p>PE lead to organise questionnaire for staff, including new staff and</p>

			<p>confidence of delivery, planning and assessment.</p> <p>Children and staff increased participation in attending and delivering after school sports clubs which are tailored to needs and interests of children.</p>	<p>trainees, to identify training needs and improve staff confidence and competency to teach high quality PE lessons.</p> <p>PE lead to monitor and provide support where appropriate to ensure progress and achievement are maintained by all pupils. ECT's to observe excellent PE practice.</p> <p>Teaching staff to observe members of PE Team and sports coaches delivering outstanding lessons.</p> <p>PE lead to carry out pupil voice and speak to a range of pupils about their attitudes, knowledge and understanding towards PE.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Healthy lifestyles are continually promoted at Hollyfast through a wide range of innovative opportunities. Our extensive fields, playgrounds and outdoor learning environments are designed and equipped with the highest quality resources to enable the children to immerse themselves in fun and enjoyable structured physical play opportunities during break and lunchtimes. Children from all ages across the school are offered opportunities to extend and explore their personal interests, talents and preferences in sports through our exceptional extra-curricular programme and competitive activities. They are given rich and varied opportunities to extend their physical talents and interests through our curriculum enrichment offer. Autonomy and personal choices are central to these enhancement opportunities enabling children of all ages to steer their learning and pursue their dreams and aspirations. Student Leadership is promoted through our Sports Leaders Programme. Children can excel in becoming ambassadors of games and sports and support children from across the school to develop a love for and enjoyment of games and physical activity. They learn to lead and begin to understand that responsibility, respect, organisation and communication equip them with the skills they need to be successful. Personal values are advocated, celebrated and embedded across the school. Children and staff show respect towards one another and only the best behaviour is accepted in lessons and throughout the school day. Teamwork and Excellence to achieve the highest</p>	<p>Percentage of total allocation:</p> <p>5.2%</p>
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outcomes during physical team games, personal best challenges and individual work underpins all PE lessons.				
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>Additional achievements:</p> <p>A wide range of activities both within and outside the curriculum are carefully planned in order to increase participation and skill level of pupils.</p> <p>Particular focus on pupils who do not have the opportunity outside school or choose not to take up the additional PE on offer particularly PP children. SEN pupils' participation carefully monitored and encouraged.</p> <p>Children have access to a wealth of sporting resources to experience a broad range of sports.</p>	<p>Whenever possible after school clubs have run so children have access to a broad range of sports. Enters competitions that are inclusive for all children. Purchase new equipment for PE lessons and school clubs</p> <p>Work alongside professional coaches in delivering sports clubs/wide range of activities before, during and after school.</p> <p>Provide a range of inclusive opportunities in and outside of school.</p> <p>Clubs are offered at a reduced fee for children whose families are in receipt of Pupil Premium funding.</p> <p>Clubs kept to an affordable charge to cover costs of coaches and are free of charge where school staff including teachers and LSAs run clubs.</p>	£1,500	<p>Excellent behaviour at lunchtimes in line with the school's behaviour policy supported by SLT, learning mentors, sports coaches and DRAs to develop positive sporting attitudes.</p> <p>A range of extra-curricular clubs to encourage pupils who don't normally take part encouraging a high intake of participation.</p> <p>Clubs that have been successfully run include: Coventry City Football Club training, school football club, modern dance, street dance, athletics, parachute games, hockey, running/cross country, multi skills, tennis, gymnastics, tag rugby, rounders, athletics and basketball.</p> <p>Clubs are monitored regularly and changed due to popularity and considering pupil voice.</p> <p>Clubs are offered to all year groups including EYFS/KS1 and</p>	<p>PE lead to monitor equipment and continue to ensure lessons are well resourced.</p> <p>PE lead to find new resources to increase amount of sports which are accessed by children at Hollyfast Primary School Park.</p>

	<p>Carry out pupil voice to ascertain views of children and what they would like to have more of in terms of the PE offer.</p> <p>School sporting events including assemblies, intra sporting competitions and festivals.</p> <p>Training of Junior Sports Leaders and providing uniform – caps.</p> <p>Visit from a professional world athlete. Additional opportunities for assemblies and training given by sports coaches and Coventry City Football Club coaches.</p> <p>Purchase of essential equipment and resources to enable a wide variety of sports to be taught effectively.</p>		<p>KS2.</p> <p>Entry into inclusive specialist competitions for a large group of our SEN children.</p> <p>Pupils say they enjoy PE and sport provided within school.</p> <p>High quality dance provision. High levels of engagement and enjoyment for a range of competitions including children from Years 1-6.</p> <p>Increased level of interest of pupils in sport and desire to emulate them. Increased knowledge, confidence and competency for pupils and staff in all aspects of PE and school sport.</p> <p>New sports equipment purchased, with impact of increased participation in lessons and improvement of skills, as more children have equipment that is fit for purpose. Staff trained, new timetable.</p>	
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<p>Key indicator 5: Increased participation in competitive sport</p> <p>PE lessons at Hollyfast are designed carefully and include differentiation in order to enable all children to succeed and excel in all aspects of PE. Curriculum maps show progression and are aimed to develop competence to excel in a broad range of physical activities. Successes are valued and celebrated during lessons, assemblies and through competition events. Children are supported to foster a positive and well-balanced attitude towards both inter and intra competitive sporting opportunities. Teams and individuals are supported and encouraged to take part in competitive events and matches within school and against other schools across the city and neighbouring authority. By participating in competitive sport during their school life, children develop an understanding of what competing means, how it feels to communicate effectively and to be part of a team with a shared vision and goal.</p>	<p>Percentage of total allocation:</p> <p>4.4%</p>
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Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Hold whole school house sporting tournaments throughout the year.</p> <p>Arrange sporting friendly matches and transport to fixtures, festivals and competitions.</p> <p>Organise School Games competition and transport.</p> <p>Ensure inclusive approach in identifying children to take part in competitions.</p> <p>Arrange girls only opportunities.</p>	<p>PE lead to implement regular house competitions.</p> <p>Arrange sporting friendly matches and transport to fixtures, festivals and competitions.</p> <p>Organise School Games activities and transport.</p> <p>Ensure inclusive approach in identifying children to take part in competitions.</p> <p>Arrange girls only opportunities.</p>	£1000	<p>All pupils had the opportunity to participate in an intra or inter competition.</p> <p>Share achievements with parents, children and staff through school website, newsletters, twitter and displays.</p>	<p>PE lead to also organise addition 'Team Training' after school clubs in preparation for joining a league next year.</p> <p>Create a girls football team</p>

Signed off by	
Head Teacher:	Gary Watson

Date:	September 2022
Subject Leader:	Katherine Carpenter
Date:	September 2022
Governor:	Governing Body
Date:	October 2022