

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£3,658.11
Total amount allocated for 2020/21	£19,460
How much (if any) do you intend to carry over from this total fund into 2021/22?	£14,309
Total amount allocated for 2021/22	£TBC
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£TBC

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 2020 – should this be 2021? Please see note above	55% All pupils were non-swimmers at the beginning of Y4. 80% had not visited a swimming pool before the start of school swimming lessons. NB: Trial of top up in Y6 unable to take place due to disruption of Covid. Based on Y4 results in 2018/19
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	20%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
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

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: 2020/21		Total fund allocated: 19,460	Date Updated: 25/7/21	
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: 6 % = £1,164
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:
- Significant focus on improving fitness and physical activity rates after summer holidays and lockdowns due to noticeable dip in fitness during PE lessons - Understand that fitness will be assessed, data gathered on specific classes/groups and subsequent targeted support offered - Continue to monitor groups of pupils highlighted in fitness data to ensure all groups make equal or better progress on	- Ensure staff deliver two hours of high quality PE per week outside and when possible inside - Plan and roll out a PE curriculum recovery plan (stating every pupil must experience at least Games, Gymnastics and Dance during 2020/21) - Daily Mile roll out for all KS2 pupils and staff as activity which adheres to bubble restrictions. Use 'Daily Mile Destinations'	£1,164	'Sheffield Health & Wellbeing Award' for demonstrating real impact in improving all-round health and wellbeing of students/staff including initiatives for mental and physical health, physical activity, healthy eating and how these are embedded in school culture - Entered Y3/Y4 Yorkshire Sport Daily Mile initiatives 'Totally Runnable' and won Y4 Daily Mile Challenge 'Hit the Ground Running'	During this year, most activities moved to virtual delivery and therefore were free or were cancelled due to Covid. Our main aim in 2021/22 will be to reduce obesity levels by: - Re-institute Women's Fitness evening classes - Buy class set of scooters/helmets - Invest further in bikes - Develop Dr Bike sessions to service, repair/maintain pupils'

previous year's results • Increase motivation to be active with fun, fundamentals and fitness as central to all physical activity • Understand physical activity (pupils, parents/carers, staff) is intrinsically linked to fitness + health and impacts on improved sleep, behaviour and attainment • Staff clear about how they can ensure pupils have access to at least 60 minutes of physical activity per day • Pupils able to identify physical activities they enjoy and by doing so increase their fitness levels • All families aware of their responsibility to travel actively to school • All families engaged with national initiatives promoting physical activity eg 'Travel to Tokyo' (online programme run by 'Get Set') • Reintroduce 'Daily Mile' to improve fitness levels • Increase pupil cycling skills	build up to Olympic and Paralympic Games • Sign up to and promotion of national initiatives eg 'Beat the Street' • 'Beat the Street' visits Phillimore - workshops for Y4 pupils • Sign up to and promotion of local initiatives eg Locality schools' Y3 Pedometer Challenge'; Collaboration with UTC using pedometers with Y5; '10 Day Active Challenges' with Sheffield City Council • Continue as a BOAPA Get Set Travel to Tokyo pilot school • Promote all HAF (free) holiday activities including swimming • Promote wellbeing and physical activity through curriculum subjects eg Maths on scooters • Sign up to and promote the Sheffield Skipathon • Invest in bubble-based		• Greater understanding of 'Park and Stride' demonstrated by increased levels of walking journeys to school year on year from 56% to 65% while car journeys reduced from 39% to 23% • National School Travel officer supports application for 2021 Platinum National School Travel Award • Pupil Voice demonstrates that 89% of KS2 pupils understand the importance of PE lessons: "PE is very important because it keeps us fit and healthy so we can fight back all the illnesses" • Pupil Voice What do you need to do to get even better at PE?: "Keep fitter and exercise more at home" • 23% of KS2 pupils (55) signed up to free holiday swimming lessons, an increase of 23% committing to swimming lessons independently of school • 95% of Y5s rated Maths lessons on scooters as 5 (scale 1-5) and 5% rated them as 4 • Pupil Voice indicates that 95% of pupils choose to be moderately to vigorously	own bikes (Pupil Voice found 50% of bikes were unrideable for a variety of reasons which were all repairable) • Reinstate three Fit4Schools assessments • Find equivalent to Sheffield Move More Schoolyard challenge with fitbits to increase motivation to be physical activity eg Moki • Develop Daily Mile further and embed in curriculum • Develop a swimming programme which has stamina at its heart to ensure pupils fit enough to swim at least 25m • Reinstate learning walks and observations – looking for active PE lessons/active playtimes/active classroom-based lessons • Reinstate Y3 walking programme • Increase opportunities
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leading to improved safety and fitness.	playtime equipment • Book Fit4School assessments • Use of Go Noodle, SuperMovers etc as active breaks within the classroom		active at playtimes and can describe how they play • Teachers describe the Pedometer challenges as highly motivating, witnessing their pupils choosing to run everywhere (within the rules!). Gold awarded for Locality Y3 Pedometer Challenge	for outdoor learning • Look into Sun Salutation Yoga, Marathon Kids, Dancedaze, Dazzledance, Forest Schools
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

2 % = £379

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:
• PESSPA acknowledged by all stakeholders as contributing to whole school priority areas and enhancing school aims/ethos • Pupils motivated through active learning • Pupils involved in assessment process with improved reporting of PE attainment to parents/carers • Pupils understand and display school 'Secrets of Success' • Pupils benefit from	• Link other subjects with physical activity to motivate pupils eg Y1 Geography lesson and Y5 Maths lesson both using scooters • All staff use system of assessment in line with other subjects. PE assessment to include skills, sporting and health behaviours • All staff delivering PESSPA curriculum use SofS to develop appropriate behaviours which complement whole school values (responsible, respectful and active citizens	£379	• Pupil Voice demonstrates understanding of the connection between physical and mental health Why is PE important?: "It helps keep us fit and lets our minds relax" "PE is important because it helps your health, makes you fit and it also includes everyone" • Maths on scooters 100% Y5 pupils enjoyed. "I learnt that you can simplify fractions and improve your scooting at the same time" "It was so fun riding the scooters" • SofS values taught and understood through PE	• SLT aware of benefits of raised profile of PESSPA and are committed to funding these areas if Primary PE and Sport Premium discontinued • SLT value whole school sporting celebrations and will continue to use to deliver key messages • Ensure clear link between PESSPA and key drivers/priority areas on whole school Development Plan

collaborative work with local/national organisations and local schools Pupils proud to receive certificates etc in front of whole school which encourages others to aspire to being involved	leading to becoming successful learners) - Use SofS as a theme during year group Sports Days - Access opportunities for up-to-date information and networking with local/national organisations and local schools - Create PE portfolio in line with book scrutiny for other subjects - Attend Sheffield PE Conference Sept 2020 (cancelled) - Attend meetings: Learn Sheffield PESSPA Alliance, Sheffield School Swimming, Eat Smart Sheffield (virtual) - Invite sporting heroes to attend assemblies to inspire eg Sheffield Sharks, SUFC (not possible) - Open afternoons for parents/carers/ local schools on PE, school sport, health, PA (cancelled) - Dance Sharing (cancelled) - Locality C Y5 Swimming		lessons. Pupil Voice What do you need to improve in PE?: “Don’t give up” - Attendance higher on days with PE, swimming or biking (95.24% or higher, exceeds National Attendance figure for schools within 10% deprivation category) Pupil Voice What would make PE even better?: “Having more lessons” - PE portfolio demonstrates PE in line with teaching of other subjects including photographic evidence with accompanying lesson intention and success criteria for every year group FS to Y6 - Whole school community benefits from initiatives and opportunities offered by attendance at events - Whole school assemblies used to celebrate and reinforce PESSPA values eg visits from Olympic Athlete Laviai Nielsen 17/3/21; Yorkshire Cricket 24/5/21; Beat the Street 14/6/21 Individual successes celebrated eg Cycle Speedway scores; Sheffield Federation of School Sport Endeavour Award; Phillimore Sport Pride 2021	- Develop initiatives in line with whole school priorities to improve attendance (particular focus on Roma Slovak pupils) through delivery of after school clubs directed at these pupils eg biking - Attend virtual Sheffield PE Conference 2021 - Monitor fitness element through the whole school Assertive Mentoring programme - Pupils make own links with values learnt through PESSPA and can voice to peers in whole school assemblies - PE lead to contribute to whole school programme for Health Education through collaboration with DT lead and SLT
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	Festival (cancelled)			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14 % = £2,644
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 pupils to have improved knowledge on how to improve and maintain fitness - All pupils to have improved fundamental skills including life skills such as swimming - All pupils to be able to perform safe self-rescues within Water Safety - All pupils to have improved knowledge and understanding of the behaviours expected with PESSPA	- Audit teaching staff to ascertain confidence and competence when delivering PE lessons - create a CPD programme for staff to match need (unable to continue with 80% of programme) - Buy online scheme of work including lessons plans and guidance for assessment - Deliver cricket CPD for Y5/Y4 staff - Deliver Daily Mile CPD for KS2 staff - Deliver OAA CPD for	£2, 644	- Audit results identify Gymnastics, Dance and OAA as areas of activity needing support - Improved lessons, less dependence on whole class games and greater focus on skills, application of skills and inclusion/enjoyment for all - Attainment can be evidenced and is reported in the subject leader's folder for scrutiny by the Assistant Head teacher. 90% of Y6s reached or exceeded end of KS2 curriculum milestones in PE skills, knowledge and understanding (67% at Expected and 23% at Greater Depth). 66% of Y2s reached or exceeded end of KS1	- Increase pupil skills, knowledge, understanding and therefore attainment through systematic planning and delivery of staff CPD 2021/22 by PE specialist teachers/coaches with focus on new staff - Contributions to portfolio reveal further need to agree expectations (non-negotiables) and 'outstanding' lesson criteria - Roll out observations of PE lessons and/or team

	Y5/Y1 staff • Agree ‘outstanding’ lesson criteria through observation of PE lessons and/or team teaching (cancelled) • Create PE Portfolio of lessons representing PE from FS to Y6 • Create swimming programme for Y5 (12 lessons missed in Y4 due to March 2020 lockdown) and Y4. This year, further lockdowns, pool closures and isolations meant Y5 received 6/18 planned lessons and Y4 received 12/36 planned lessons • Develop scheme of work on Water Safety with 1hr per week classroom based to replace cancelled swimming lessons for Y5s • Create biking programme including Bike Ability (cancelled)		curriculum milestones in PE skills, knowledge and understanding (59% at Expected and 7% at Greater Depth) 71% of Y2s reached or exceeded end of KS1 curriculum milestones in Sporting Behaviours (65% at Expected and 6% at Greater Depth) Swimming data (see above section) • Pupil Voice: 89% of KS2 pupils say they ‘love PE, 11% say they ‘like PE’. There are no non-participants • Most KS2 pupils can explain what they learn in PE lessons and what they need to improve to get better • Water Safety assessment demonstrates understanding of dangers of open water and safe self-rescue techniques increased from 23% Sept 2020 to 85% July 2021 • PE portfolio includes photographic evidence with accompanying lesson intention and success criteria • Due to CPD, Y4 success in Yorkshire Sport Daily Mile challenge • Maths on scooters seen as	teaching when restrictions allow • Create substantial recovery swimming programme to replace missed lessons and to match need in Y6, Y5 and Y4 • Work with the Sheffield Swimming Service to make improvements for increased pupil progress • Create substantial biking programme including Bike Ability in Y6 and Y5 to replace missed opportunities in 2020/21
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			successful by staff and highly enjoyable for pupils Due to CPD, 50% of Y4s attend after school cricket club and 5 pupils join local community cricket club	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14 % = £2,759
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:
Additional achievements: Y4 Yorkshire Sport Daily Mile ‘Hit the Ground Running Challenge’ winners Y4 Yorkshire Sport Daily Mile ‘Totally Runnable Challenge’ Gold awarded Y3 Yorkshire Sport Daily Mile ‘Totally Runnable Challenge’ Bronze awarded Y3 Locality Schools ‘Pedometer Challenge’ Gold awarded Y5 pupil winner of the Sheffield Federation of School Sport ‘Endeavour Award’ Virtual Boccia competition for all key worker and vulnerable children during lockdown Virtual Y6 and Y5 Athletics competition Virtual KS2 Gymnastics competition Virtual Y4 Cricket competition	PE overview includes a range of exciting and inclusive areas of activity to deliver the PE	£2,759	All pupils received 2hrs of curriculum PE offering a variety of exciting areas of activity despite restrictions on space and equipment	- Match the new scheme of work with areas of activity on the current PE overview and ensure staff are clear about what they will be teaching - Develop classroom-based lessons taught outside on scooters etc - Once restrictions are lifted, return to pre-Covid level of after school clubs delivered either by school staff or external coaches - Following Pupil Voice indication that biking is very popular, set up both in curriculum time and after school bike clubs - Set up balance bike club for FS2 - Set up Cheerleading club for Y5

• All pupils have the opportunity to try new sports • All pupils have the opportunity to join school clubs • All pupils have the opportunity to join community clubs	milestones through • Variety of exciting equipment to support the deliver of the PE overview • Use Pupil Voice to find out what pupils want to learn and do • Joined up approach to support parental sign up to free holiday activities including free swimming lessons • Bubble based after school clubs delivered by PE lead and external coach • Biking opportunities offered to pupils to improve skills • Cycle Speedway and transport off site offered to Y5s • Links to local Cricket club and free places offered • Maths and Geography on scooters		• Variety of playtime equipment to encourage pupils to invent their own games • Cricket and Athletics bubble based after school clubs well attended summer term • Physical confidence has increased noticeably amongst pupils and are more prepared to 'try new things' • Sheffield Cycle Speedway described as 'fun and challenging', I recommend it to others because it was really fun and it taught me new skills' Did it improve your skills? 100% yes Would you go again? 100% yes Would you recommend it to others? 100% yes On scale of 1-5, 80% of Y5s scored it 5 and 20% scored it 4	• Explore local clubs in area to signpost pupils and parents/carers to • Work with outside organisations (SUFC, SHU, UofS, Links, Sharks, Inclusive Table Tennis, Get Set, Sustrans, Cycle North, Zest) • Re-Arrange: Table tennis club, Family Weight Management programme, Football, Gymnastics, Athletics, KS1 Fitness, Boccia, Sitting Volleyball, Nutrition, Active Breakfast Club, Y5 Mountain Days including bouldering and mountain craft, Y6 leadership programme with Links SSP • Investigate preference of lunchtime clubs for pupils who have other after school commitments and staff appropriately • Reinstate systematic identification of pupils attending both in and out of school clubs. Focus particularly on those who do not take up additional opportunities • Arrange Boxercise, Speedway, Y6 Sports Leadership, Y5 Locality C Swimming Festival, Y5 residential to Thornbridge Outdoors (many of the above activities were
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				cancelled due to Covid) • 50% of SSP subscription to be spent on facilitating widening range of activities
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10% = £1,863
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:
• Every Y6 pupil to have opportunity to represent school at least once before they leave Phillimore • Increase participation in local and area competitions • Increase numbers of target groups (girls, SEND, Roma Slovak) in inter/intra school teams particularly those who are inactive/disaffected • Decrease number of obstacles identified which might prevent pupils from being involved in competitions and festivals	• Deliver Sports Days working around bubble restrictions including values around sporting behaviours • Enter virtual and school based competitions as MAT stipulates no mixing of bubbles and therefore schools • Ensure Phillimore enters competitions with full teams • Increase numbers of school staff taking pupils to competition and festivals • PE overview to reflect competition programme	£1,863	• Staff from every year group staff report high enjoyment and motivation experienced by FS to Y6 during their sports days • Y4 Yorkshire Sport Daily Mile 'Hit the Ground Running' Challenge winners • Y4 Yorkshire Sport Daily Mile 'Totally Runnable' Challenge Gold awarded • Y3 Yorkshire Sport Daily Mile 'Totally Runnable' Challenge Bronze awarded • Y3 Locality Schools 'Pedometer Challenge' Gold awarded • Y5 pupil winner of the Sheffield Federation of School Sport 'Endeavour Award' • Virtual Boccia competition for all key worker and vulnerable children during lockdown • Virtual Y6 and Y5 Athletics competition • Virtual KS2 Gymnastics competition • Virtual Y4 Cricket	• Enter face to face competitions once restrictions lifted • PE overview to reflect competition programme • 50% of SSP subscription to be spent on facilitating competitions • Aim for KS2 School Games Mark at Platinum level and KS1 Sheffield Schools Mark at Silver level 2021/22 • Increase intra competition as part of PE lessons

			competition	
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Signed off by	
Head Teacher:	<i>A K Briggs</i>
Date:	27/07/21
Subject Leader:	<i>Jo Seare</i>
Date:	23/7/21
Governor:	<i>[Signature]</i>
Date:	27/07/21