



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

*Clapgate Primary School
PE and Sport Premium Report
September 2021- July 2022*

Commissioned by
Department for Education

Created by



YOUTH
SPORT
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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

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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Children kept active in a number of ways and engaged in PESSPA despite disruption to school life due to covid</p> <p>All children have taken part in a level 1 competition</p> <p>Extra curricular clubs have been offered as soon as restrictions allowed with 54% of children attending</p> <p>Pupils accessed swimming lessons and made strong progress in Year 5 through additional attendance to help bridge the gap left by covid</p> <p>Provided personal challenges and activities for children to participate in throughout Covid both through home learning and during restricted opening in June</p> <p>Further equipment provided at break and lunchtimes for children to access daily</p>	<p>To provide ALL children with inspirational opportunities in PE and sport, led by specialists where possible, in both curriculum time and extra curricular clubs</p> <p>To consistently advance and improve the PE curriculum and activities on offer for pupils and support our staff to do this</p> <p>To continue to give as many children as possible the opportunity to represent school and participate in level 2 (inter-level) competitions</p> <p>To focus further on bridging the gap due to Covid-19 with increased opportunities in all aspects of PESSPA for all children</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	29%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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 students today and for the future.

Academic Year: 2021-2022		Total fund allocated: £19,550	Date Updated: March 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase the engagement in physical activity of all pupils within the school day to ensure an improvement in children’s physical, mental and emotional health and wellbeing following the adjustment in school delivery due to Covid-19	Provide children with high quality lessons led by specialists who support class teachers in a variety of sports within their PE lessons and during extra curricular provision (Leeds Rhinos Foundation, LUFC Foundation, Hunslet Boys & Girls Club, DAZL Dance, Premier Sports)	£3,280	<p>-Through utilising specialists, pupils’ fitness levels, skill uptake and progress will be increased thus reducing the gap left through inactivity and lack of skill development during school closures</p> <p>-Children’s engagement and interest in physical activity to be reignited through having a different face delivering the lesson- <i>‘multiple instructors working together can be especially effective at meeting high level learning goals’ (Jones and Harris, 2012) proving that different teachers are beneficial for the students.</i></p>	<p>-Use pupil voice to gather opinions on the specialist led lessons and where interest lies for future sessions</p> <p>-Where possible and interest is shown, continue to provide these sports for children to increase engagement</p>

<p>To provide pupils with additional sporting opportunities across the school day including active break and lunchtimes</p>	<ul style="list-style-type: none"> -Resources and games to be shared with whole school staff to provide a weekly focus during breaktime and lunchtimes -Phase leads to keep staff updated with timetables and any other updates -School staff including teachers, teaching assistants and lunchtime assistants to have these games as an option during breaktimes and lunchtimes -Equipment to be provided and replenished where needed to allow these games to take place -Display to be utilised on both KS1 and KS2 playgrounds to share the game resource and timetable for staff, pupils and families to see -Pupils become mini leaders 	<p>£500</p>	<ul style="list-style-type: none"> -Through offering structured games, pupils have increased physical activity opportunities -Through changing the games weekly, games can appeal to all pupils. Thus increasing uptake and engagement -Selected pupils will become mini leaders and take on this responsibilities during set days -Pupils who have had an enjoyable, active and positive break/lunchtime will be more settled when returning to class and ready to learn- <i>“physical exercise has powerful effects on brain function and structure, and is one avenue by which neural and cognitive development can be impacted over both the short- and longer-term” (Berwid & Halperin, 2013)</i> 	<ul style="list-style-type: none"> -Timetable to be updated where needed -New games introduced where possible -As staff and pupils become more confident
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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:
				24%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
For pupils' interest in PESSPA to be reignited following lockdowns and an adjustment in school delivery due to Covid	-Provide children with new sporting opportunities through using specialist teachers from local clubs (Leeds Rhinos Foundation, LUFC Foundation, Hunslet Boys & Girls Club, DAZL Dance)	£3,280	-Through using local clubs, links can be made to community provision and help increase pupils' participation in PESSPA both in and out of school. Pupil voice survey and open communication between clubs and school can provide data as to the impact of pupils participation	-Use data from club attendance to guide future provision
To host a Sport and Health week 26 th June – 1 st July 2022 for all school years	-Share date with staff and put in school calendar -Contact local companies and sport providers to book sessions in for the afternoons for year groups across the week -Plan Sports Day for the school -Create a timetable to share with staff -Ensure children receiving variety of activities across the week -Ask staff to discuss the benefits of sport and healthy living -Promote the week to families and on social media to share the importance of PESSPA -Log attendance of children that week to see any changes	£1,500	-Children will experience a range of different sports, this could lead to them discovering a new activity that they enjoy -By using local clubs, we can link up for children to have a pathway to the sport outside of school -Through discussing the benefits of sport and healthy living, we can educate children further on why PESSPA is important and a key aspect in school and life in general -Attendance numbers could act as evidence for children engaging in school more as a result of PESSPA -Staff opinions will be welcomed to feedback on successes and	-Budget should allow for this to take place yearly as an event -Could use local clubs again within school for other sessions if needed from children and staff are positive -Chase up which children have accessed local clubs as a result of experiencing the sports at school within Sport and Health week

			things that need to change for next year	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure children are receiving high quality physical education from confident and competent teachers	<ul style="list-style-type: none"> -Through the Active Leeds membership, the PE leader will attend regular subject leader days -PE leader to follow up opportunities from the subject leader days -PE leader to use information provided from the subject leader days to impact school PE and sport for the better -PE leader to share new training courses and opportunities to staff to develop their CPD 	£300 (1/4 of membership cost)	<ul style="list-style-type: none"> -PE leader will feedback significant ideas and new activities gained from the membership within staff meetings -Staff will be more confident to deliver PE following attendance on suitable CPD courses 	<ul style="list-style-type: none"> -PE leader to ensure staff members are sharing the information learnt from the different CPD courses -PE leader to track that different staff are attending the courses to ensure fair opportunities amongst teachers and to enable all staff to increase confidence levels
To provide teachers with extra support in the delivery of the PE curriculum to ensure they are confident and knowledgeable in their delivery of the subject	<ul style="list-style-type: none"> -All class teachers to have a unit of work supported by a specialist (Leeds Rhinos Foundation, LUFC Foundation, Hunslet Boys & Girls Club, DAZL Dance) -Teachers to make notes throughout, team teach and increase their skillset across this unit 	£3,280	<ul style="list-style-type: none"> -Teachers who have increased confidence will enjoy teaching the subject more with this enthusiasm being passed onto pupils - PE leader to follow up on teachers' confidence levels as a result of this supported unit 	<ul style="list-style-type: none"> -Teachers to share their experiences within a staff meeting and to share their notes with the colleagues so good practise is shared and more staff can benefit from the training -Ensure teachers feel comfortable to be honest with how supportive they found the specialist taught units and use this to further tailor what is provided in the future e.g., whether to reuse the specialists again

<p>To provide specialist training for TA's and relevant staff on playground</p>	<p>-Training course for TA's to be booked in with Active Leeds -Training to be provided for Emily S and Emily B on mini leaders to enable us to have young leaders on the playground</p>	<p>£350</p>	<p>-Increased confidence of TA's to deliver breaktime and lunchtime activities -Emily S and Emily B to arrange and monitor mini leaders</p>	<p>-More organised, enjoyable for staff and all children -Heightened activity levels on the playground with children positively engaged in various sports and PA</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:
				30%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To provide access to a higher range of extra curricular sports clubs	<ul style="list-style-type: none"> -Following analysis of extra curricular club data from last year, PE leader to create an engaging extra curricular timetable -Clubs to be rolled out to pupils and spaces allocated -Clubs to run weekly for a half term or a term at a time -Additional resources purchased where required for clubs to take place 	£360	<ul style="list-style-type: none"> -Varied extra curricular timetable on offer with a higher number of sports on offer -Clubs adjusted and altered where needed to ensure children regularly have access to new and exciting clubs 	<ul style="list-style-type: none"> -PE leader to continue to analyse extra curricular club data each half term to help structure the clubs on offer -Continue to find new and alternative activities to have on offer to children
	<ul style="list-style-type: none"> -Link with local clubs such as Hunslet Boys and Girls club and Dazl Dance club to provide specialist coaching in specific sports. Use this link to promote local clubs to pupils and families 	£700	<ul style="list-style-type: none"> -Increased communication between school and local clubs with local clubs being promoted within school and a review of the number of children attending the local clubs from Clapgate 	<ul style="list-style-type: none"> -Ensure different children are able to access the clubs to provide additional opportunities across the school
To provide children with swimming lessons in additional year groups to help bridge the gap left by Covid-19	<ul style="list-style-type: none"> -PE lead to arrange swimming top-up sessions for Year 5 children who missed out on swimming lessons in Year 4 due to Covid-19 -Details to be shared with Year 5 staff, pupils and families -Transport to be arranged 	£3,800	<ul style="list-style-type: none"> -Through providing these sessions, the skills unable to be learnt due to school closure can be focused upon during these sessions -Attainment and ability groupings from when the children attended lessons in Year 4 is to be shared 	<ul style="list-style-type: none"> -This provision will need to be carried into the academic year of 2022-2023 due to school closures. Pupils have again missed their weekly swimming lessons provided by school due to school closures as a result of

<p>To host a school Sport and Health week 26th June – 1st July</p>	<ul style="list-style-type: none"> -Book in a range of activities for classes to try across the week -Use local clubs where possible to enable children to access these activities easily outside of school -Log feedback from children and staff to see if these sports could continue to be offered within school outside of Sport and Health week 	<p>£1,000</p>	<p>with Year 5 staff to allow them to see starting points and progress made</p> <ul style="list-style-type: none"> -Focus to be on allowing water safety and skills to be developed (with support provided to help children to swim proficiently over 25m) -Children will experience a range of different sports, this could lead to them discovering a new activity that they enjoy -By using local clubs, we can link up for children to have a pathway to the sport outside of school 	<p>Covid-19</p> <ul style="list-style-type: none"> -Use feedback from children and staff to guide whether activities are continued within school -Can be repeated next year but adjusted accordingly so year groups experience different activities
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
<p>School focus with clarity on intended impact on pupils:</p>				<p>6%</p>
<p>To provide children with opportunities to access Level 1 and Level 2 competitions) through Active</p>	<p>Actions to achieve:</p> <ul style="list-style-type: none"> -PE leader to sign up to Active Schools package -PE leader to attend CPD subject 	<p>Funding allocated:</p> <p>£300 (1/4 of membership cost)</p>	<p>Evidence and impact:</p> <ul style="list-style-type: none"> -Log of whole school as to who has participated in Level 1 and Level 2 competitions 	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> -PE leader to continue to attend training days and courses to expand competition

<p>Leeds membership</p>	<p>leader days through membership- opportunity to build relationships with other schools and arrange competitions -PE leader to enter Clapgate into a range of competitions- virtual and physical attendance when possible -PE leader to select and organise attendance of competitions including transport, children for teams and school diary -PE leader to ensure as many children as possible are able to attend competitions (not just the same children to be picked each competition) -Staff to plan and organise Level 1 competitions within their class bubbles to enable children to access competition in a safe, familiar setting</p>	<p>+optional extra competitions than must be paid for £900</p>	<p>-School on track for achieving Gamesmark for sixth year running -Children's behaviour has improved following a desire and motivation to behave so they can represent school in various events</p>	<p>possibilities further -PE leader to network with other local leaders to identify areas for development and potential new events -Look at suitability of participating in the Football, Netball and Cross Country league next academic year as part of the membership -Look at additional competition opportunities to help bridge the gap from missed experiences during school closures as a result of Covid-19</p>
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