



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 2022-July 2023

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:

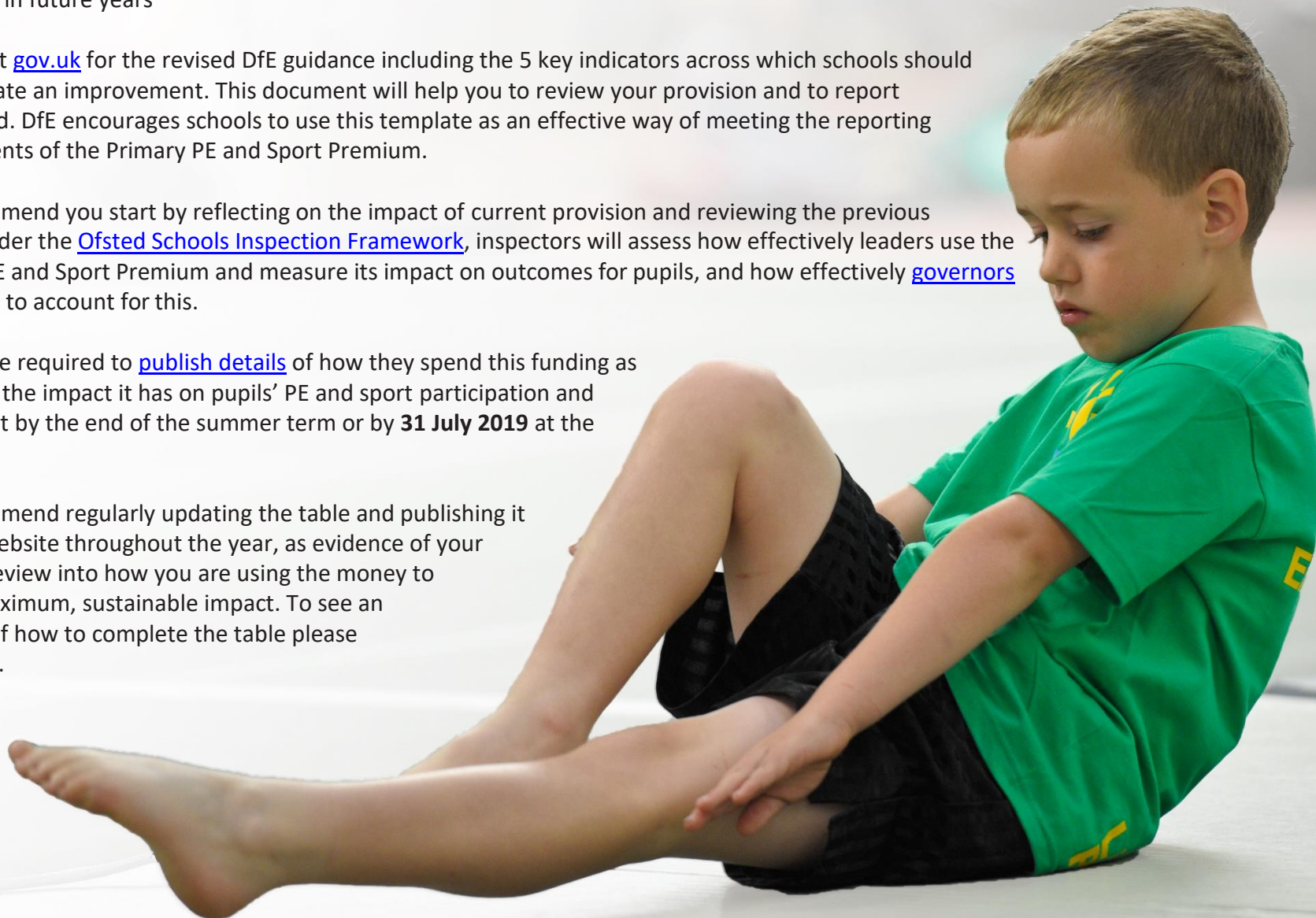
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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: |
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| <p>Children accessed a range of sporting opportunities across the year including sport and health week, sports day, level 1 and 2 competitions and extra curricular clubs</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>Further equipment provided at break and lunchtimes for children to access daily alongside mini leaders and staff being trained in playground activities</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>12 level 2 competitions attended through Active Leeds membership with 31% of children taking part in these. These include Leeds Schools Football League, dance, gymnastics, OAA days and netball</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>Of the 148 pupil premium children who could attend competitions, 55 attended. This is 37% of pupil premium children accessing a level 2 competition</p> | <p>To focus upon where our activity gaps are and bridge these gaps- girls in sport opportunities, swimming attainment</p> |
| <p>31% of children attended an extra curricular club</p> | <p>To refine and develop extra curricular club offer and log attendance data including which pupil groups are accessing the clubs</p> |
| <p>36% of all pupil premium children attended an extra curricular club</p> | <p>To develop EYFS PE curriculum</p> |
| <p>All teachers accessed various CPD opportunities from specialists including rugby, judo, dance and archery</p> | |
| <p>Children accessed additional swimming lessons to help bridge the socio-economic gap and learning missed due to covid</p> | |
| <p>Successful sport and health week with children participating in wide range of sports including archery, dance, football, rugby, judo and yoga. More local clubs links strengthened</p> | |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| 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 children may swim in another year please report on their attainment on leaving primary school. | 26% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 22% |
| 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? | Yes |

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

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| Academic Year: 2022-2023 | | Total fund allocated: £19,470 | | Date Updated: July 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: 34% |
| 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 | 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, Total Dance, Hunslet Rugby) | Total Dance £2,340 (1/3 of total cost) 4 classes weekly CPD Hunslet Rugby- £1000 (1/3 of total cost) 2 classes weekly £900 for other local clubs | -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 -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> | -Use pupil voice to gather opinions on the specialist led lessons and where interest lies for future sessions -Where possible and interest is shown, continue to provide these sports for children to increase engagement | |

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| <p>To continue to provide pupils with additional sporting opportunities across the school day including active break and lunchtimes</p> | <ul style="list-style-type: none"> -Twice weekly lunchtime club ran by Total Dance -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 -New pupils to become mini leaders when required and appropriate training provided | <p>Total Dance £2,340 (1/3 of total cost) 2 clubs a week</p> <p>£200 for resources</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 -Equipment to be replenished within reason |
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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: |
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| | | | | 9% |
| 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 continuously sparked through provided varied opportunities for children to participate in | -Provide children with new sporting opportunities through using specialist teachers from local clubs (Leeds Rhinos Foundation, LUFC Foundation, Hunslet Boys & Girls Club, Total Dance, Hunslet Rugby) | £1000 | -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 in June 2023 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 | £250 | -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 feedback 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 |

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| <p>To arrange sporting opportunities to provide children with positive incentives</p> | <ul style="list-style-type: none"> -Through Active Leeds membership, children to attend competitions and events as rewards for positive behaviour -Highlight children we believe this will be effective for -Discuss this reward with children and set targets to be achieved -Child to attend competition/ event if targets achieved | <p>£400 (1/3 of membership cost)</p> | <p>things that need to change for next year</p> <ul style="list-style-type: none"> -We have seen previously that this can be effective with some children -Class teachers and school staff to monitor effectiveness as to whether this impacts behaviour long term -Children to enjoy participating and see how positive behaviour can lead to additional, enjoyable opportunities | <ul style="list-style-type: none"> -Need to see a continued improvement with behaviour rather than just behaving before that event and then behaviour declining again |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 25% |
| 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 | £400 (1/3 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, Total Dance, Hunslet Rugby) -Teachers to make notes throughout, team teach and increase their skillset across this unit -Teachers to share their learning with appropriate staff members | <ul style="list-style-type: none"> Total Dance £2,340 (1/3 of total cost) 4 classes a week Hunslet Rugby £1000 (1/3 of total cost) 2 classes a week | <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 |

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| <p>To develop the EYFS PE curriculum to ensure staff feel confident delivering PE and children are making progress in-line with National and Clapgate expectations</p> | <ul style="list-style-type: none"> -PE lead and EYFS team to go through PE attainment targets for the children -PE lead and EYFS to attend relevant training -PE lead to design and develop EYFS PE curriculum including LTP and MTP for staff to utilise -Specialists to be utilised where applicable and beneficial | <p>£1200</p> | <ul style="list-style-type: none"> -EYFS staff to have a tailored PE curriculum to follow for Nursery and Reception -EYFS staff to feel confident delivering PE -EYFS children to make progress within PE and movement skills- assessment data will need to be attained at the start of the year then half termly and at the end of the year to allow for data analysis to take place | <ul style="list-style-type: none"> -EYFS staff to share their learning with fellow EYFS staff members to allow whole team training to take place -Continue to log attainment to ensure curriculum is having desired impact and children are making sufficient progress across the year/s in EYFS |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| | | | | 29% |
| 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 -Link with local clubs including Hunslet Boys and Girls club, Leeds United Foundation, Hunslet Rugby, Total Dance Leeds and Dazl Dance club to provide specialist coaching in specific sports. Use this link to promote local clubs to pupils and families | <p>£222.50</p> <p>Hunslet Rugby £1000 (1/3 of total cost)</p> <p>Other local clubs £1000</p> | <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 -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"> -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 -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 close the national attainment gap | <ul style="list-style-type: none"> -PE lead to arrange swimming top-up sessions for Year 5 children -Details to be shared with Year 5 staff, pupils and families -Transport to be arranged | £2,877.50 | <ul style="list-style-type: none"> -Attainment and ability groupings from when the children attended lessons in Year 4 is to be shared with Year 5 staff to allow them to see starting points and progress made -Focus to be on allowing water | <ul style="list-style-type: none"> -Review attainment of current Year 4 children as to whether additional blocks of swimming lessons are needed in Year 5 or whether individual children attending top ups in Year 6 would be more beneficial |

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| <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>£250</p> | <p>safety and skills to be developed (with support provided to help children to swim proficiently over 25m)</p> <ul style="list-style-type: none"> -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 | <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>To provide girls with an opportunity to play football ran by specialist coaches to continue the Lionesses' legacy</p> | <ul style="list-style-type: none"> -Book in a weekly girl's football club with Leeds United Foundation -Club available for girls only to sign up -Club to target different year groups where applicable -Fixtures to be arranged to continue to raise the profile of the sport | <p>£350</p> | <ul style="list-style-type: none"> -Girls' participation in additional sporting opportunities to be increased -Girls' representing school in football to be increased from currently 0.4% -Attendance of club to be logged -Data to be analysed to provide further information-which year groups has higher attendance, lower attendance etc | <ul style="list-style-type: none"> -This should be able to be funded each year if participation continues to be high -Look at whether girls feel comfortable attending a mixed sex football club |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 3% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To provide children with opportunities to access Level 1 and Level 2 competitions through Active Leeds membership | <ul style="list-style-type: none"> -PE leader to sign up to Active Schools package -PE leader to attend CPD subject leader days through membership-opportunity to build relationships with other schools and arrange competitions -PE leader to enter Clapgate into a range of competitions -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 classes and year groups | £400 (1/3 of membership cost) | <ul style="list-style-type: none"> -Log of whole school as to who has participated in Level 1 and Level 2 competitions -School on track for achieving Gamesmark for sixth year running- already achieved platinum for last academic year -Children's behaviour has improved following a desire and motivation to behave so they can represent school in various events | <ul style="list-style-type: none"> -PE leader to continue to attend training days and courses to expand competition 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 U9, U11 and girls' Leeds Schools football league next academic year |