

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

VICTORIA PRIMARY  
ACADEMY

Commissioned by the  
Department for Education

Created by





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

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

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>· A number of sport's teams to be established resulting in children participating in intra and inter school competition across a variety of sports.</li> <li>· Improved capacity of staff trained in Physical Education coaching and teaching which resulted in improved confidence when teaching.</li> <li>· New curriculum developed which will be started in September 2020 (with COVID amendments)</li> <li>· Increased number of extra-curricular clubs across a range of different sport and age groups (presently suspended).</li> <li>· Lunchtime equipment purchased to increase physical activity. · Built new relationships/partnerships with other schools in Leeds and have become part of a Sports Network Group</li> </ul>	<ul style="list-style-type: none"> <li>· COVID amendments to the curriculum have meant that we have needed to reduce hall time and PE is now happening outside. Due to this further activity needs to happen outside of the timetabled PE through planned active breaks and lunchtimes and physical challenges that enhance the curriculum.</li> <li>· PE equipment also needs to be purchased to support the new curriculum.</li> <li>· Set up and facilitate the 1k a day to where all classes in all year groups are partaking daily.</li> <li>· Set up and up skill children to become Playleaders, who can run a variety of different skill-based games at lunch/break times. · Encourage active travel to and from school, set up in school competitions.</li> <li>· Identify and increased provision for specific target groups i.e. girls football club</li> <li>· Well-being/mental health through activity to keep connected and keep learning (Welly Walks)</li> <li>· Set up staff teams/competition to improve staff health and wellbeing.</li> <li>· Further develop outdoor and active learning through Forest Schools (including active maths, phonics, playtimes)</li> <li>· To run a Sports Award Evening/assembly to celebrate sporting success that has happen at Victoria over the last year.</li> <li>· To identify and facilitate G&amp;T at Victoria Primary Academy.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

**Total amount carried forward from 2019/2020**      **NIL**  
**+ Total amount for this academic year 2020/2021**      **£19332**  
**= Total to be spent by 31st July 2021**      **£19332**

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p><b>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.</b></p>	<p>Our Y6 children were supposed to be swimming last year. Unfortunately, they were stopped due to the lockdown.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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.</p> <p>Please see note above.</p>	<p>39%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>30%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>10%</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No</p>

## 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: £19332	Date Updated: June 2021	
<b>Key indicator 1:</b> 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:
				64%
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: £12325	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
At Victoria Primary Academy, we aim to promote at least 30 minutes of physical activity a day in school in line with the Chief Medical officers' guidelines. To ensure the children understand the benefits of physical activity on health and well-being and start the journey of leading an active healthy lifestyle.	<p>Organised sport/active games at break times and lunchtimes for all children incorporating different sports and skill sets.</p> <p>A 1K a day timetable introduced, and classes allocated set times to complete their daily kilometre. To ensure children are engaged a school wide competition has been set up.</p> <p>Development of the outdoor areas/activities for each KS including Trim Trail, Football and Netball post and Scooter track, Space Hopper to encourage activity during lesson time and breaks/lunchtime.</p> <p>Movement breaks for targeted</p>	<p>Development of outdoor space and playground £500</p> <p>Lunch time provision £4000.00</p> <p>PE Coach £7325.00</p> <p>Subscriptions and competition fees £500.00</p> <p>Money used to</p>	<p>Children have a positive attitude towards health and wellbeing. Improvement in attainment, mood, behaviour and general wellbeing. Evidenced through reduction of recorded CPOMs incidents.</p> <p>Weekly, all children at Victoria Primary academy, access two hours of Physical education lessons. One hour based on skills one hour focused on game-based situations.</p> <p>Physical education lesson delivered to a high standard focused on child activity levels. Organised games at lunch and break times ensure Sport and Physical activity is embedded</p>	<p>Training/ Re-Training of teachers and lunch time staff to organise and run activities at break times.</p> <p>Once restrictions are lifted set up purposeful before school, lunchtime and after school clubs to targeted children.</p> <p>Once restrictions are lifted, invite external agencies to run clubs to cover a wider range of sports – current links with Leeds United, Leeds Beckett University and Leeds gymnastics</p>

	<p>children and included in SEN documentation.</p> <p>Development of Foundation Stage outside area to enable children to be more active.</p> <p>Support and guidance to deliver high quality, active Physical Education lessons with planning provided and CPD opportunities</p> <p>Friday morning, Team building activities with Year 3 and 4 pupils.</p> <p>Play Leaders set up and trained and ready to lead small skill-based games for children at break and lunch times.</p> <p>Rental of a local allotment to start a nurture gardening group for targeted SEN children.</p>	<p>launch 50/100 club.</p>	<p>throughout the school.</p>	
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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:
				8%
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: £1450	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>At Victoria we want children to develop social skills and learn to take responsibility through developing a Play Leader Programme.</p> <p>At Victoria we want to enable children from disadvantaged backgrounds to have access to sport outside of school.</p> <p>At Victoria, we want to raise the profile of Physical Education and Sporting Activity in school and out of school, by embedded in physical activity into school life. Ensuring it is monitored and celebrated across all age groups. Making sure children at Victoria feel proud of their sporting achievements.</p>	<p>Create Play Leader applications for children to compete explaining why they would make a good Play Leader. Elect children to be Play leaders. These children to be trained by the Sport's Coach to lead skill specific games at break and lunch time. Children to earn awards based around the number of hours completed. Play Leaders to keep their own personal record of games and activities ran and training received.</p> <p>The school develops networks with different local sports clubs/community groups and effectively signpost children to areas of interest. Covid dependent invite local teams/groups to run taster sessions for children to promote Physical activity out of school.</p> <p>Once clubs can restart again, identify FSM children and children from disadvantaged backgrounds and invite them to take part in</p>	<p>Equipment £1000.00</p> <p>Displays £50.00</p> <p>Awards £100.00</p> <p>Play Leader Hoodies and caps £300.00</p>	<p>Children have a clear understanding of competition and competitive sport. Understand the importance of rules and consequences that come with breaking rules.</p> <p>Children feeling proud of the role Play Leader, taking a keen interest in training and organising games. Improved communication skills to other children.</p> <p>All children at Victoria have the opportunity to partake in organised competitive sport in so reeking the health and well-being benefits.</p> <p>Children at Victoria want to share sporting success, they feel proud when communicating it to teachers and other pupils. It is celebrated, resulting in children wanting to achieve again.</p>	<p>Regular upskilling of Play Leaders and designated adult to monitor logbooks.</p> <p>Communicate sporting success/upcoming events and fixtures on social media sites include school website.</p> <p>Create online sporting blogs that can be updated with relevant content.</p>

	<p>select clubs. Physical Education led to monitor participation across the school and fill any gaps in participation through invites to events/clubs.</p> <p>Physical education to be celebrated through weekly Sporting certificates handed out for achievements in Physical education lessons or sporting achievements completed out of school. (Or can this be done by Miss Harrison at the end of lesson 2 minute celebration). Daily 1km scores collated weekly and highest scoring class receives a Certificate to be stuck onto classroom door. Once competitions restart, all children who represent the school receive a certificate in assembly time where the event is discussed to the school.</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
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: £1700	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:



CPD programmes led by network leads in school ensure teaching staff and lunchtime staff are confident with the delivery of the Physical Education curriculum and active games at lunch and break times. They are clear with the techniques and skills of the sports before teaching them.  To be a part of Yorkshire Sport Foundation Network meetings/events. Physical Education led to work with Yorkshire Sport Trust to develop current provision and extend links.	The Sport’s Coach will work alongside the teachers to deliver lessons. Lead staff meetings and other PE CPD.	First Aid qualification s £500.00	Growth in Staff knowledge and confidence of Physical education curriculum and teaching styles and strategies.	Keep upskilling lunchtime staff to ensure they have ideas and games to ensure they are rotated weekly/biweekly.	
	Teacher knowledge of the PE skills and techniques are developed through specific training sessions with the coaches.	CPD £600.00	Growth in confidence of lunchtime staff organising small games. Evidence from staff feedback and observations carried out by PE lead.	Specific CPD for SEND children including training for Jump ahead and sensory circuits from Occupational Therapist and SEND ‘Overcoming barriers to attend competitions’ & ‘All about Autism, All about me’	
	Network meetings are held to develop the skills of the subject co Ordinator by a trained sport leader to develop confidence and profile of PE across partnership. Joint planning to share best practice.	Development of Forest School/outdoor learning £400.00			
	PE observation with the PE specialist where feedback is given, and teachers are able to develop skill sets.	Active Kids Training £200.00			Audit needs for staff and tailor CPD Introduce Forest School and share practice to whole school and others in BPP and develop OAA as a result.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:	
				13%	
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: £2757	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>Children have the opportunity to participate in different sport and activities without cost. They will learn new and develop skills that are transferable across all sports.</p> <p>Outdoor/active learning to be developed for all children across the curriculum.</p> <p>Maintain and develop further opportunities within the curriculum for different experiences for example Quidditch and new activities to be developed (and other opportunities to encourage more children to take part)</p> <p>Increase engagement of girls and</p>	<p>When restrictions are lifted, offer an active after school club Monday to Thursday, which broadens the range of sports that the children have access to. Clubs that will reflect student voice through questionnaires ran and collected by sports council.</p> <p>Wild days are developed, and the children are all given an opportunity to participate.</p> <p>Curriculum based tournaments across school, phases and year groups.</p> <p>All pupils take part in sports day, Bike-a-bility for Y1 &amp; Y5, Sports Leaders accreditation across all years, Y6 Residential (Covid Permitting)</p> <p>Covid dependent Year 6 to take part in a celebratory Parents vs Children rounders match to mark the end of their time at Victoria Primary Academy.</p> <p>Dan the Skipping man to launch 50/100 club. A whole school initiative to increase PA in pupils. All students receive a skipping rope, Dan the skipping Man to run 30-minute workshops with all classes across two days.</p>	<p>Bike-a-bility £500</p> <p>Play Leader Programme plus badges and awards £500 (carried over)</p> <p>Equipment (inc skipping ropes for all children) £1757.00</p> <p>£ 1000</p> <p>Money used from competition and subscription fees</p>	<p>Children have broader experiences working with different children in different situations in so having a wider understanding of the diversity in sport.</p> <p>Children building friendships through sport and having an appreciation for rules and sportsmanship ethics.</p> <p>Increase confidence in all students in PE with girls and SEND children reaching government guidance of 30 minutes physical activity a day.</p>	<p>Set up a Gardening Club at Victoria.</p> <p>Organise Students to access forest school learning at Ebor (Covid dependent)</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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: £1100	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>The children at Victoria will be able to participate in competitive sports on a regular basis. The competitions will support the children to showcase the skills that have been developed within the curriculum.</p> <p>Maintain entry to local competitions/festivals and events through School Games.</p> <p>Links with clubs for talent identification and allowing routes to the next level of sporting success. High quality focus in all Physical education lessons/ extra-curricular clubs and events such as sports day.</p>	<p>Intra and inter school competitions to be developed across a range of sports and age groups including a whole school sports day.</p> <p>Competitive tournaments and matches are developed between partnership schools. (Subject to the COVID restrictions being lifted.)</p> <p>Physical education led to develop links with local clubs and higher representation once grassroots sports recommence.</p> <p>Map out competition that link towards curriculum, so children are well prepared for competition.</p> <p>Set up clubs around competition for teams to ensure high level coaching.</p>	<p>Transport £150.00</p> <p>Medals/Certificates £200.00</p> <p>Kits £250.00</p> <p>Tournament fees/subscriptions costs £500.00</p> <p>Due to COVID subscriptions not paid money used to fund 50/100 club.</p>	<p>High levels of children accessing competitive sport and representing the school.</p> <p>Increase number of sports clubs and competitions entered.</p>	<p>Maintain focus of competitive sport.</p> <p>Create links across Leeds with schools.</p> <p>Host competition/festivals at Victoria Primary Academy.</p>

Signed off by	
Head Teacher:	S Bailey

Date:	June 2021
Subject Leader:	B Cook
Date:	June 2021
Governor:	
Date:	