

# Evidencing the impact of the Primary PE and sport premium

**Greenside  
Primary School**  
Academic Year 2021-2022

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:

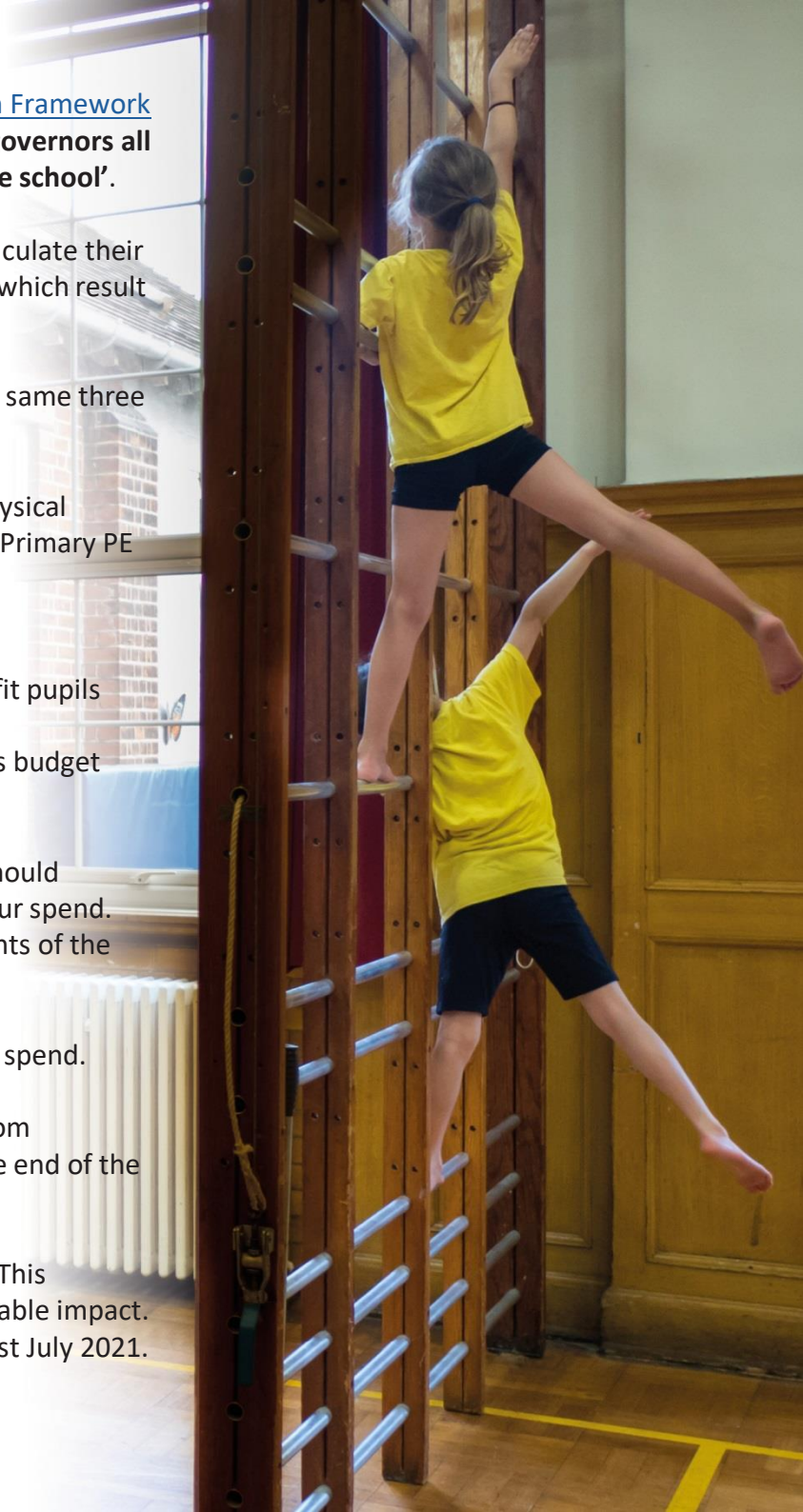
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](http://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.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>▪ Increased pupil participation in extra-curricular sports clubs. As in the previous year, in 2019/20 we continued to have over 78% of Key Stage 2 children participating in extra-curricular sports clubs, an increase from 70% in 2017/18 55% in 2015/16 and 44% in 2014/15.</li> <li>▪ Increased participation in competitive Level 2 (Inter-school) sport opportunities (number of opportunities have more than doubled since 2014/15). In 2018/19 we provided 594 competitive opportunities for our pupils (an increase from 265 in 2014/15, 394 in 2015/16 and 570 in 2016/17) and now continue to attend a much broader range of competitions.</li> <li>▪ Introduction of intra-school sports competitions for all KS1 and KS2 pupils additional to the annual School Games Morning.</li> <li>▪ The school received the School Games Mark Gold Award, in 2018/19, 2017/18, 2016/17 and in 2015/16, recognizing the profile of PE and Sport. In 2014/15 we received the School Games Mark Bronze. The School received the Virtual games mark in 2019/20 and 2020/21 and hopes to achieve the Platinum school games Mark in 2021/22 academic year.</li> <li>▪ Increased teacher confidence and quality of teaching through introduction of RealPE schemes and regular staff CPD are reflected in the progress of pupils. End of year assessment data from 2019/20 showed that all year groups had over 85% of pupils meeting ARE for PE with an increase of pupils across the school working at a greater understanding in PE.</li> <li>▪ Introduction of 'The Quick Skip' initiative to promote and increase levels of physical activity during the school day.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to sustain and increase physical activity levels throughout the school.</li> <li>▪ Continue to promote PA by implementing an activity tracker and celebrate physical activity during assemblies.</li> <li>▪ Provide a physical activity club/s, where target children participate in additional PA. Those children who have been mostly affected by the lockdown and/or fail to participate in recommended 60 minutes of PA a day.</li> <li>▪ PE teaching that is good or outstanding and good practice shared across other curriculum areas.</li> <li>▪ Develop sports and activities to ensure they are broad and balanced and meeting the needs of ALL pupils.</li> <li>▪ Re-establish playground leaders and provide children with a leadership role in sport.</li> <li>▪ Competitive opportunities to be accessed by ALL pupils and celebrate inclusivity.</li> <li>▪ Continue to develop the environment to ensure it is both safe and creates opportunities to learn and maximise social development. <ul style="list-style-type: none"> <li>▪ Greater opportunities to be made available via inter and intra school competitions.</li> </ul> </li> </ul>

Total amount carried forward from 2020/2021    £3,005  
 + Total amount for this academic year 2021/2022    £20,590  
 = Total to be spent by 31st July 2022 23, 595

<p>Meeting national curriculum requirements for swimming and water safety.</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>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>86.6%</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>71%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>75%</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>Yes. The impact of COVID-19 has meant that we have higher numbers of children in year 5 and 6 who are unable to swim 25m (19 children). These children will continue to access weekly swimming lessons.</p>

Created by:  association for  
**Physical  
Education**  **YOUTH  
SPORT  
TRUST**

Supported by:   **SPORT  
ENGLAND**  **Active  
Partnerships**  
Partnership for Physical Education

## 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: 2021/22		Total fund allocated: £23,595	Date Updated: 10.9.2021
<b>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</b>			Percentage of total allocation: 38%
Intent	Implementation	Impact	
<p><b>All pupils are provided with a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy and active lifestyle</b></p> <p>All pupils consistently make healthy lifestyle choices.</p> <p>All pupils engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school</p> <p>There is a recognition of the benefits of Physical Activity by all stakeholders including how Physical Activity:</p> <ul style="list-style-type: none"> <li>- has a huge impact on the cognitive function of the brain including retention and recall</li> <li>- improves leaning behaviours such as concentration levels and focus</li> <li>- supports pupils to develop better self-belief and self-image</li> <li>- contributes to whole child development</li> </ul> <p>Being active is the key - active children achieve more</p>	<p>Continue to implement the 'Quick Skip' initiative in order to track and reward individual physical activity completed during curriculum time. Teachers to complete 'Quick Skip' 2/3 times a week.</p> <p>Establish skipping in KS1 and EYFS – those who missed the launch due to COVID.</p> <p>Promote and celebrate additional physical activity taking place during the school day by implementing a tracking system to identify the 'most active class'.</p> <p>Improve playground provision to promote increased physical activity during break times and lunchtime.</p> <p>Playground development set to begin November 2021 – removal of condemned PE equipment in stage 1. Stage 2 MUGA to be installed on KS2 playground to prevent games such as football and basketball from dominating the playground.</p>	<p>£650</p> <p>£7685 first stage of development process (<b>£3000 of which to come from PE Premium underspend</b>).</p> <p>Stage 2: £9893 MUGA installation and materials. (<b>4,500 to come from PE budget</b>).</p> <p>Quiet Area: £12,441 for Quiet Area –</p>	<p>Skipping was established in KS1 and EYFS through workshops led by the skipping school. Teachers continue to aim to complete the quick skip 2/3 times a week. Other forms of physical activity often take place in the classroom including yoga, active maths and various website which aim to get children active.</p> <p>Not yet completed.</p> <p>First stage went ahead. The condemned PE equipment was removed from the school playground, resulting in greater space for physical activity to take place.</p> <p>Classed as a capital spend therefore the money was subsidised was not used towards the playground. Instead was used for lunchtime staff CPD on promoting PA during lunchtimes and playtime equipment – more sustainable and durable, including football goals and posts.</p>

		Shelter, artificial grass and 4xgames tables.  £627 Equipment during break times and lunchtimes.		
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation:  9%
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Intent	Implementation	Impact
<p><b>PE, sport and physical activity are a central part of the school development plan. The context of PE, sport and physical activity is used across the curriculum and the skills and positive values of this subject area are integrated into the school ethos. The profile of PE, sport and physical activity is raised across the school and is seen as a tool for whole-school improvement.</b></p> <p>There is a recognition that:</p> <ul style="list-style-type: none"> <li>- Highly active pupils will attain better, research has proved that after 20 minutes of moving, pupils grow new brain cells and have higher concentration levels; the more we can get our pupils to move, the higher they will attain!</li> <li>- PE, sport and physical activity gives us the opportunity to teach life skills such as cooperation, reliance and responsibility. We use Physical Education as a true cross-curricular approach to allow our children to develop the skills they require for lifelong learning.</li> </ul>	<p>Continue to ensure PE, sport and physical activity is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p> <p>Develop the use of sporting role models as a tool to engage and raise achievement – sports crew to become implemented at playtimes and lunchtimes – supporting children engaging in games and activities.</p> <p>Develop the use of PE, sport and physical activity opportunities to improve concentration and attainment. Re-subscribe year-long subscription to ‘Maths of the Day’ resource which has over 1000 lesson and homework plans to support the teaching of Maths through physically active and engaging methods. Monitor staff uptake and continue to promote throughout the school.</p> <p>Liaise with the school English lead regarding implementing the Active English platform. Look into purchasing the year long subscription as with Active Maths.</p> <p><i>*Also applicable for using funding for</i></p>	<p>Regular communication of PE and Sport are regular via the PE and sport blog on the school website and through the school social media.</p> <p>Sports crew had a huge role of supporting children at playtimes.</p> <p>Maths of the day was purchased and is widely used across the school – for all pupils and pupils with special educational needs. PE lead completed a CPD session on the platform. PE subject leader to continue to monitor and promote the platform.</p> <p>After a lengthy discussion, it was decided that active English was not required by the school.</p> <p>£1500 (£800 active maths, £1500 both).</p>

<p>- PE, sport and physical activity can be used to develop the whole person including thinking, social and personal skills.</p> <p>- PE, sport and physical activity can aid the development of fine and gross motor skill development which link to academic achievement.</p> <p>- PE, sport and physical activity can impact on whole school outcomes such as pupil's behaviour and attendance.</p>	<p>engaging pupils in physical activity- Key indicator 1.</p> <p>Celebrate PE, sport and physical activity opportunities:</p> <ul style="list-style-type: none"> <li>- during assemblies</li> <li>- create a celebration book so that anything positive that happens throughout the week in PE, sport and physical activity opportunities, i.e. clubs or at lunchtimes is recorded and celebrated!</li> </ul> <p>Buy into a PE planning resource which empowers staff to deliver sports specific Physical Education alongside RealPE – The PE HUB (more KS2 specific).</p>	<p>£525</p>	<p>Classes have been recognised for their engagement in PA, however this needs to continue to be an action for next years budget.</p>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>			Percentage of total allocation: 22%
Intent	Implementation		Impact
<p><b>Raise the quality of learning and teaching in PE, sport and physical activity by providing support to deliver broad, balanced and inclusive high quality PE, sport and physical activity provision (within and beyond the curriculum) to raise pupils' attainment.</b></p> <p>To ensure that:</p> <ul style="list-style-type: none"> <li>- All staff are confident and competent to deliver high quality and the quality of all lessons is good or outstanding.</li> <li>- Teaching and learning styles are matched</li> </ul>	<p>Developing the confidence of all staff in teaching PE, to ensure the children have a much more exhilarating experience of PE.</p> <p>To employ specialist PE teachers or qualified coaches to work alongside teachers in lessons to increase their subject knowledge and confidence in PE. PE teaching and learning days provided to support staff in delivering a high-quality</p>	<p>(as part of school sports partnership with the Leeds rhinos foundation).</p>	<p>Classes were swapped which meant a number of classes within the school received the coaching from the Leeds rhinos foundation. This continues to have a lasting and positive impact on all</p>

<p>to lesson content and to encourage all pupils to participate.</p> <ul style="list-style-type: none"> <li>- All pupils make good progress which is clearly reported to parents or carers.</li> <li>- Assessment involves pupils fully and identifies and celebrates their achievements</li> <li>- Where coaches are used, they are encouraged to deliver the school PE curriculum and to increasingly involve teaching staff supporting lessons to increase their confidence in delivery of the subject.</li> <li>- The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high-quality PE.</li> <li>- 1:1 lesson observations to monitor staff effectiveness and confidence take place</li> <li>- Questionnaires are used to monitor pupil and staff attitudes towards progression in PE</li> </ul>	<p>PE lesson – delivered through Real Legacy PE scheme.</p> <p>February 2021 the school brought in to the next steps Real Legacy package to support staff with the delivery of RealPE, RealGym and ReaPlay. Package lasts for 2 years and finishes May 2023.</p> <ul style="list-style-type: none"> <li>- Renew Leeds <b>West School Sport Partnership SLA providing:</b> <ul style="list-style-type: none"> <li>➤ Subject leader professional development days (x3).</li> <li>➤ Subject leader receives key local and national updates regarding PE and Sport.</li> <li>➤ Access to staff CPD opportunities.</li> <li>➤ Access to city-wide competitions and events.</li> </ul> </li> </ul> <p>Supply cover to release teaching staff for CPD</p> <p>To procure quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport</p> <p>To quality assuring the work of sports coaches and instructors employed to coach in PE lessons and after-school sports clubs. Renew membership to Pudsey Cluster Partnership through the Leeds Rhinos Foundation providing:</p> <ul style="list-style-type: none"> <li>➤ A School Sports Co-ordinator for the cluster to organise inter-school (School Games Level 2) sporting opportunities.</li> <li>➤ A CPD programme (2 and a half hours per week during alternate half-terms) of subject specialist</li> </ul>	<p>£5,000 over 2 years (Accounted for and paid using last years budget).</p> <p>£1200</p> <p>£1000</p> <p>£2000</p>	<p>teaching staff.</p> <p>Abi from create development is a regular visitor at the school. She has continued to work alongside teachers and support them in delivering high quality PE lessons. Feedback from staff has been largely positive and after a survey completed in the spring term, a majority of staff felt more confident delivering the subject.</p> <p>Some members of staff who had previously not been teaching PE, or have returned from Maternity leave will continue to access this support next year.</p> <p>West Leeds SSP (now called the well schools partnership) continues to have a positive impact on PE leaders across the city.</p>	
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	<p>teaching children and sharing expertise with primary schools.</p> <ul style="list-style-type: none"> <li>➤ 6 hours of Dance lessons by subject specialist</li> </ul>			
	<p>To pay for transport, pool hire and instruction to provide additional swimming lessons for those pupils unable to swim by the end of Year 6.</p>	£900	<p>Due to the effects of COVID – 19 more children than previously are unable to swim 25m. These numbers are particularly high with our year 4,5 and 6 cohorts.</p>	
	<p>To find out how staff feel about PE and support their specific needs through completing a questionnaire.</p>		<p>Questionnaire completed and DATA collected.</p>	

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 20%

Intent	Implementation	Impact	
<p><b>All pupils are able to access a broad offer of school sport activities. An extensive range of sports and activities is available, including opportunities for ALL pupils.</b></p> <p>An outstanding range of traditional, new and alternative sporting activities are offered before, during and after school which:</p> <ul style="list-style-type: none"> <li>- <b>Extend</b> - activities that build and develop on existing curriculum activities.</li> <li>- <b>Enable</b> - these activities develop basic and key skills through problem solving, e.g. multi skills, physical activity</li> <li>- <b>Enrich</b> - these activities offer a range of new opportunities, e.g. cycling, rock climbing</li> </ul> <p><b>Leadership and Volunteering</b></p> <ul style="list-style-type: none"> <li>- A programme of leadership and</li> </ul>	<p>To ensure that ALL pupils experience a broader range of sports and activities. ALL children to be proved with the opportunity to represent the school in a sporting event.</p> <p>To provide opportunities for ALL pupils including SEND, the least confident and the least active to attend exciting, varied and a new range of activities.</p> <p>Re-establish the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of sports and physical activities to the rest of the school.</p>	<p>Cost of transport to and from events.</p> <p>Est £1500 (As stated in key indicator 5)</p> <p>*As part of RealPE Legacy school.</p>	<p>This year, we entered 4 events over the year which were specifically aimed at including children with SEMH needs. These included athletics, ten-pin bowling and pickleball.</p> <p>Due to various issues. The cost of transport has increased massively. To hire a 12 seater mini bus for 1 afternoon it roughly costs £290. We have used a great deal above the indicated budget. Luckily, a number of competitions are local and in walking distance.</p> <p>Invest in or lease a mini bus.</p>

<p>volunteering - Playground Leaders.</p> <p>- Junior leaders experience high quality training and are supported to be deployed across a whole range of opportunities within the school.</p> <p><b>School Club Links and Community Provision</b></p> <p>- Excellent partnerships with other providers</p> <p>- Formal links with sports clubs and external sporting organisations are in place which enable pupils to extend their participation and have access to specialist coaches and facilities</p> <p><b>Coaches in School</b></p> <p>- Coaches are deployed effectively to provide high quality sports coaching and to support the competition and school sport programme</p> <p>- Coaches are qualified to deliver in primary schools (NGB level 2 qualifications as a minimum)</p>	<p>Explore local opportunities and build links with local community sports clubs through our <b>SGO</b> and other key partners.</p> <p><b>Karate club.</b></p> <p>To develop a Community Sport Board which identifies clear pathways and links to local opportunities</p> <p>To employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school. Bradford City, Leeds united, Pudsey SLCC, Pudsey Tennis Club, Karate Kids.</p> <p>To ensure that coaches are deployed effectively and that a:</p> <ul style="list-style-type: none"> <li>- Coaches facilitate links to local sports providers</li> <li>- Coaches are embedded as a member of school staff</li> </ul>	<p>£3200</p>	<p>I have implemented a Karate club which has been extremely popular at the school. We have also seen this positively impact children with SEMH needs.</p> <p>Still ongoing. Unfortunately the board was removed during a school refurbishment. Currently in the process of re-installing a new board.</p> <p>Continues to have impact on the children at Greenside and opens pathways to greater opportunities. Children identified as G &amp; T are offered coaching sessions at Leeds academy and PSLCC. Opportunities from local secondary schools have arisen who have invited G &amp; T children to attend coaching sessions delivered by ex professional coaches and players.</p>	<p>Establish a club which targets children with SEMH needs or lack physical activity.</p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			11%
Intent	Implementation	Impact	
<p><b>Sports competitions can provide positive outcomes for young people but also have the capacity to foster negative outcomes. A positive experience can support the physical, emotional, social and personal development of a young person and encourage life-long enjoyment and engagement in physical activity. This includes developing important life skills such as leadership, teamwork, empathy and conflict resolution. In contrast, without careful planning, sports competitions can promote overly aggressive behaviour, rejection, fear of failure and the development of a negative mindset.</b></p> <p>1. The young person's motivation, competence and confidence are at the centre of the competition.</p> <p>2. The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result).</p> <p>3. Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition.</p> <p>4. The environment is safe and creates opportunities to learn and maximise social development.</p> <p>5. The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young people and format of the competition.</p> <p>We also consider that competition can take</p>	<p>To develop an inclusive competition framework which offers a wide range of competitive opportunities through extra curricular activities that enable pupils to compete at a personal level (personal best), intra and inter level. Competitive sport fixtures are played at all levels to cater for the different needs of children, providing safe, challenging and healthy competitions.</p> <p>To provide an opportunity for ALL pupils to have represented the school.</p> <p>To overcome transport issues so that this is not a barrier to participation.</p> <p>Supply cover to release staff for inter-school sports events.</p> <p>Make competition a time to celebrate! To make a big deal of all competitions by celebrating them in assemblies and displaying reports around the school.</p> <p><b>Please see Key indicator 4 regarding school partnership with the Leeds Rhinos Foundation who are the main event organisers.</b></p>	<p>£1200 (as part of Leeds Rhinos Foundation)</p> <p>Coach and transport hire - £1500 for the year. Many events are in walking distance.</p> <p>£800</p>	<p>The impact of COVID-19 has meant that a number of fixtures are inclusive and are on a 'come and try' basis. All children with various needs and abilities are provided with opportunities to represent the school in competitions</p> <p>A number of events have not been in walking distance and therefore we have spent more than intended on transport. Please see above.</p> <p>Children are rewarded and congratulated through assemblies and through the school social media.</p>

<p>place in a variety of settings and environments such as:</p> <p><b>Personal Best</b> – competition against oneself</p> <p><b>Intra</b> – competition taking place within school</p> <p><b>Inter</b> – competition with other schools</p> <p><b>County</b> – competition with others across the county</p> <p><b>Virtual</b> – using virtual platforms to stimulate competition</p>				
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**Total proposed spend: 18, 752 not including Playground Development**

**Including proposed playground budget: 23,252**

Signed off by	
Head Teacher:	Sarah Fuller
Date:	
Subject Leader:	Ella Robinson
Date:	
Governor:	Tom Howes
Date:	