

Evidencing the Impact of the Primary PE and Sport Premium



Grove Lea Primary School
2021-2022

Updated 31st July 2022

PE Lead: H. Hudson

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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

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

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

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

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20 and 2020/2021	£3,002
Total amount allocated for 2021/22	£17,760
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,762

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	26/30 87% The other two children came late into Y6 and missed the swimming sessions.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	20/30 67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20/30 67%
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 However, because we are allowed up to 37 children we have been able to take children back who have needed more sessions.

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: £20,762		Date Updated: 31/07/2022	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.</p>					<p>Percentage of total allocation:</p> <p style="text-align: center;">29%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>		<p>Sustainability and suggested next steps:</p>
<p>To begin to encourage children to demonstrate their knowledge of the 30:30 agenda and how they can keep active.</p>	<p>Have an assembly to discuss with children why physical activity is so important to a healthy lifestyle.</p>	<p>None – PE Coordinator led the assembly</p>	<p>Children more aware of the differences between sport, PE and physical activity.</p>		<p>Continue to run assemblies annually and include the sport captains/vice captains.</p>
<p>To ensure that there are opportunities for 30:30 agenda built in throughout the day including encompassing before school and after school.</p>	<p>To share the achievements of children who have done physical activity out of school on the school newsletter.</p> <p>To make sure that children are participating in Wake up, Shake up daily in their classes and in the Summer Term to ensure that classes complete the 1K run where possible.</p> <p>To have lunchtime sports throughout the week so that children are encouraged to participate in physical activity for half an hour at lunchtime.</p> <p>Ensure that there is at least one active after school club on offer each evening.</p> <p>Running Summer Term after school clubs for free in the Summer Term.</p>	<p>None – the lunchtime sports activities were covered by VRU funding</p>	<p>Sharing the sporting achievements of children has had some impact on other children wanting to start hobbies or be active out of school. There has been a big increase in children swimming outside of school this year.</p> <p>Lots more opportunities for children to be active throughout the day.</p> <p>1K run started and classes are completing as much as they can.</p> <p>2 classes accessing lunchtime clubs per day for 30 minutes.</p> <p>Wake up, shake up still being used in EYFS, Y1 and Y2 daily.</p> <p>6 active after school clubs being offered weekly.</p>		<p>Encourage children to share any sporting achievements with each other and the places they go to do their sport or physical activity.</p>

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To continue to develop the outdoor provision to ensure more children are physically active.	<p>Research into which outdoor equipment we can purchase and plan which playground it will go on. Replenish playground boxes to encourage active play.</p> <p>Look at the KS1 outdoor area to encourage children to be physically active in their outdoor provision.</p>	<p>£1487.21 (KS1 equipment) £640.11 (Playtime equipment from years 1 to 6) £391.36 (Storage boxes to ensure that the equipment is accessible to all classes) £149.29 (speakers to be able to run outdoor Zumba and fitness sessions)</p>	<p>Skipping ropes purchased for Key Stage 1 and Key Stage 2. These are being well used on the playground.</p> <p>Children using the equipment boxes really well.</p> <p>KS1 equipment purchased with some of it in use already. Everything to be up and running for September.</p> <p>Children very active on playground using equipment from the boxes, Trim Trail and Outdoor Gym.</p>	Playground storage boxes and top up equipment to shared out in the Autumn Term with a wider range of equipment to encourage more active play.
Develop Physical Development Resources in the Early Years to ensure that children have the best possible start to their journey in Physical Education, School Sport and Physical Activity.	Liaise with the Early Years Team regarding items which need purchasing to enhance the outdoor area in Early Years. Ensure that resources have been purchased to ensure that children have significant access to fine motor skills activities and resources.	£2352.83 (EYFS equipment purchased)	Early years order gone in to enhance their outdoor provision and to really develop their use of both gross motor and fine motor skills. Both PE equipment and resources to make the learning environment more active have been purchased.	To ensure that EYFS children are active as much as possible and that their new resources in their learning environment help them to achieve this.
Learn about and practice mindfulness techniques alongside physical activity as part of a healthy lifestyle	<p>Teach Yoga sessions including relaxation as part of the Get Set 4 PE scheme of work from EYFS to Y6</p> <p>Help children understand why mindfulness and relaxation is important as part of a healthy lifestyle</p>	<p>Get Set 4 PE scheme already purchased.</p> <p>£1029.00 (mindfulness activity cards and books)</p>	<p>Yoga sessions being taught in school and particularly working well in KS1 where children benefit from the sessions to help their physical activity and also learn how to be calm. Through pupil voice it is clear that children have enjoyed these sessions.</p> <p>The books and activity cards were purchased at the end of the year.</p>	<p>Ensure that Yoga sessions are taught consistently throughout school.</p> <p>Use the activity cards from Y2 to Y6 to help develop their understanding of mindfulness, equality, diversity and consider this in PE and sport.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				17%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Develop and then embed the vocabulary expected within P.E lessons.</p>	<p>Ensure class teachers are aware of the Tier vocabulary expected within each strand they are teaching. Make this vocabulary visible in lessons and encourage the children to be using this correct terminology throughout their lessons. All vocabulary to be used shown on Get Set 4 PE lesson plans and Knowledge Organisers.</p>	<p>Get Set 4 PE was purchased last year.</p>	<p>Knowledge organisers and vocabulary are displayed in the classroom.</p> <p>Through the use of the new curriculum the children have a wider range of vocabulary but now need to use it more when discussing tactics and describing what they have been doing.</p> <p>EYFS through to Year 6 have been using the Get Set 4 PE scheme and this has noticeably increased their use of vocabulary in lessons. The vocabulary in gymnastics has significantly improved.</p>	<p>Continue to have a focus on vocabulary next year. Introduce sentence stems where necessary for the different terminology needed.</p>
<p>Ensure that there are opportunities for oracy and effective questioning during each lesson.</p>	<p>Following CPD all staff should build in plenty of opportunities for the children to explain and describe what they are doing using the correct terminology.</p>	<p>None - PE coordinator led staff meeting</p>	<p>The children are becoming much more aware of the vocabulary used in PE and are using it in PE sessions and sports clubs. It has particularly noticeable in gymnastics sessions.</p>	<p>Ensure there is a speaking and listening element to every PE session where every child is able to speak team work/partners/pair share etc.</p>
<p>Ensure that children are making links between what they are doing and what can be achieved in the sporting area to inspire and encourage them to carry on physical activity and sport out of school</p>	<p>To purchase new equipment for the hall to ensure that the children can see lots of examples of sport and physical activity in the wider world.</p> <p>To show demonstrations of moves/sequences in gymnastics.</p> <p>As the stimulus in gymnastics, dance and yoga.</p> <p>Carrying our assemblies to raise the profile of PESS</p>	<p>£3219.50 (Equipment for the hall to ensure videos and demonstrations can be shown) PE lead to carry out whole school assemblies.</p>	<p>Having the new equipment has really helped in raising the profile of different sports, being able to show them clearly and effectively.</p> <p>Whole school assemblies sharing the importance and differences of PESSPA including asking the children what they would like to do and learn about.</p> <p>The new equipment has been brilliant as a stimulus for gymnastics, dance and yoga and also for showing children clips of their own work for good examples and to analyse.</p>	<p>Continue to use for demonstrations, good examples, as stimulus and for assemblies.</p>
<p>Monitor PE throughout school to ensure high standards and progression from year group to year group.</p>	<p>PE Lead and shadow PE lead to carry out monitoring of PE assessment on Get Set 4 PE, examples of children's work on Seesaw, pupil voice and staff meetings.</p>	<p>None – currently See-saw is free and PE lead to monitor and record in file.</p>	<p>Video clips and pictures are on See-Saw for all classes. This shows how the children's skills are developing throughout the year groups.</p> <p>All staff have used the tracker on Get Set 4 PE and this has been really useful.</p>	<p>Continue to develop the assessment portfolio by having certain information such as date of activity, objective, children working above and children working below.</p>

<p>Celebrate children who contribute to PE, physical activity and school sport.</p>	<p>Ensure that there is a PE star in every PE lesson. The children get 5 counters for their house team.</p> <p>At the end of the year, pick a PE star of the year (1-6) for children that have shown excellent effort, trying new things, and good progress.</p>	<p>None – write the name of PE stars on the learning walls weekly.</p> <p>Vouchers and certificates at the end of the year for PE starts.</p> <p>£30 Sports Direct vouchers (£5 per year group)</p>	<p>Children are aware that a PE star will be picked each session. They are beginning to understand how they achieve PE star. Staff are choosing a range of PE stars and focusing on effort and progression rather than ability.</p> <p>Having a PE star of the year has helped to raise the profile of PE.</p>	<p>Add to the weekly newsletter or announce on Dojo and track who is achieving the award.</p> <p>Ensure that PE star of the year is included in the awards assembly next year to further raise awareness of how important PE is.</p>
<p>Children to wear Grove Lea PE t-shirts in their house colour and to come to school in their PE kits on PE days.</p>	<p>Purchase t-shirts for Reception class children in the Summer Term.</p> <p>Children to specifically wear Grove Lea PE t-shirts.</p> <p>Children to come to school in the correct PE kit on the days that they have PE.</p>	<p>£196.27 for PE t-shirts for reception children and any child joining Grove Lea.</p>	<p>Children wear their t-shirts with pride and they know which team that they belong to.</p> <p>They wear these if going to competitions out of school.</p>	<p>Continue to purchase t-shirts for new Reception children to raise the profile of PE.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To create a long-term plan and deliver lessons from the new Get Set 4 PE resource from EYFS to Year 6 to ensure continuity and progression throughout school.	PE lead to share with staff the new resources on Get Set 4 PE including progression grids, vocabulary ladders, schemes of work, lesson plans and additional resources such as work cards, videos and music etc. The staff should then be able to deliver lessons using these resources.	Get Set 4 PE resource already purchased.	The children have had a much broader experience of PE this year which has engaged more children.	Tweak long term plan for next year after evaluating how this year has gone. Encourage more staff to join the Get Set 4 PE CPD sessions.
To assess the children in PE after each unit of work using the objectives from Get Set 4 PE.	PE lead to demonstrate how to use the assessment tool during staff meeting time to increase confidence of the staff assessing children in PE.	Get Set 4 PE resource already purchased.	This has been completed after each unit of PE and is clear to see which children are at expected, working above and working below.	To continue to use See-saw and assessment tool to get an overall picture of the children's ability across all the areas of PE.
To ensure that all staff have good quality CPD and an opportunity to work alongside a quality coach in the delivery of lessons.	Staff work alongside the sports coach to team teach and develop their own CPD.	DO Coaching £5980	The staff have worked with the sports coach and gained many ideas and ways to support the children in PE. This has helped the children to develop confidence and knowledge in different area of PE	Continue to work with D. Oates next year to develop own CPD and support the children really thinking about children not meeting the requirements of the National Curriculum.
Increase staff specialisms within school with a view of expanding knowledge and understanding of pupils within different sports.	Staff to go on CPD which enhances the staff skill set in different sports. Research into courses in netball and cricket. Staff to make use of CPD courses on Get Set 4 PE as part of the subscription to help them deliver lessons effectively. Join the British Gymnastics Partner School Program to enhance the after-school gymnastics sessions.	None available in the local area. Already purchased £60	Some staff have been on the gymnastics session on Get Set 4 PE and found it very useful in supporting their delivery of gymnastics. Resources useful for the after school gymnastics session which has been delivered all year.	CPD course are still very few and far between this year but will look again for next year. Priorities are: Netball Cricket Athletics

Maintain high standards and safe practice in all aspects and at all levels of physical education, school sport and physical activity	Purchase AFPE membership to keep up to date with key issues, resources and ideas. Use AFPE as a reference point to ensure safe practice in PESSPA. Purchase Safe Practice: in Physical Education, School Sport & Physical Activity (Latest Edition -2020)	£95 £51.65	This has been used to refer to if there is an issue or staff want to check on health and safety for equipment or clothing that the children can wear. Good for keeping up to date with any safety notices.	Could use for CPD next year. Refer to at all times for risk assessment and when doing new activities. Make sure all staff are aware
Ensure that the lunchtime staff have had some CPD to encourage more active lunchtimes when they are on duty.	Include the DRAs in the skipping day and invite them to stay for some training.	£20	The DRAs that stayed behind	

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

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure that we continue to widen the sports and physical activities on offer to pupils.	To research into which sports we can provide for our children which have not been done before. To discuss with children in pupil interviews what sports they would like to access. Ideas include a skipping day and OAA activities.	Additional equipment purchased to support the new scheme of work including yoga, skipping (fundamentals) , basketball, athletics and cricket including a trolley for easy access of athletics/sports day equipment. £1870.37 Skipping Day for Years 2-6 £400	Much wider range of sports have been offered to the children this year. Years 4, 5 and 6 have all been swimming. The new curriculum has ensured that we have been able to offer the children a wider curriculum which has meant that more children have been engaged. The skipping day was a success and this can be shown on the playground. Years 4 and 5 had table tennis with a table tennis specialist. Years 3 and 6 had tennis sessions with a tennis specialist and years 3 and 4 are having sessions with a rugby league coach. Having a wider range of activities in PE sessions has definitely engaged more children and more are now enthusiastic about PE.	Continue to broaden the range of activities that the children have in PESSPA throughout the year to include all children in the enjoyment of being active.

To be able to attend a variety of activities that involve being active.	To attend events that broaden the children's experience of physical activity. Have already booked on a cricket day for Year 6.	Travel £300 was allocated	Booked on a cricket day but was unable to get a bus.	Have already booked on a cricket experience day @ Headingley for Year 6 in order to book a bus earlier
To take part in an outdoor and adventurous activity	Year 5 residential trip Book Year 6 in for Forest schools for a day.	Parents paid for the trip. £195.00	The residential trip was a success and the children gained a lot from it with only a couple of the year group not attending.	Year 5 residential trip already booked. Book all year groups 1-6 for Forest schools days next year.
Create a new long-term plan using Get Set 4 PE to create a broad and balanced curriculum with a wide variety of sports and activities to suit different likes and needs.	Subject lead to develop a long-term plan in consultation with other staff to ensure that there is a broad range of sport and activities from EYFS to Year 6.	Get Set 4 PE already purchased.	The children have had a broad range of activities this year due to the new curriculum and sports specialists coming in to school.	Review and evaluate for next year.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To continue to strive to reach our goal of every child representing school in a competition throughout the year.	To maintain our partnership with the School Games organiser to ensure our children are able to access a variety of sporting tournaments.	Travel to events £615	Year 3 have represented Grove Lea at a handball competition at Ossett. Year 6 girls represented Grove Lea at girls football in the Autumn Term @ A1 Football Factory. KS1 attended the Trust Sports Day @ Wakefield Sports Club Y4,5,6 took part in competitive sports with South Hiendley in June which was a real success. Year 2 and 4 took part in the Daily Mile competition run by WMDC. Sport leaders also helped out at the KS1 Trust sports day.	Full calendar of events organised by the SGO for next year. Attend as many as possible. Ensure that buses are booked in September. Arrange more matches with other schools next year to develop working as part of a team.
To continually monitor data to ensure a clear check is made on pupils who attend events.	Keep a record of all children participating in events in school and out of school.		On-going	Continue to monitor this next year. Sport and vice sport leaders to write reports on competitive events.

To develop a calendar of events specifically for intra-school events.	To ensure that there is a greater focus on intra-school events across the whole school with timetabled whole school events across the year.	Preparation for Sports Day including stickers and markings £348.39	There has been 4 lots of intra-school competitions that the children have competed in this year including School Games Day which this year involved cricket, netball and races. The children really enjoyed and all take part. Children including those with SEN were able to. Sports leaders helped at KS1 events.	Plan 4 at least 4 intra events next year including school games day for Years 1 to 6.
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Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • New curriculum up and running and being followed by all from EYFS to Year 6. • The assessment tool is being used and followed from Y1 to Y6 and is proving a really easy quick way to assess the children. • Using Seesaw for formative assessments by providing pictures and more information to assess PE in more detail. • Audit of current equipment and discussions around purchasing new equipment to support the new curriculum and for the playground to ensure they are being active at break and lunchtimes. • A wider variety of activities in PE has really helped even more children to fully engage in PE sessions. • Went to an event arranged by the SGO in the Autumn Term. • Children much more active through curriculum, active playtimes, sports clubs at lunchtimes, 1K run and wake up shake up. • All classes 1-6 had competitions this year with other schools and for Years 1,2 and 3 the whole class were able to take part. • 4 intra events carried out throughout the year where all children in years 1 to 6 could take part. 	<ul style="list-style-type: none"> • Involve sports captains and vice captains in promoting a healthy and active lifestyle. • Develop the role of sports leaders in school. • Continue to promote a daily run and Wake up, shake up to keep children active during the day. • Continue to run lunchtime sports clubs to keep children active. • Promote the clubs that the children are already involved in to interest children and encourages others to do hobbies outside of school. • Book on coaching courses to increase the specialisms of staff in school. • Take part in more competitions next year including those arranged by the SGO. • Use the sports coach to carry out interventions for those children to meeting NC standards. • Continue to develop the use of oracy in PE sessions.

Signed off by	
Head Teacher:	S. Henshall
Date:	31.7.22
Subject Leader:	H. Hudson
Date:	31.7.22
Governor:	J. Garrick
Date:	31.7.22