

# Evidencing the Impact of the Primary PE and Sport Premium



Grove Lea Primary School  
2022-2023  
Updated July 2023

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](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. **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 of funding for 2022/23. To be spent and reported on by 31st July 2022.	£17,760
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## 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. <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>	83%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2023. Please see note above	86%
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	83%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	86%
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?	Yes/No

## Action Plan and Budget Tracking

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

Academic Year: 2022/23		Total fund allocated: £17,760		Date Updated: 27.7.23	
<p><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</p>					<p>Percentage of total allocation: 0.35%</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>To continue 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 to lead the assembly</p>	<p>The children are all well aware of how much activity they need to do a day. They can suggest activities that they can do to keep themselves active. School questionnaire shows that a large percentage of those who answered the questionnaire are active for 1 hour +.</p>	
<p>Maximise outdoor learning in EYFS and Year 1 as part of the curriculum provision. Ensure that the children have plenty of opportunity to use their gross motor skills in a variety of ways.</p>	<p>Using the resources purchased with PE premium money from previous years EYFS and Year 1 have a wide range of provision which can encourage the children to be active.</p>		<p>£0</p>	<p>The EYFS and Year 1 children have used the equipment that we purchased last year to enhance their outdoor provision. This has been particularly effective in keeping the children active. The children in EYFS have really enjoyed using the climbing wall, stage and other equipment purchased to develop their gross motor skills which has really had an impact on their progress.</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>Ensure that the children are active during playtimes and lunchtimes.</p>	<p>Using the resources purchased with previous PE premium money, make sure that playtime boxes are equipped with a wide range of playtime equipment. Children have access to football nets and basketball nets on the KS2 playground and the gym on the side playground as well as</p>		<p>£62.40 (playtime equipment box)</p>	<p>Playtimes are active. Children use the equipment to play games.</p> <p>At lunchtimes, the Year 5/6 mentors have led games.</p> <p>Children also use the outdoor gym and</p>	
			<p>Sustainability and suggested next steps:</p>		
			<p>Continue to promote ways in which to be active at home and at school. Assembly each term to promote this.</p>		
			<p>Continue to use resources already purchased to promote active learning.</p> <p>Consider a climbing wall for next to the trim trail?</p>		
			<p>Help develop the skills of the Year 6 mentors to promote active games across lunchtimes.</p> <p>Book a skipping day and involve DRAs to help encourage skipping and skipping games at lunchtimes/</p>		

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	access to the table tennis table, Encourage the DRAs and Year 6 mentors to lead play and games at lunchtime. Frickley Athletic foundation to deliver sports sessions initially to two classes each lunchtime and then after Autumn 1 just on a Friday.		the trim trail purchased in previous years in KS2 when on the playground and at lunchtimes which the children really enjoy.  In the Autumn Term some other funding was used for a lunchtime club and each class took their turn with this. This gave the children chance to be active for 30 minutes.	Promote walking to school with Wakefield Council. Assembly and incentives.
Give the children opportunity to be active at breakfast club.	Run an active breakfast 3 times a week. Children get to do activities such as table tennis, archery, Zumba, Twister and many more.	£0	The children who are in breakfast club, all take part in the active session after their breakfast. They thoroughly enjoy the activities and have noticed that the children who do this are really alert in class.	Continue the active morning club 3 times a week encouraging the children to be active through a variety of activities.
Run active after school clubs for all children in school.	Aim for active after school clubs throughout the week. Autumn Term Whole school – family gardening club. KS1 – multi-sports KS2 – gymnastics, multi-sports and kickboxing Spring Term KS1 – Dance, arts & crafts, multi-skills KS2 – gymnastics, multi-skills & fun and fitness Summer Term KS1 – multi sports, cheerleading, stay and play KS2 – gymnastics, gardening, multi-sports & cricket	£0	The uptake of the clubs has been really good. The children enjoy working with the other adults from across school and outside school. Our chair of governors and caretaker also ran clubs this year. The children are really enthusiastic when in clubs and you can see what they have done in club having an positive impact on the progress of these children in class.	Continue to have a range of sporting activities and active clubs to encourage all children to be active.  Wrap around club is starting next year. There will also be an active element during each club.

<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	0.17%

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:

School PE T-Shirts for children in Reception – Year 6	<p>Purchase t-shirts for children in Years 2-6 in the Autumn Term and for children in Reception in the Summer Term.</p> <p>Children to come to school in PE kit for the full day on PE days.</p> <p>Ensure that children wear the correct kit that is safe for PE sessions</p>	School Fund	<p>Children look smart. Have often asked the children to wear their t-shirts for trips too for example at the beach and cricket trip so they can be active but still representing the school.</p> <p>Good for team building and sense of identity – belonging to a team.</p>	Purchase t-shirts for the reception class ready for the Summer Term.
Reward the children in PE sessions and at the end of the year to raise the profile of PESSPA.	<p>Choose a PE star for every PE session and display their name in the classroom. The children receive a sticker and 5 counters towards their house points.</p> <p>At the end of the year, choose a PE star of the year who has really progressed well and showed great enthusiasm for PESSPA.</p> <p>Children to receive vouchers as a reward.</p>	£30	<p>Children are announced as PE stars in praising assembly every week for a variety of reasons.</p> <p>The classes have chosen a PE star for the end of the year and will be presented with it during the end of year assembly.</p>	Consider awards for being active and contributing to active sessions with in school so it is not just PE or sport that gets rewarded.

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Percentage of total allocation:

94%

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 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.	Already purchased	Planning fully implemented with progression grids, knowledge organisers, unit plans and lesson plans from Get Set 4 PE. Staff have found these really useful and use in conjunction with creating PowerPoints to support the children in their lessons.	Continue to use Get Set 4 PE to plan and deliver lessons which show progression from year to year and that interest and engage the children.
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.	Already purchased	Staff have found it easy to assess the children on Get Set 4 PE. It helps to plan for gaps in learning and next steps.	Continue to use and plan from next year.

<p>PE Lead to ensure staff know the PE protocol including using the lesson plans through Get Set for PE, delivering the session with an emphasis on oracy and reinforcing previously learnt skills, assessing the children. This will be done through staff meetings, CPD and monitoring.</p>	<p>Use PE staff meetings to share a lesson sequence and some example PowerPoints to ensure that all parts of a lesson are delivered.</p> <p>Monitor PE through looking at Seesaw and video clips and photos of the children's work.</p> <p>Monitor the children's progress by checking the assessments completed termly on Get Set for PE.</p>	<p>PE Lead</p>	<p>Brief lesson PowerPoints created in conjunction with Get Set 4 PE planning to highlight any vocab, pictures and videos as examples of skills and games in action.</p> <p>Vocab, pictures and videos used as prompts and to help with guided practise.</p>	<p>Continue to develop knowing more, remembering more in PE by recapping previous vocab and skills.</p> <p>Continue to promote PE vocabulary and discussions using PE language throughout all lessons.</p>
<p>To ensure that all staff have good quality CPD and an opportunity to work alongside a quality coach in the delivery of lessons.</p>	<p>Staff work alongside the sports coach to team teach and develop their own CPD.</p>	<p>£5360</p>	<p>Invaluable experience and CPD for all staff particularly in games. Work closely with PE TA to develop skills of all children of all abilities.</p>	<p>We are moving to class teachers delivering the sessions next year using the CPD they have had across this year.</p>
<p>Staff to increase their knowledge of different areas of PE and how to teach that area to improve teaching and learning/</p>	<p>Staff to make use of CPD courses on Get Set 4 PE as part of the subscription to help them deliver lessons effectively.</p> <p>HH to attend PE conference for ideas.</p>	<p>Already Purchased</p> <p>£70</p>	<p>Some courses accessed.</p> <p>HH attended the conference. Signed up to do CAF active schools next year.</p>	<p>Need to make more use of the courses offered on Get Set 4 PE next year.</p> <p>Signed up to do CAF active schools next year.</p>
<p>To allocate a TA to work with staff to support PE sessions, to help to run intra school competitions and to attend events.</p>	<p>TA to support teacher in delivering PE sessions.</p> <p>TA to work with different groups of children including SEN and gifted and talented groups.</p>	<p>£11,260</p>	<p>Ensured that all lessons are adapted to suit the needs of all learners especially SEN, low ability and gifted and talented learners. Having the extra adult really ensured that there was good progress in PE throughout school.</p> <p>Active morning clubs have been excellent and have really set children up for the day in terms of attitude and learning.</p> <p>The TA has also been instrumental in arranging and organising fun day which was fully active, sports day and all intra competitions which happened every half term throughout the year.</p>	<p>Continue to have a specialist TA in PE sessions to support all children and adapt lessons to cater for all needs.</p> <p>TA to help organise and run active events including sports day, fun day and intra school competitions.</p> <p>TA to help run and organise the active morning clubs 3 x a week and some of the after school clubs.</p>
<p>Maintain high standards and safe practice in all aspects and at all levels of physical education, school sport and physical activity</p>	<p>Use AFPE as a reference point to ensure safe practice in PESSPA.</p> <p>Refer to Safe Practice: in Physical Education, School Sport &amp; Physical Activity (Latest Edition -2020) when planning new activities or if unsure of the protocol.</p>	<p>Already purchased</p>	<p>Consulted books for any health and safety issue.</p>	<p>Continue to use the book as a reference for any health and safety issues including risk assessment for any activities.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 2%
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:
Make use staff specialisms within school to share their knowledge and expertise with the children to develop motivation and interest in a wide range of sports.	Staff share their expertise with other staff and children in gymnastics, cricket, netball, running and Zumba.	£0	Staff good role-models for children promoting their love of sport and inspiring children to join school clubs or out of school clubs.	Continue to share this with children next year.
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.	£359.99 (sports trolley to move equipment around easily)	Children have take part in a wide range of activities this year alongside a varied PE curriculum, bikeability for Y1 and Y6, Outdoor activities for Y5, gardening for all classes, cricket trip for Y6, whole school online dancing session, range of after school clubs, wheelchair basketball.	Continue to widen the activites we do with children next year.  Possible... Forest school day Trampoline day Skipping day
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 booked on a cricket day for Year 6.	Parents to pay	See above	See above
To take part in an outdoor and adventurous activity	Year 5 residential trip	Parents to pay	Year 5 attended the residential trip this year with the majority of children taking part.	Year 5 trip already booked for next year. Again the majority of children are booked on.
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.	£0	Long term plan had a wide range of activities to suit all learners.	Long term plan adapted this year to improve on last year by making sure that children are doing similar activities at a similar time of year to see the difference year on year.
To encourage all children to take part in activity which is tailored to their needs.	Walking frame football sessions with Leeds United.  Wheelchair basketball activities with Steve Greatorex	No charge	This has had a huge impact on a children with SEN. They have absolutely loved the activities which have been tailored to their needs.	The wheelchair basketball will continue next year. One class are also going to be able to experience wheelchair basketball with the SEN child.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.5%
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 KS2 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.	£615 (transport for events)	This year the children have attended events in multi-skills, cross-country, tag rugby, cricket and tennis. Most of the in Year 6 children where possible attended an event. One child got to the next stage in the cross country competition. The Year 2 and 4 children also took part in the daily mile.	Continue to attend more events next year with as many children taking part as possible.
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.	£0	Registers taken	Registers taken
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.	£0	Intra school competitions for years 1 – 6 every half term Sports day is the competition for Summer 2.	Continue to do the same next year as this format has really helped with applying skills and assessing the children for the end of a games unit.

Signed off by	
Head Teacher:	S. Henshall
Date:	28 <sup>th</sup> July 2023
Subject Leader:	H.Hudson
Date:	28 <sup>th</sup> July 2023
Governor:	J. Garrick
Date:	29 <sup>th</sup> July 2023

Also see evaluation above for the Summer Term.

Key Indicator	Evaluation
<p>1. The engagement of all 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</p>	<p><b>Autumn</b>            EYFS and Year 1 have used equipment in provision which has helped them to be active throughout the day. Through monitoring of playtimes, it is clear that many of the children are active. Lots of children are using the equipment provided.            Sent a questionnaire on Forms via Dojo. This suggests that many of children @Grove Lea are doing lots of physical activity out of school.            There have been active clubs on offer each night and mainly good uptake on all clubs in the Autumn Term especially the KS2 ones.            Breakfast club is running active sessions three days of the week and numbers are increasing a little.</p> <p><b>Spring</b>            Since the children have been coming into school at 8:50, the numbers coming to the active breakfast club three time a week have increased.            Many children from EYFS to Year 6 are active on the playground during outdoor times, playtimes and lunchtimes. The equipment really helps to encourage the children to be more active.            There has been a good uptake on after school clubs this term with an active club on offer each night of the week. This term cheerleading and cricket have been added.            Classes have resumed the 1K run in addition to wake up, shake up.</p> <p><b>Summer</b>            The children have continue to do brain breaks in the Summer Term wake up, shake up, yoga and the 1K run when the weather has been good. They have had lots of outdoor activities and really enjoyed successful sports days and the fun day. The children have been very</p>

	<p>active at playtime and lunchtime and the Year 5 mentors have continued to lead games on the playground.</p>
<p>2. The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p><b>Autumn</b>  Assembly for the children to raise the profile of Physical Education, School Sport and Physical Activity has been delivered to children in Years 1 to 6.  PE t-shirts for all children have been ordered for this year.  PE stars (two from each class) are announced each week in assembly by the Sports captains.</p> <p><b>Spring</b>  The sports captains have continued to announce the PE stars in assembly each week.  The Year 6 mentors have been leading games with the children at lunchtimes.  Y1 to Y6 have had an assembly to share what PESSPA is and what we do in school.</p> <p><b>Summer</b>  Big focus on being active in school. Active after school clubs every day. Parents attended Sports Day from EYFS to Y6.  PE stars have been chosen for each year group for their efforts this year.</p>
<p>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p><b>Autumn</b>  The staff are using the Get Set 4 PE scheme of work and are finding it very useful. Will do a staff questionnaire in the Spring Term. It has increased the range of activities that the children do.  Mr Oates the games coach is also following the scheme of work and his sessions are enjoyed by the majority of children which was shown in the pupil questionnaires that were filled out. Assessments are being regularly carried out against the Get Set 4 PE objectives and the staff find this simple and easy to do.  Encourage staff to use the Get Set 4 PE CPD materials. Will look at some of the resources in a staff meeting.</p> <p><b>Spring</b>  Sports specialists D. Oates and C. Needham have continued to work with staff to support the children in PE. Staff are becoming more confident using Get Set 4 PE from EYFS right through to Y6 and are now using the school PowerPoint lesson structure alongside the planning to ensure that all the relevant parts of the lesson are taught with an emphasis on know more, remember more and vocabulary development.</p> <p><b>Summer</b>  CPD from the sports coach through working with class teachers has continued this Summer in preparation for the class teachers taking over next year.  PE lead has run sessions on using the apparatus in terms of safety and set outs.</p>
<p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p><b>Autumn</b>  Using the sports coach at lunchtime, the scheme of work and new equipment for the playground, the children have been able to participate in a wider range of sports and physical activity. Will look to continue this in the Spring term where we have a table tennis</p>

	<p>coach coming into deliver some sessions to KS2. The residential trip in Year 5 was a big success with the majority of children going and taking part in the outdoor and adventurous activities.</p> <p><b>Spring</b> All of KS2 had a half term block of table tennis sessions with a specialist coach which the children really enjoyed. The children have been offered a wide variety of sports and activities throughout the year to try and interest and meet the needs of all children. A disabled child has been participating in sessions with a specialist wheelchair sports coach which has been lovely to see.</p> <p><b>Summer</b> Lots of different experiences in PE. The children have really enjoyed cricket and athletics. Trips have included being active at Filey and Headingley cricket. They also got to see a match.</p>
<p>5. Increased participation in competitive sport</p>	<p><b>Autumn</b> KS1 attended a multi-sports competition, 30 children from Years 4, 5 and 6 took part in a cross-country competition. All children in Years 1-6 took part in intra-school competitions at the end Autumn 1 and Autumn 2 which the children really enjoyed. In the Spring Term, there any many competitions to take part in. Will also book in another PE event with a local school that the children can take part in.</p> <p><b>Spring</b> During the Spring Term, Y1 to Y6 have held intra-school competitions at the end of Spring 1 and at the end of Spring 2. The sports captains help to run these events and in Spring 2 they carried out the warm up prior to the competition. In the Spring Term, a Year 6 team played Tag Rugby, a Y6 child ran in the cross-country finals and Y2 took part in a virtual multi skills competition with Wakefield council. Lots of events are already planned for the Summer Term.</p> <p><b>Summer</b> Intra school competitions for all classes in the Summer Term and Sports Day for EYFS-Y6. Children have also taken part in tennis, cricket, daily mile, and virtual competitions this term.</p>