

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2022

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

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](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. **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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,780
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,780
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,780

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

- Due to local pool closure and COVID catch-up progress has been slower than previous years. Year 5 and Year 6 cohorts have been a priority this year.

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	93%
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	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

Yes/**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: 2021/2022		Total fund allocated:	Date Updated: 06/07/22	
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				Percentage of total allocation:
				55%
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:
Collective Cluster Sports Partnership 2021/2022	Access to 27 sporting events across the year, increase in sports participation at a participation level and a festival level. More children given the opportunity to access these events. Access to staff CPD each half term. Long/medium term planning provided.	£ 1,350	Children from Reception – Y6 are given an opportunity to enter a range of sports events (Competitive and non-competitive). Children receive 2 hours of high-quality PE sessions a week. Children are given the opportunity to sample a wider range of sports.	Staff have been upskilled and have access to long/medium term plan. Staff feel more prepared to begin sessions.
Purchase of sports equipment to support active play and lunch times. <ul style="list-style-type: none"> - Enables staff to deliver a more precise lesson with the aid of resources - Creates calmer lunchtimes with fewer arguments/bad experiences. - Increases pupil participation in activities - Increases interest in sport and a healthy lifestyle 	Regular checks of the PE cupboard to check for wear and tear and replacements when needed. Regular checks with the staff and pupils to ask for any equipment needed.	£150.00	Pupils more active and engaged in play and lunch times. Improvements with behaviour over break times and fewer first aid issues. Staff actively engaging with pupils, using the new equipment to demonstrate games/personal best challenges.	Regular audits of the PE equipment will keep resources sustainable for the foreseeable future. Conduct full inventory to fully assess stock levels – Autumn term. 'Wish list' available in the cupboard.

<ul style="list-style-type: none"> - Motivates children to perform better during Sports Day - Prepares children for their daily learning - Contributes towards the engagement of all pupils in regular physical activity - Provides a broad experience of a range of sports and activities <p>Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all</p>	<p>Purchase of additional PE resources to support PE sessions e.g. Balls/Racquets. All sports and activities taught in PE sessions to be fully resourced All individuals have access to sufficient resources to be able to engage fully in lessons</p>	<p>£250.00</p>	<p>Initial spend has ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in lessons.</p> <p>Equipment audit by PE coordinator linked to planning.</p>	<p>Continued monitoring of PE resources for wear and tear. Purchasing plan to ensure all sports are adequately covered.</p>
<p>Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all</p>	<p>Purchase of additional PE resources to support after school club sessions e.g. Tri Golf equipment/Basketball Hoops. Plus, a widening of resources to allow additional sports to be covered in clubs. All sports and activities taught in after school clubs to be fully resourced All individuals have access to sufficient resources to be able to engage fully in sessions</p>	<p>Equipment available. Any extra equipment needed is provided by coaches.</p>	<ul style="list-style-type: none"> - Initial spend has ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in clubs - Equipment audit by PE coordinator linked to club planning shows all activities are well resourced 	<ul style="list-style-type: none"> - Continued monitoring of PE resources for wear and tear and purchasing plan to ensure all sports offered as after school clubs are adequately covered. Continue to widen range of resources so a wider variety of sports can be offered.
<p>Access to increased range of high-quality Balance bikes and trikes; theses resources to facilitate active play and learning in nursery and EYFS.</p>	<p>Children have access to a wider range of resources which encourage active play both on the playground and on the school field during the summer months. Children's play is more active</p>	<p>Included as part of the Collective Cluster package.</p> <p>EYFS already have a small selection of trikes, bikes and</p>	<p>Observations include increased participation by Nur/EYFS pupils in use of balance bike/trike equipment.</p> <p>Reception children attended a Balance Bike competition. Children and staff really enjoyed the event. Positive feedback given.</p>	<p>Continued monitoring of active play and balance bike sessions in free time and play times. Termly upskilling of staff on how to use the equipment, to ensure continued interest and participation.</p> <p>Entry to future events.</p>

Provide all pupils with two hours of timetabled Physical Education per week within the curriculum.	All pupils take part in two separate one-hour long PE sessions per week delivered by Sports Coach or Class Teacher.	helmets. £0.00	All pupils currently have a firm physical knowledge and understanding of Sport and PE. Pupils are actively participating successfully in age related physical activities.	Ensure pupils continue to build on this knowledge and understanding and begin to participate in more complex age-related physical activities as their skills and techniques develop.
Sports Week- Judo taster sessions, Dance taster sessions, tri-golf	All children have the opportunity to experience sports that they may not always take part in or know a lot about	£150	Children have a good understanding of new/different sports	Links with coaches, children have the opportunity to explore sessions out of school.
All Stars Cricket taster sessions	Taster sessions with Y1-Y6. Pathway links to Seaton Carew Cricket Club.	FREE	Children received taster sessions of Cricket. Children and parents made aware of a local Cricket club their children can attend after school.	Continue to maintain strong links with local sports clubs. Continue to invite clubs into school to demonstrate clubs to children and speak to parents.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7%
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:
NEW Sports kits (across School – mainly KS1)	Order new kit in appropriate sizes and store all safely in labelled boxes.	£400	Children are fully prepared and equipped to take part in sporting events and take pride in representing their school. (competitive and non-competitive).	New kit to be ordered across School for the next academic year. Staff to also receive sportswear to ensure a sense of pride and unity.
Raise the profile of PE throughout school.	School noticeboard specific to sport and PE displaying clearly what sports clubs are available, what sporting achievements have been	£N/A	Pupils have approached members of staff to ask about specific aspects on the noticeboard showing it is used	Ensure noticeboard is regularly updated to share relevant information.

	made, what upcoming tournaments and festivals. There are also links to local sporting clubs through leaflets. Celebration assemblies in order to share as a whole school our sporting successes.		actively within the school. Pupils take pride in their achievements displayed on the noticeboard and celebrated in assemblies.	
School Games Mark - PLATINUM	Holy Trinity have been awarded the Platinum level SGM, with a national accreditation by the School Games Mark. This is due to consistent GOLD School Games accreditation. PE lead has followed SGM programmes to ensure <u>all</u> pupils have the opportunity to participate in a range of competitive and non-competitive sporting events.	£N/A	The School Games Mark relates directly to a school's engagement in the School Games programme. Holy Trinity school staff and PE lead promotes a broad and balanced Physical curriculum that encourages all pupils, including those who are less active or tend to participate less in Physical Education and sporting activities.	Holy Trinity will continue to follow the recommendations from School Games Mark to ensure we are delivering high quality sporting activities and Physical Education to pupils throughout the school.
Regular Sports news updates	Regular sports news is shared via school website and social media (class Twitter accounts). This keeps children and their families updated on sporting events and achievements. Within school the regularly updated noticeboard also contributes to keeping pupils and staff well informed, as well as access to leaflets for community clubs and training events.	£N/A	Parents and carers celebrate sporting success of pupils, building on community links. Specific tournaments allow for parents and carers to attend and participate. GAT children are provided with information of local and national links to support/further their skills.	Ensure regular communication occurs between parents and carers, ensuring sporting news is up to date and relevant. Staff will continue to identify specific strengths/talents and ensure these children and their families receive information to enhance their skills/talents.
Certificates purchased for outstanding effort and performance in PE lessons	All staff to award one pupil per year group a certificate based on school games values. Presented in Celebration Worship every Friday.	£48	Children approach PE positively and strive to improve. Children enjoy sharing their successes with peers and family.	Children are excited to take part in physical activity. Children feel motivated to give their best efforts.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Holy Trinity provide rich CPD opportunities for all teaching staff, to ensure high quality teaching and to improve the profile of PE.	Staff regularly attend PE CPD training, covering a wide range of sports. PE Lead attends CPD and presents this during team meetings.	Included within Collective Cluster package.	Due to being part of the Collective Cluster buy in programme, staff are provided termly sports coaching CPD opportunities.	Have discussions with staff about what areas of Physical Education they would like to receive CPD in to result in them being more confident planning and delivering PE lessons. Staff have gathered a large pool of resources to ensure they are confident in their delivery. Assess alongside external agencies to ensure consistent, accurate assessment which provides clear next steps.
Holy Trinity employ an external Sports Coach for the delivery of PE lessons and upskilling of staff.	Specialist sports coaches are employed to deliver PE throughout the school (EYFS –Y6), and work alongside teaching staff to upskill them on the delivery of PE and sport.	£8580	Staff have become increasingly confident in the delivery of PE and it has raised the profile of PE considerably throughout the school. Staff will be able to apply new skills across PE in school with confidence.	Ensure funding is maintained to be able to afford specialist Sports Coaches and interest is shown so as not to miss slots. Agencies will continue to work with staff during their time in school to ensure they fully understand the PE

Holy Trinity staff are encouraged to wear appropriate sports clothing on the days when they are delivering Physical Education.	Staff are encouraged to wear sports clothing when delivering PE lessons in school. This is to make them feel more comfortable and confident. Additionally, acting as a role model to pupils as they will be wearing sports clothing like their teachers.	£N/A	It has become evident that staff are more motivated and actively participate during PE since allowing them to wear sports clothing on the days they teach PE.	curriculum. It is the intention of the PE lead to order staff matching sports kits, including the school logo and colours, increasing enthusiasm, community and aspirations. Order new kit for staff for next year out of raised funds.
PE lead attends termly meetings with Sports Cluster School Games Organiser (SGO).	PE meets regularly with local SGO to receive relevant sports support and news.	£N/A	Positive on-going working relationship with SGO and SSCO to ensure that staff and pupils have the best possible sporting opportunities and that sporting news remains relevant and current.	Continue to work closely with the cluster SGO.
PE lead & 1 KS2 Teacher attended gymnastics CPD (PE Association)	Full day CPD attended- including theory, safety and building knowledge across key stages. Understanding of how to safely utilise equipment. Purchased Recommended Safe Practice Handbook to share.	£95.00	Staff have a greater understanding of safety within gymnastics and are given the opportunity to develop their knowledge and understanding prior to teaching. Staff use the handbook to explore safety aspects prior to planning.	Handbook to become common practice. Sharing of good practice by PE lead and trained teacher.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

14%

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	Make sure your actions to achieve are linked to your intentions:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

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consolidate through practice:				
Additional achievements:				
Sports Coach to provide 2 weekly After School Clubs.	Weekly After School Clubs carried out by a qualified professional, alongside PE lead.	£2730	Increased engagement from pupils and increased numbers of pupils attending sport clubs. Children from KS1-KS2 attend a range of clubs across the year.	Ensure interesting and unique sport clubs are available to provide a broad range of experiences to pupils from qualified experts. Look at ways to engage less active pupils with cluster lead.
EYFS Balance Bikes training sessions and competition	All Reception children took part in Balance Bike sessions with sports coach. A team of children entered a competition and really enjoyed participating.	Price already included in cluster package.	Children are aware of how to safely use the bikes and trikes. They are aware of the importance of wearing a helmet. Enjoyment during sessions and through the competition.	Book Balance Bikes for next year and ensure EYFS are using the balance bikes and trikes as part of their continuous provision. Look at booking cycling sessions across school with North East Cycling Academy.
Provide children with an opportunity for a variety of games and activities across lunchtimes. Provide this through PE lead and 'Play Time Leaders UPKS2'. Staff may also attend training to support during lunch times. This is provided by our School Games Organiser.	Delivering lunch time games with a range of year groups. Year 5/6 trained as playground leaders through our SGO at Dyke House feeder Secondary School.	CPD included as part of our cluster	Children maintaining focus on set activities over lunch time. Pupils in Year 5 using their skills to play and support the younger children in School to play games, supported by staff who attended the training. All games incorporated the School Games Values.	The Year 5 Playleaders will be in a position to continue this role in the new academic year (as Year 6 pupils). Lunch time supervisors to support with the training so that they may be in a position to train future classes.
Children in Year 6 were offered a residential experience (camping), offering a range of outdoor pursuits.	Booked through the West View Project.	Costs taken from elsewhere.	Children develop team building skills and experience a range of outdoor pursuits. Children are physically active each day, improving fitness levels, resilience for new tasks and perseverance.	Maintain continued opportunities for our Year 6 cohort and begin to introduce similar activities for younger classes.

Y3 Tennis sessions with Tennis coach, Mark Barrass	6 x sessions + competition entry	£180	Y3 children felt motivated and enjoyed sessions building up to a competition. We came first place in the Town.	To continue Tennis sessions in Year 3. Alternative sessions/competition may be an option within the cluster.
Mighty Warriors Yoga with all children	One term with every year group	£2344	Sessions are cross-curricular and also incorporate mindfulness. EYFS develop fundamental movement skills benefiting key physical skills.	To continue next year with KS1 and EYFS only.
Orienteering	Worked Collaboratively with other schools at Summerhill	£30	Children given the opportunity to develop teamwork and character building, whilst learning an array of Geographical skills. Really engaged children who benefit from outdoor learning.	An excellent cross-curricular link to Geography skills. Book onto this next year.
Year 5 Skipping Festival	1 x festival.	£72	Children worked collaboratively in workshops before demonstrating what they had learnt.	Children were given games to play during active break times. These may continue with Play Leaders next academic year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
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:
Transport to sporting tournaments and festivals.	Transport provided to and from sporting tournaments for all pupils attending.	£ 1,700	Transport is important ensure that pupils have the opportunity to attend sporting tournaments safely. Children are able to participate in competitions and festivals on locally and further afield. Children can then progress and take part in town finals and Tees Valley finals.	Encourage pupils to actively participate in sporting events. To be proud of the school and themselves individually. To be rewarded.
The Collective Cluster Sports Partnership competition calendar.	Holy Trinity enter into the vast majority of the events on the competition calendar giving pupils from all year groups the opportunity to take part in sporting festivals (both competitive and non-competitive). Over the year we have had the opportunity to attend 27 sporting tournaments/festivals.	Included as part of the Collective Cluster package.	Pupils are clearly more engaged in PE lessons and sport clubs, as they are aware that they have the opportunity to represent the school in some of these sporting events. Due to Covid-19 the completion calendar was delayed at the beginning of the year, but by the Spring term events were fully up and running again.	Ensure every effort in made to attend events and actively participate in as many tournaments and festivals as possible next year. Our Head Teacher is very supportive with this and allows staff to support events.
The Collective Cluster Sports Partnership competition calendar (B and C team Festivals).	The cluster offers a large range of non-competitive sports festivals over the school year.	Included as part of the Collective Cluster package.	This allows our less active pupils and our B/C teams to attend festivals and represent the school at sports festivals. All festivals are	Continue to attend a wide range of festivals and events and ensure the day is shared and celebrated.

Hartlepool Schools Football Association entry	A range of competitive and non-competitive football competitions across the school year, inclusive of female sport	£200	target at B/C team level ensuring pupils are competing against pupils of the same/similar ability. This helps to grow pupil's confidence and aspiration in sport and encourages them to participate in sporting events which they may usually not. Children have the opportunity to represent the school in football	Links with other schools and town football community.
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Signed off by	
Head Teacher:	Mrs A Baines
Date:	06/07/22
Subject Leader:	Mrs Laura Bull
Date:	06/07/22
Governor:	Mr Andy Kane
Date:	06/07/22