

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

VICTORIA PRIMARY
ACADEMY

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 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	£19332
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£20370
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19380

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>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</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>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 2021.</p> <p>Please see note above</p>	20%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	33%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	25%
<p>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?</p>	No

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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: £19380 (+£990 from school budget)		Date Updated: July 2022	
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: 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: £3440	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>At Victoria Primary Academy, we aim to promote at least 30 minutes of physical activity a day in school in line with the Chief Medical officers' guidelines.</p> <p>We aim to develop different aspects of play to ensure breaks and lunchtimes are as active as possible.</p> <p>To ensure the children understand the benefits of physical activity on health and well-being and start the journey of leading an active healthy lifestyle.</p> <p>Develop extra-curricular programme including School Games Competitions & active clubs</p>	<p>Whole school timetable with 2 sessions of PE per class per week and additional activities at break, lunch and after school</p> <p>VPA world records to be launched based around a weekly physical challenge. Awarded with Certificate/ wristband and sticker in assembly.</p> <p>Every Class complete 1K a day as an active movement break throughout the school day and classes allocated set times to complete their daily kilometre.</p> <p>To ensure children are engaged a school wide competition has been set up.</p> <p>Development of the outdoor areas, activities & equipment for EYFS, KS1 and KS2 to encourage activity during lesson time and breaks/lunchtime.</p>	<p>Playground equipment £3000</p> <p>VPA World record resources £300</p> <p>Play Leaders £140</p>	<p>Children have a positive attitude towards health and wellbeing. Improvement in attainment, mood, behaviour and general wellbeing. Evidenced through reduction of recorded CPOMs incidents.</p> <p>Weekly, all children at Victoria Primary academy, access two hours of Physical education lessons. One hour based on skills one hour focused on game-based situations.</p> <p>Physical education lesson delivered to a high standard focused on child activity levels. Organised games at lunch and break times ensure Sport and physical activity is embedded throughout the school.</p> <p>SEN children have a motor skills programme delivered to improve</p>	<p>Training/ Re-Training of teachers and lunch time staff to organise and run activities at break times.</p> <p>To set up purposeful before school, lunchtime and after school clubs to targeted children.</p> <p>To invite external agencies to run clubs to cover a wider range of sports – current links with Leeds United, Leeds Beckett University and Leeds Gymnastics</p> <p>Rental of a local allotment to start a nurture gardening group for targeted SEN children.</p> <p>Development of sensory circuit floor markings outside SEN room.</p>	

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	<p>Movement breaks for targeted children and included in SEN documentation.</p> <p>Play Leaders set up and trained and ready to lead small skill-based games for children at break and lunch times</p>		<p>mobility and movement.</p> <p>Children exposed to weekly physical challenges and experiences success through VPA world records.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				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: £4015	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>At Victoria, we want to raise the profile of Physical Education and Sporting Activity in school and out of school, by embedded in physical activity into school life.</p> <p>Develop a Play Leaders Programme for children to develop social skills through organised games and learn to take responsibility</p> <p>Enable children from disadvantaged backgrounds to have access to sport outside of school.</p> <p>Monitor and celebrate sport and PE across all age groups making sure children at Victoria feel proud of their sporting achievements.</p>	<p>Play Leader Programme development:</p> <ul style="list-style-type: none"> • Play Leader applications • Elect children to be Play leaders • Trained by the Sports Coaches • Lead skill specific games at break and lunch time • Awards based for the number of hours completed. • Play Leaders to keep their own personal record of games and activities ran and training received. <p>Develop networks with different local sports clubs/community groups and effectively signpost children to areas of interest.</p> <p>Children are given the opportunity to celebrate sporting success out of school in class and during assemblies.</p> <p>Physical activity tracker set up to monitor attendance to after school</p>	<p>Equipment £3000</p> <p>Awards, Certificates and medals £100</p> <p>Play Makers subscription £215</p> <p>Play leaders equipment £500</p> <p>Quality Mark Assurance Tool £200</p>	<p>Children have a clear understanding of competition and competitive sport.</p> <p>Children at Victoria understand the importance of rules and consequences that come with breaking rules.</p> <p>Children feeling proud of the role Play Leader, taking a keen interest in training and organising games.</p> <p>Improved communication skills across all children developed through organised team games.</p> <p>All children at Victoria have the opportunity to partake in organised competitive sport in so reeking the health and well-being benefits.</p>	<p>Regular upskilling of Play Leaders and designated adult to monitor logbooks.</p> <p>Communicate sporting success/upcoming events and fixtures on social media sites include school website.</p> <p>Create online sporting blogs that can be updated with relevant content.</p> <p>Continue play leader development and maintain training with children and sports coach.</p> <p>Set up and establish a sports council.</p>

	<p>clubs and out of school physical activity through school. Data used to set up specific clubs for identified children.</p> <p>Physical education to be celebrated through weekly Sporting certificates handed out for achievements in Physical education lessons or sporting achievements completed out of school.</p> <p>When taking part in competitions, children who represent the school receive a certificate in assembly time where the event is discussed to the school.</p>		<p>Children at Victoria want to share sporting success, they feel proud when communicating it to teachers and other pupils. It is celebrated, resulting in children wanting to achieve again.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	53%

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: £10800</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>CPD programmes led by network leads in school ensure teaching staff and lunchtime staff are confident with the delivery of the Physical Education curriculum and active games at lunch and break times.</p> <p>Leeds United Foundation coach to work with class teachers to support CPD to build capacity and capability to ensure improvements are sustainable</p> <p>To be a part of Yorkshire Sport Foundation Network</p>	<p>The Leeds United Foundation Coach will work alongside the teachers to deliver lessons for CPD</p> <p>Lead staff meetings and other PE CPD.</p> <p>Teacher knowledge of the PE skills and techniques are developed through specific training sessions with the coaches and pre-recorded videos.</p> <p>Network meetings are held to develop the skills of the subject leader by a</p>	<p>Active schools membership £800</p> <p>Leeds United Foundation CPD £10000</p>	<p>Growth in Staff knowledge and confidence of Physical education curriculum and teaching styles and strategies.</p> <p>Growth in confidence of lunchtime staff organising small games.</p> <p>Evidence from staff feedback and observations carried out by PE lead.</p>	<p>Keep upskilling lunchtime staff to ensure they have ideas and games to ensure they are rotated weekly/biweekly.</p> <p>Specific CPD for SEND children including training for Jump ahead and sensory circuits from Occupational Therapist.</p> <p>Audit needs for staff and tailor CPD</p>

meetings/events. Physical Education led to work with Yorkshire Sport Trust to develop current provision and extend links. To develop a Physical development team at Victoria who work meet termly to discuss and share new topics with the rest of the teaching staff. Support and guidance to deliver high quality, active Physical Education lessons with planning provided and CPD opportunities	trained sport leader to develop confidence and profile of PE across partnership. Joint planning to share best practice. PE observation with the PE specialist where feedback is given, and teachers are able to develop skill sets.			Introduce Forest School and share practice to whole school and others in BPP and develop OAA as a result. Introduce active learning across the curriculum where possible and manageable.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils **Percentage of total allocation:**
4%

Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
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: £800	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children have the opportunity to participate in different sport and activities without cost. Children to learn new and develop skills that are transferable across all sports. Outdoor/active learning to be developed for all children across the curriculum. Movement breaks for children with SEN to be programmed and planned. Maintain and develop further opportunities within the curriculum for different experiences for example Lacrosse and new	Broad after school club offer that is free for all children to attend. Clubs that will reflect student voice through questionnaires ran and collected by sports council. Active school trips at West Leeds activity centre where children are able to access OAA, climbing, water sports. Curriculum based tournaments across school, phases and year groups.	Bike-a-ability £500 Sports day medals and trophies £300	Children have broader experiences working with different children in different situations in so having a wider understanding of the diversity in sport. Children building friendships through sport and having an appreciation for rules and sportsmanship ethics. Increase confidence in all students in PE with girls and SEND children reaching government guidance of 30 minutes physical activity a day.	Set up a Gardening Club at Victoria extra-curricular and a SEN group. Identify students who would benefit from forest school and look at implementation through West Leeds activity centre. Develop and implement active learning across the curriculum.

<p>activities to be developed (and other opportunities to encourage more children to take part)</p> <p>Increase engagement of girls, SEN and EAL children across school.</p> <p>Inter and Intra school competition diary to be further developed ensuring as many children as possible experience competition.</p> <p>Bike-a-bility to be implemented with year 1 and 2 and again in year 6 to ensure all children leave VPA able to ride a bicycle.</p>	<p>All pupils take part in sports day, Bike-a-bility for Y1 & Y6.</p> <p>Sports Leaders developed and celebrated after completed set hours.</p> <p>Y6 Residential</p> <p>Year 6 to take part in a celebratory Parents vs Children rounders match to mark the end of their time at Victoria Primary Academy.</p> <p>Playground areas developed to harvest different aspects of play to ensure children are active and exposed to new games.</p> <p>Whole school commonwealth games themed sports day.</p>		<p>Improved health and fitness of children at Victoria Due to rich physical activity diet.</p> <p>Parents are able to celebrate success with children through competition organised and delivered by Victoria Primary Academy.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £1315	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>The children at Victoria will be able to participate in competitive sports on a regular basis. The competitions will support the children to showcase the skills that have been developed within the curriculum.</p> <p>Maintain entry to local competitions/festivals and events through School Games further developing our competition diary.</p> <p>Links with clubs for talent identification and allowing routes to the next level of sporting success.</p> <p>High quality focus in all Physical education lessons/ extra-curricular clubs and events such as sports day.</p> <p>Celebrate success of children who compete outside of school. This to be recorded on the physical activity tracker.</p>	<p>Intra and inter school competitions to be developed across a range of sports and age groups.</p> <p>Competitive tournaments are developed between partnership and local schools.</p> <p>Physical education lead to develop links with local clubs and higher representation once grassroots sports recommence.</p> <p>Map out competition that link towards curriculum, so children are well prepared for competition. Set up clubs around competition for teams to ensure high level coaching.</p> <p>Use active school calendar and subscribe to competition offer</p>	<p>Transport £500</p> <p>Medals/ Certificates £215</p> <p>Kits/T shirts £500</p> <p>Tournament fees/subscription costs £100</p>	<p>High levels of children accessing competitive sport and representing the school.</p> <p>Increase number of sports clubs and competitions entered.</p> <p>Parents and children able to celebrate success together.</p> <p>Community links with school and clubs.</p>	<p>Maintain focus of competitive sport.</p> <p>Create links across Leeds with schools.</p> <p>Host competition/festivals at Victoria Primary Academy.</p> <p>Strengthen community links with sports clubs.</p> <p>Develop and implement active week/ active days in school.</p>

Signed off by	
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Date:	June 2022

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Subject Leader:	B. Cook
Date:	June 2022
Governor:	M. Wilson
Date:	June 2022