

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting  
Tool Revised July 2022

Commissioned by



Department  
for Education

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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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. To see an example of how to complete the table please click [HERE](#).



## Greenhill Academy Academic Year 2024-2025

### Rationale

At Greenhill Academy we aim to build on children's natural enthusiasm for physical exploration by providing stimulating, purposeful and challenging experiences through games, dance, gymnastics, swimming, athletics, the daily mile and outdoor and adventurous activities. We aim for as many pupils as possible to engage in activities that promote their physical development including being involved in competitive sports.

We know from evidence that physically active children are not only healthier but do better academically and in life; they are far more likely to be active as adults. The first ten years of life provide children with a blueprint for their adult lives and is the time when they develop the critical fundamental movement skills that act as foundations and building blocks for future activity.

### Summary of Proposed activity for 204-2025

- Enhance participation in daily physical activity
- Foster and sustain a positive attitude towards PE and physical fitness
- Further build staff confidence and professional expertise in delivering PE
- Expand involvement in competitive sports and events

### Intended Impact of the Pupil Premium / Sports Funding

- There is clear evidence that all students engage with a diverse curriculum, participating in a wide variety of physical activities and games.
- The majority of pupils display positive attitudes towards physical activity and actively enjoy the daily physical challenges presented to them.
- Teaching quality in PE is good, with observations of teaching and learning confirming a high standard of instruction.
- Specialist staff and coaches are employed to enhance the quality of PE education, with teachers benefiting from their expertise through modelling and demonstration.
- Assessment data indicates that most students are achieving age-related expectations across the majority of year groups.
- Students demonstrate good or better levels of achievement in PE in both Early Years and Key Stages 1 and 2, showing significant progress from their starting points.
- Feedback from students highlights improved attitudes towards sports and physical activity, contributing to better mental health and well-being.
- Strong partnerships with local primary and secondary schools facilitate participation in inter-school competitions and sporting events throughout the year. There is also a wide variety of extracurricular sports clubs, which not only enhance athletic skills and confidence but also promote social development.
- This year, students competed in a broad range of events and competitions, showcasing their skills and achievements.
- The academy has been awarded the Platinum School Games Award, recognizing its excellence in sports provision and participation.

It is intended that the above actions will be sustainable over time as they focus on:

1. the engagement of all pupils in regular physical activity
2. raising the profile of PE and sport across the school as a tool for whole-school improvement

3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

## Review of our previous strategy

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p><b>The Harmony Model Curriculum Planning:</b> The academy follows <b>The Harmony Model Curriculum</b>, which provides a structured and comprehensive framework for delivering high-quality PE across all year groups. This curriculum ensures that physical education is both <b>progressive and inclusive</b>, offering students a range of activities that develop their physical, social, and emotional skills. Through this model, PE is not only about physical fitness but also about fostering life skills such as teamwork, resilience, and confidence. The curriculum is designed to be flexible, allowing for tailored delivery that meets the diverse needs and interests of students.</p> <p><b>Intra-Leagues Within the Academy &amp; Across the NW Trust Hub:</b> To promote healthy competition and build school spirit, we have established <b>intra-leagues</b> within the academy, as well as <b>inter-school leagues</b> with other schools in the <b>North West Trust Hub</b>. These leagues give students the opportunity to compete in a variety of sports, including football, netball, basketball, and athletics. These events foster a sense of <b>community</b> and <b>sportsmanship</b> across schools, while also encouraging personal development and team collaboration. Participation in these leagues helps students develop <b>leadership skills, resilience, and a sense of belonging</b> as they represent their school in friendly competition.</p> <p><b>Quality Teaching of PE Across the School:</b> The <b>teaching of PE</b> in our school is consistently <b>good</b>. Our dedicated PE staff employ a range of <b>engaging and effective teaching strategies</b> to ensure all students are motivated to participate and succeed in physical education. Teachers utilize a variety of resources and methods to cater to different learning styles, making PE lessons both enjoyable and challenging. Regular <b>monitoring and evaluation</b> of teaching practice ensures that staff are continuously supported and encouraged to <b>improve their teaching</b>, with <b>professional development</b> opportunities offered to enhance their skills and knowledge in PE instruction.</p> <p><b>Participation in Hathershaw Cluster Events:</b> Our school is an active participant in the <b>Hathershaw Cluster events</b>, engaging in a wide range of <b>competitive and non-competitive activities</b> alongside other schools in the cluster. These</p>	<p><b>Equipment to Support PE Planning:</b> <b>Target:</b> To ensure that <b>all PE resources</b> are consistently replenished and meet the evolving needs of the curriculum. <b>Action:</b> Regularly assess the inventory of <b>PE equipment</b> and ensure it aligns with the <b>curriculum needs</b>, providing resources for a broad range of physical activities and sports <b>Goal:</b> Enhance lesson planning by having a well-stocked selection of equipment, enabling varied and engaging lessons. Ensure that the equipment is suitable for <b>all year groups, age-appropriate</b>, and in good working condition.</p> <p><b>2. Assessment – Workload and Efficiency:</b> <b>Target:</b> To improve the <b>efficiency and effectiveness</b> of assessment in PE, while reducing teacher workload. <b>Action:</b> Review and streamline assessment processes, utilizing <b>digital platforms</b> to track student progress and provide <b>real-time feedback</b>. <b>Goal:</b> Implement <b>time-efficient</b> and <b>data-driven assessment tools</b> (such as <b>SONAR</b> or similar systems) that allow teachers to assess students’ physical progress, skill development, and achievements without creating excessive paperwork.</p> <p><b>3. EYFS Outdoor Equipment:</b> <b>Target:</b> To ensure <b>outdoor play equipment</b> in the Early Years is regularly updated and tailored to support physical development and active play. <b>Action:</b> Conduct a review of <b>EYFS outdoor play equipment</b> to identify gaps in resources and replace or update any equipment that may no longer meet safety or developmental standards. <b>Goal:</b> Provide a <b>varied range of equipment</b> that promotes <b>gross motor skills, coordination, and teamwork</b> while ensuring a <b>safe outdoor environment</b> for active exploration.</p> <p><b>4. Use of Sports Leaders:</b> <b>Target:</b> To <b>further develop</b> the role of <b>Sports Leaders</b> to enhance student leadership and promote physical activity across the school.</p>

<p>events provide opportunities for students to experience <b>friendly competition</b> and build relationships with peers from other schools. By participating in these cluster events, students gain valuable exposure to different sports, develop social skills, and improve their overall physical fitness.</p>	<p><b>Action:</b> Expand the <b>Sports Leader program</b>, offering additional <b>training</b> and support to students taking on leadership roles in PE and school sports.</p> <p><b>Goal:</b> Encourage more <b>students</b> to take on the role of <b>Sports Leaders</b>, ensuring that they assist with <b>lunchtime activities, after-school clubs, and PE lessons</b>. Increase the visibility and impact of the program to promote <b>student-led physical activities</b> and ensure that all students, especially those less engaged, have access to <b>structured play opportunities</b>.</p>
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### Academy Swimming Data

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	26%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	39%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	23%
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?	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 students today and for the future.

Academic Year: 2024/2025		Total fund allocated: £19,610		Date Updated: October 2024	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					25%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To offer diverse after-school sports clubs tailored to different year groups	Orgnaise additional after-school sports club for different year groups covering a range of sports including football with team games	£1000			
To encourage all pupils, regardless of skill level, to participate in physical activity during less structured times of the school day.	Provide lunch and break time sports and fitness sessions including mini tournaments and fitness challenges	£1000			
To invest in a variety of sports equipment to ensure that all students have access to high-quality equipment for physical activities	Purchase additional equipment – e.g. basketballs, football, tennis rackets to support increased participation	£2500			

To expand the competitive experience of students and promote sportsmanship via supporting travel cost for participation	Budget to travel to inter-school competitions to enable wider participation	£500		
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 28%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Enhanced school facilities and resources to cater to a wider variety of sports.	Update and improve storage for sports equipment to ensure it is safe, accessible and organised	£1000		
	Purchase outdoor fitness equipment (e.g. agility ladders, cones, hurdles) to promote outdoor fitness session and use in the school grounds	£2000		

	Renew the existing gymnastic equipment to improve students learning experiences	£1000		
To celebrate students' sporting achievements to raise the profile of sport and physical activity within the school community.	Celebrate sporting achievements in school newsletters, assemblies and on social media, raising the profile of sport and physical activities	£300		



<p>To incorporate the importance of PE and physical education into school assemblies and inspire students to pursue physical activity and healthy lifestyles.</p>	<p>Dedicate team in assemblies to highlight the importance of PE and poster, including guest speakers such as local athletes or coaches to inspire students</p>	<p>£200</p>		
<p>To train students to become <b>Sports Leaders</b>, empowering them to lead sports activities within their peer groups.</p>	<p>Train pupils to become Sports leaders to promote physical activities within their peer groups, take on leadership roles in sports events and act as role models for others</p>	<p>£500</p>		
<p>Organise an annual school-wide <b>Sports Day</b> that brings together students of all ages to compete in a variety of events.</p>	<p>Organise an annual sports day event that brings together whole school with opportunity for all students to take part, compete and cheer on peers.</p>	<p>£500</p>		

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				28%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To offer external training opportunities for staff to develop specific coaching expertise; enhancing the quality of teaching	Provide external training opportunities for staff to develop specific coaching skills (e.g. athletic, gymnastic or dance)	£2500		
To support the PE Coordinator with professional development opportunities to enhance their leadership and management skills.	Professional development for PE Co-ordinator to lead PE provision effectively	£1500		
To provide training for support staff to enhance their ability to assist with structured sports activities during PE lessons.	Provide support staff with skills to assist with structured sports activities during lessons	£1000		
To ensure that all PE staff receive first aid training to enhance student safety during physical activities.	Ensure all PE staff are trained in first aid to ensure student safety during physical activities	£500		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				11%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

To develop and implement an inclusive sports program ensuring that all pupils have the opportunity to participate in physical activities tailored to their abilities.	Develop an inclusive sports programme to encourage children with additional needs to participate in physical activities	£1000		
To organise family sports events that will encourage family bonding, promote a healthy lifestyle, and reinforce the importance of physical activity in everyday life.	Hold family sport events where parents can join in activities with their children. This fosters a positive attitude towards physical activity	£500		
To establish partnerships with local sports clubs and organizations	Build partnerships with local sports clubs and organisations to offer pathways into local sports teams	£600		
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				8%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Enhance participation in <b>Hathershaw Cluster</b> and <b>Inter-League competitions</b> by increasing student involvement in <b>competitive events</b> with local schools, fostering a spirit of <b>friendly competition</b> and collaboration.</p>	<ul style="list-style-type: none"> <li>• Participate in cluster meetings to plan and organise the year's sporting events, ensuring coordination with other schools in the cluster.</li> <li>• Choose students to represent the school in competitions based on feedback from club participation and teacher assessments in lessons.</li> <li>• Engage in the Trust's intra-league competitions, fostering friendly competition and teamwork across schools within the Trust.</li> <li>• Organize and participate in a range of sporting competitions (e.g., basketball, netball, archery, fencing) to provide students with varied competitive experiences.</li> <li>•</li> </ul>	<p><b>£1560</b></p>		
<p>Further enhance <b>intra-school competition challenges</b> to encourage more students to <b>enjoy</b> and actively participate in <b>school-based sports events</b> and competitions.</p>	<ul style="list-style-type: none"> <li>• Plan and schedule the timetable of sporting events for the year, with Harmony Trust Sports leader responsible for organizing events in Autumn 1, Spring 1, and Summer 1.</li> <li>• Provide opportunities for all students to take part in a variety of sports</li> </ul>	<p>NONE</p>		
<p>Strengthen and expand <b>partnerships with local community sports clubs</b> to provide students with more opportunities for <b>active participation</b> and <b>ongoing development</b> in sports outside of school.</p>	<ul style="list-style-type: none"> <li>• Communicate regularly with OSD and in-school coaches to track and support children's participation in extra-curricular clubs.</li> <li>• Organise taster sessions with external clubs to introduce children and parents to new sports.</li> <li>• Collect and share contact details and location maps of local clubs with parents to support out-of-school sporting opportunities for children.</li> <li>• Ask children which clubs they currently attend outside of school to better understand their interests and participation in the wider community.</li> </ul>	<p>NONE</p>		

Approval route:

Sports Premium Lead: Mrs C Glynn	Date: October 2024
Principal: Mrs C Glynn	Date: October 2024
Trust Leader: Mr A Hughes	Date: October 2024