

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£7,000
Total amount allocated for 2020/21	£17,720
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8000
Total amount allocated for 2021/22	£17,720
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,720

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>One pupil joined Y6 in January 2022 who has not achieved the national requirements with us.</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>	<p>97%</p>
<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>	<p>97%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>97%</p>
<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>	<p>Yes/No</p>

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: £25,720		Date Updated: 20.7.22	
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: 46%
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?:
Provide children with a wide variety of equipment that enables different types of physical activity during break-times (through OPAL) – particularly children with SEND.		Purchasing equipment for break-times and storage. Den building day to model activity.		£9870	Higher rate of activity for all pupils (including those with SEND) during break-times – 1 hour and 15 minutes of physical activity daily.
Provide children with extra swimming lessons to enable them to achieve water safety by the end of Y6.		Providing extra swimming lessons.		£1969	Y3/4 pupils have either achieved or are closer to achieving water safety by the end of Y6.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 8%
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?:

Support children with SEND to take part in sports events that represent the school (e.g. archery).	Children with SEND provided with opportunities to represent the school in non-threatening competitions with other schools (e.g. archery tournament).	£130	All KS2 SEND pupils and pupils with low activity outside of school targeted and took part in competitions that represented school.	Continue tracking and providing opportunities for competition and sports for pupils with SEND.
Support more girls to take up competitive football.	Y3/4 girls took part in a football festival with children from other schools.	£135	All Y3/4 girls took part in the football festival and majority would like to continue competing at football in Y5/6.	Provide clubs and competitions for girls to take part in football.
Provide all children in school with opportunities to perform dance routines.	All children learnt about dances throughout the decades and performed routines based on the Jubilee.	£450	All children had an opportunity to perform – all are more aware of different dance styles and their own preferences.	Provide a dance day for all children to enjoy as a celebration and way of learning about a new area.
Provide EYFS and KS1 with balance bikes.	New balance bikes bought and balance bike day training delivered.	£312	All EYFS and KS1 pupils have experienced balance bikes and now have access to them during lesson time.	Service bikes yearly.
Provide Y6 with Bikeability training and service school bikes.	Children in Y6 completed their Bikeability training.	£320	Y6 pupils know how to stay safe on the roads when cycling.	Service school bikes yearly.
Provide Playground leaders with suitable training and equipment to deliver activities to children at lunch-times.	Y6 children trained and equipped for their playground leader sessions.	£663	All pupils from EYFS and KS1 accessed these activities during lunchtimes.	Provide equipment for playground leaders, when required.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Provide staff with planning, resources and videos to support delivery of PE.	Imoves purchased.	£697	Staff more confident at delivering PE – they are more aware of previous learning and end of year expectations.	Continue to use Imoves.
Dance coach to deliver sessions for class teachers and HLTAs to observe.	Dance coach delivered sessions to Y1-Y5.	£780	Staff more confident at delivering dance sessions to pupils.	Complete staff questionnaire to focus on other areas requiring development.
Athletics and multi-skills coach to deliver sessions for HLTAs to observe.	Athletics sessions delivered to Y5/6.	£867	Staff more confident at delivering athletics and multi-skills to pupils.	See above.
Football, cricket and tag rugby coach to deliver sessions for HLTA and class teachers to observe.	Sessions delivered to Y2-Y6.	£2610	Staff more confident at delivering games sessions to pupils.	See above.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 16%

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:
Additional achievements: Provide support to Y4 pupils to attend 3 days of sports and activities at Carlton Lodge (including climbing, archery and kayaking).	All pupils accessed the activities at Carlton Lodge.	£794	Pupils have experienced different sports that they otherwise would never have had the opportunities to experience.	Continue providing opportunity to go to Carlton Lodge.
Provide support to Y6 pupils to attend 3 days of OAA activities	All pupils accessed the activities at Boggle Hole.	£1221	Pupils have experienced different OAA activities that they otherwise	Continue providing opportunity to go to Boggle Hole.

Provide children with a range of sporting equipment for lessons and break-times.	Different types of balls and ball pump attachments purchased.	£120	would never have had the opportunities to experience.	
Provide children with opportunities to attend bike club and yoga club.	Support children who may be unable to pay charges.	£710	Children able to access a wider range of sports during lessons and break-times.	Replenish stock when required.
Purchase updated orienteering maps and high vis jackets for orienteering lessons	Contacted British Orienteering to provide school with updated maps High vis jackets purchased.	£885	Children able to access after-school sports clubs. TBC next year.	Provide greater range of clubs. Maps to be updated when necessary.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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:
Attend football competitions	Y3/4 and Y5/6 boys attended Level 2 competitions.	£1080	Y3/4 and Y5/6 boys won the cluster competition. Y5/6 competed in the next round against schools from around Richmondshire, reaching the final.	Continue to provide extra lunchtime clubs to support competitions.
Attend cross country competitions.	KS2 girls attended Level 1 competitions.			Continue to provide opportunities for all children in KS2 to compete in different events.
Attend tag rugby festival (including one team of children who would normally not choose to take part in competitions)	Children from across KS2 competed in inter-school competition for cross country.	£130	Almost every child that competed finished in the top 10. No next level, this year.	Greater number of Level 2 and Level 3 events expected next year (post-Covid).
	Three different teams competed from across KS2.	£197	Children with SEND also participated and enjoyed the event – greater uptake expected next year, as a result.	
Attend netball competitions	Y3/4 and Y5/6 teams competed.	£370	Y3/4 won their competition.	
Attend athletics competitions	All Y3/4 and Y5/6 children competed.	£600	Y5/6 won the cluster sports competition.	
Attend cricket competitions	Y3/4 and Y5 team attended.	£280	All children learnt how to play cricket competitively (a new sport for us to compete in, this year).	

Signed off by	
Head Teacher:	Sarah Beveridge
Date:	20.7.22
Subject Leader:	Hannah Burn
Date:	20.7.22
Governor:	Richard Jowett
Date:	25.7.22