

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](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](#)



Created by:



YOUTH
SPORT
TRUST

Supported by:



LOTTERY FUNDED

Details with regard to funding

Please complete the table below.

Total amount allocated for 2020/21	
How much (if any) do you intend to carry over from this total fund into 2021/22?	
Total amount allocated for 2022/23	£18,662
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	

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>	62.5%
<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>	64.5%
<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>	64.5%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	62.5%

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

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: 2020/21		Total fund allocated:		Date Updated:	
Key indicator 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					Percentage of total allocation:
					%
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:
<ul style="list-style-type: none"> Children use play times in a physical way, trying to reduce the number of children being inactive during lunchtimes. Using a sports coach to invite children to join in activities on the playground. Equipment to be used outside regularly to encourage children to be active during play times. Providing warm clothing (puddle suits) to nursery children ensures they can access outside physical play all year round. 	<ul style="list-style-type: none"> Lunch time sports activities (Primary Influence) New balls for playtime use Puddle suits for nursery children Netball posts Tennis equipment Cricket equipment 	£810 £146.25 £67.96 £599.98 £200 £72	<ul style="list-style-type: none"> Puddle suit purchase has resulted in nursery children accessing outside learning and physical play all year round. Play time activities ran by an adult ensured that more children are taking part in physical activity each lunch time. Netball hoops for playtimes to encourage target throwing and scoring skills. 		Lunch time sports coaching was too expensive to be sustainable. Next step to look at training current lunchtime supervising staff to deliver activities during lunch times. Puddle suits may need replacing each year. Playground equipment to be regularly checked and new may need ordering at regular intervals. Netball posts have encouraged play with balls at lunch times. They have also been beneficial to the teaching of Netball in lesson times.

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

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:

<ul style="list-style-type: none"> ● Offer first class coaching to staff to ensure children have access to quality PE teaching in every year group. ● Ensure staff feel confident to deliver the national curriculum to a high standard and keep up to date with new approaches. ● Using a scheme of work provides staff with clear learning objectives, clear activity ideas to teach the learning objectives. It also provides a clear sequence for each unit and across units throughout the different year groups. ● Skipping workshop to demonstrate to teaching staff and support staff how skipping can be used within Pe lessons for fitness and wellbeing. It encourages use of skipping during playtimes. 	<ul style="list-style-type: none"> ● Coaching from SHS ● Coaching from First Steps Sport ● Yorkshire County Cricket Club coaching ● Scheme of work ● Skipping workshop - see funding allocated in Key indicator 4. ● Lunch time club - primary influence 	<p>£3700</p> <p>£5994</p> <p>£650</p> <p>£550</p> <p>£810</p>	<ul style="list-style-type: none"> ● Impact of scheme of work to be reviews in Summer term. ● Ongoing coaching has resulted in more confident staff especially when looking across time. Teachers are more confident delivering the sessions that they had coaching in within the previous academic year as they have been able to put into practice the training. ● Children enjoy the sessions with the specialised coaches. When questioned, children are enthused by the PE lessons, keen to work hard and have a greater understanding of their learning. ● Staff meeting for skipping demonstrated and increased the confidence of staff to deliver whole class skipping. 	<p>Review the effectiveness of the scheme of work and decide whether to proceed with it for a longer term.</p> <p>Coaching to continue to be funded due to the strong results observed in teacher confidence and abilities to then deliver the same units the following year.</p> <p>Coaching has included an after school sports club - each club has been filled and had good participation from both boys and girls.</p> <p>Lunchtime club by primary influence was effective at engaging children, however, it wasn't as cost effective as possible so moving forward, next year will look to train current staff to offer similar activities at lunch time.</p>
---	--	---	---	--

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

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:

<ul style="list-style-type: none"> ● Provide children with an opportunity to access climbing as an experience. This increases confidence, sets children appropriate challenge, gives an opportunity to build resilience in an unknown sport. ● Skipping workshop to give children a wider experience of a further keeping fit activity. It encourages children who may not feel as successful in other areas of PE. ● To increase the number of children accessing swimming and being able to swim more confidently and competently to reach national curriculum levels and water confidence and safety. 	<ul style="list-style-type: none"> ● Climbing wall booked across two days ● Skipping workshop ● Top up swimming sessions 	<p>£1100</p> <p>£450</p> <p>£600</p>	<ul style="list-style-type: none"> ● Children have been very enthused by the skipping workshop and daily take out skipping long ropes to skip at break times. This is a collaborative activity and teamwork has been promoted well. ● Climbing wall to be reviewed in June 2023. ● Children have had extra swimming sessions to increase the number of children achieving national curriculum levels. 	<p>Skipping workshop to be booked for September to re-ignite the enthusiasm for the children and retrain staff in how to deliver fun and successful skipping for fitness sessions.</p>
---	---	--------------------------------------	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:

<ul style="list-style-type: none"> ● Children to have access to local sports competitions within the cluster schools. ● Taking part in competitive sport enriches children's experience. ● Develop resilience and stamina in children within PE alongside developing the skills and knowledge of sports. 	<ul style="list-style-type: none"> ● Cluster competitions 	<p>£600</p>	<ul style="list-style-type: none"> ● Children enjoy taking part in events not at school. ● Raised confidence in those children who have been to competitions. ● For those children taking part, many children do not experience competitive sports outside of school so this allows them to broaden their experience. 	<p>Not all children experience the sports competitions further afield than school. More competitive events to be introduced throughout school.</p> <p>Girls had equal opportunity as the boys to attend the year 3/4 competition arranged locally.</p>
---	--	-------------	--	--

Signed off by	
Head Teacher:	Ian Clennan
Date:	21.7.23
Subject Leader:	Charlotte Foxton
Date:	21.7.21
Governor:	Peter Foster
Date:	21.7.21