

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 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 | £0 |
| Total amount allocated for 2020/21 | £16900 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £16850 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £16850 |

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 2020.</p> <p>Please see note above</p> | <p>*Due to COVID, no swimming lessons were permitted inline with Government guidance last year.</p> <p>100%</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> | 100% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100% |
| <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 |

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:16630 | | Date Updated: July 2021 | |
|--|--|-----------------------------------|--------------------|--|---|
| 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: 15% |
| 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 resources for playtimes to ensure all children are active. | Pupil Voice – children to choose equipment to ensure they are active. | | £250 per class | Children are more active at playtimes and pupil conferencing and observations demonstrate that they are enjoying and are actively participating. | All staff to use allocated equipment during breaks and lunch times |
| Audit of PE resources | Improve quality of PE resources for lessons. | | £600 | Children are actively using good quality equipment to practice and develop their skills. | |
| Continue to embed the Daily Mile/Skip2bfit/Box2bfit activities to ensure that all pupils have a minimum of 15 minutes additional activity per day (outside of PE and playtimes) to improve their overall fitness levels and wellbeing. | Provide training for TAs/MSAs and Sports Leaders to support sporting activities at playtimes and lunchtimes. | | £190 per workshop | Children are now more active. All children in school are involved in daily purposeful movement breaks in addition to their timetabled 2 hours of PE. | Children will be able to take more ownership of setting themselves goals and targets to work towards to improve their health and fitness levels. The older children could run skipping and box2bfit sessions at playtimes and lunchtimes. |

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| Continue to embed movements breaks during long periods of inactivity to help concentration and maintain our focus on develop good mental health and well-being strategies. | Mindfulness enrichment week which promotes activities which the children can continue to use for the rest of the year. Eg Yoga, mindfulness walks, art and meditation etc | £700 | Children talk confidently about Mindfulness opportunities in school. Improved concentration in lessons. Greater awareness about the benefits of practicing mindfulness techniques. | Establish Mindfulness prompts and reminders in/around school where the children can engage with activities. |
| Bikeability for Y5& 6 children to develop road safety | Book via North Yorkshire County Council | | All children to have the opportunity to access road safety cycling training before leaving. | |
| 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: |
| Continue to develop and enhance leadership, communication and organisation skills in young people using the School Sports Partnership Primary Leadership Academy Programme. | HSSP to provide leadership training to pupils. This will include leadership, communication and organisational skills training. | Included in Well School Partnership | Playground activities delivered at lunchtimes and playtimes by competent Playleaders. Pupil feedback and monitoring evidence shows improved communication, organisation and leadership skills. | Effective sports leaders to deliver inter-house sporting events in school. |
| Further develop the Sports page on website to raise the profile and celebrate progress and attainment in PE as well as including blogs about sporting events. | Regular updates about sporting opportunities and achievements. | NA | Embeds the sporting culture in the school and communicates the high profile of the subject to the parents and wider community. | Develop the role of sports writers. |

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| Role models – sporting personalities so pupils can identify with success and aspire to be a local sporting hero | Ascertain which sporting personalities the pupils relate to and invite them into school. Plan opportunities to enrich the curriculum by going out on visits or have visitors come in to speak to the children. | £1200 | Children inspired and motivated by sports and what the discipline has to offer. | |
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 66% |
| 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: |
| Teachers work alongside Sporting Influence coaches to establish sustainable, quality first teaching and CPD. | Plan and prepare lessons that build on knowledge and skills from previous years to ensure progression. Sporting Influence to offer advice and support to teachers during sessions to ensure relevant CPD. Sporting Influence to send weekly plans and activities to teachers before lesson to aid preparation and delivery. Sporting influence to formally observe each teacher termly to provide constructive feedback and suggested next steps. Sporting Influence to support Teachers with accurate assessment and moderation in P.E. | Sporting Influence Coach £9380 | Staff have had access to high level training from experienced teachers and coaches. Staff have been able to team teach PE, allowing them to reflect and support one another to plan high quality lessons. Staff have reported increased confidence and enjoyment when teaching PE. | All staff now need to embed the newly developed curriculum progression of skills and teach these systematically alongside the coach to ensure challenge for all. |

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| Increased outdoor learning activity for KS1 and FS. | Forest Schools Practitioner Time as CPD for Teachers and teaching Assistants. Training certificate | £720 £1000 | Children more engaged with learning, more focused and being physically active in a broader range of lessons for their 2-hour minimum each day. | To develop the role of a Forest School leader. |
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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 | |
|---|--|--|--|
| 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?: |
| Access sports through HSSP which are currently not offered in school. | Access alternative sports such as taster sessions such as martial arts/ yoga/ curling. | Inc in Well School Partnership £660 | New sports and opportunities introduced. |
| Give the children the opportunity to develop their leadership skills via the SSP Primary Leader Programme. | Refer children to the programme | Inc in Well School Partnership | Young Leaders are organising sporting events in school. |
| | | | Sustainability and suggested next steps: |
| | | | Develop into a programme of inter-house tournaments. |
| | | | Developing ambassadors for PE. |

| Key indicator 5: Increased participation in competitive sport | | | | 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?: | Sustainability and suggested next steps: |
| Run half termly inter-house competitions with 100% participation. | PE lead to hold competitions in school. | Part of Sporting Influence Costs £9360 | School Games Mark achievements highlights engagements in sports. | Ensure active participation of all children. |
| Display progress with competitive sports to raise profile. | Ensure website and displays have current information and diary events | NA | Greater awareness leads to improved uptake. | Children are motivated and inspired by the achievements of others. |
| To join the Harrogate Well Schools Partnership. | A programme of challenges, competitions, events and festivals which complement the School Games offer Access to Harrogate Wide events Access to tailored events targeted at specific groups of children Specialist projects / initiatives Links with community cubs and pathways | £1400 | Positive impact on physical and mental health and wellbeing | |

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| Signed off by | |
| Head Teacher: | PAcheson |
| Date: | September 2021 |
| Subject Leader: | Katie Barker |
| Date: | September 2021 |
| Governor: | Rachel Bain |
| Date: | September 2021 |

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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