

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	£11,818.08
Total amount allocated for 2020/21	£31,708.08
How much (if any) do you intend to carry over from this total fund into 2021/22?	£13,996.26
Total amount allocated for 2021/22	£TBC
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£TBC

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>	38%
<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>	38%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60%
<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>	Yes/ 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: 2020/21		Total fund allocated:£17,669.15		Date Updated: July 2021	
<p>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</p>					<p>Percentage of total allocation: 55.72%</p>
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:</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>To extend the variety of activities on offer during both curriculum and playtime. To ensure access to physical activity is continuously available. Children need to be able to access this independently. Cross-curricular links to being active e.g. 'active maths' is a necessity.</p>	<p>Introduction to range of playground markings to ensure PA is continuously accessible e.g. playground markings of an agility course.</p> <p>Train staff members as to show the children how they can access this and use this independently.</p> <p>Active maths markers – including marking of the clock whereby children actively play games to upskill their knowledge of time.</p> <p>Focus on developing fluency of times tables linked to our maths action plan by incorporating physical activity through 'stepping through the tables.'</p> <p>To provide a 'skipping area' linked to our whole school focus on Skip2BFit.</p>	<p>£7,970</p>	<p>Large range of equipment on offer which children are physically active with on a daily basis. Children have shared their views with describing exercise as 'FUN!'</p> <p>Children have been seen to develop their own games/activities (improving the levels of PA) simply due to the fact the equipment/markings are readily available.</p> <p>Children are EAGER to skip and want to beat their personal best. Skipping charts in school are highlighting an improvement across all year groups.</p>	<p>Provide some more CPD with staff particularly lunch time staff to help build a 'bank' of games they can do with the markings.</p> <p>To make the markings competitive including an 'active score board' for each year group, allowing the children to beat their 'personal best' and compete with peers daily.</p> <p>To ensure the markings are used in curriculum time as much as play times. This will provide children with ideas/ways of using these.</p> <p>To introduce skipping in a different way – paired skipping, group skipping to ensure there is an alternative and a next step.</p>	

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Children have access to high quality PE equipment that specifically aims to improve their physical fitness levels post COVID-19.	Purchase of new equipment to incorporate into 'circuit training' like activities e.g. sport and agility training ladders.	£413.65	Children's physical activity levels have been given a boost again.	Pre and Post assessment of fitness levels. Introduction of 'Fitness' as a topic area within our PE long term coverage?
Change children's mindset to be one of activity rather than one of a sedentary nature.	Utilising the skills of my PB to encourage children to engage and inspiring them to have the mindset to be physically fit and active.	None		
To revamp and extend our play areas in KS1 to ensure they are physically 'ready to learn.'	New play equipment across KS1 to allow the children to develop their upper body strength and gross motor skills independently. To ensure there is progression of 'skill' in the equipment provided. To focus on 'skill related fitness' components of sport e.g. balance, power, co-ordination, agility.	£9,285	Children in EYFS have been developing their upper body strength in order to support them with their writing. Much more able as they enter Year 1. Children across KS1 are able to incorporate games at play time which highlight the skill related fitness components. More children are physically active due to the exciting, modernised equipment which provides challenge. All children in school have opportunities to be physically active for 30 minutes per day.	To incorporate a scoreboard for this e.g. How fast can you complete the assault course today? To monitor movements of the children to see how physically active they are – long term goal?
To ensure children do not sit for long periods of time	Active breaks are introduced following COVID-19 and maintained across the school.	None	Staff to be fully flexible and eager to accommodate this at any time throughout the school day. Can include learning walks outside, just dance inside.	To explore more options and CPD training to staff to include this in their day-to-day routine.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8.69%
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:
To link physical activity into other curriculum areas, not just PE lessons. Children to be able to link sport to other areas of their lives.	Develop the teaching skills of my PB through Skip2Bfit. Inter-weave this in PSHE and growth mindset. Poster of personal best on display in all classrooms.	None	You should see the theory of a 'growth mindset' being mimicked throughout the whole school. Children are eager to improve their personal best, not just for sport but for other curriculum areas.	To ensure the awards for Skip2Bfit are celebrated in whole school assemblies. Shared with parents via Seesaw and spreading the word of developing the children's personal best. Linking closely with, "The best schools are the best at getting better!"
To purchase Skip2Bfit equipment and launch throughout school Year 1-6. Motivating the children to succeed, whilst at the same time encouraging them to exercise.	The profile of PE is raised across the school through the introduction of 2 minute daily skipping. Children are challenged to beat their personal best.	£2,543.86	PE has been put to the forefront of the children's minds and the importance of physical activity and healthy eating is highlighted on a daily basis. Children are being more physically active.	To have 'whole school' skipping challenges. To have "skipping leaders" who can run skipping games and activities during break times.
Youth Sports Trust Core Membership leading to further CPD opportunities for teachers and pupils.	Children to have access to full day visit from athlete. (This could not happen due to COVID19) CPD opportunities and a portfolio of resources are shared with all staff. Personal development posters shared.	£210.00	Teachers have a useful resource and practical support. Useful to have that opportunity to meet with like-minded colleagues through 'communities of practice' and share best practice and implement solutions where necessary.	To complete the Quality Mark to self-review our PE provision.
Pupils see PE as an integral part of their life both at school and home.	Enter more competitions allowing more children to be actively	None – done virtually.	100% Participation across school for our 'virtual competitions'.	Join together with the Catterick Cluster to find a 'competition

<p>Opportunity to participate in a 'deep dive' in PE with external provider.</p>	<p>involved. Taking advantage of having a 'large primary school' and entering more than one team in events.</p> <p>Celebrate ALL achievements linked to sport in whole school assemblies. (This includes sport outside of school).</p> <p>Active breaks throughout the day</p> <p>To assess the quality of PE being taught across the school and the impact it is having on the children. To look at the whole-school plan for PE.</p> <p>Allowing the 'external provider' to work with us as our critical friend.</p>	<p>None</p> <p>None</p> <p>None</p>	<p>Profile raised again and 'proud' moments shared.</p> <p>Active breaks help to raise the profile of physical activity throughout school.</p> <p>The profile of PE was raised throughout school again. Allowed the subject leader of PE to implement changes where necessary and celebrate the positives.</p> <p>Teachers and pupils are aware of key 'skill progressions' in each topic area of sport.</p>	<p>package' to include our schools. This will involve working with MLSports and ensure we have that extra competition element being seen in the Richmondshire district.</p> <p>To launch a schools "Sport Council/Ambassador" to organise and promote activities.</p> <p>To re-introduce sport badges.</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:
				8.39%
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:
Access to full day Quidditch launch and use of quidditch equipment in school to inspire children.	Organise a visit with professional quidditch coaches and buy the necessary equipment needed to integrate it within our PE Long Term Plan.	£625.50	More staff and pupils are familiar with quidditch and deliver this as part of their PE curriculum. This was a huge drive for writing too linking to the Harry Potter theme.	Monitor the use of the quidditch equipment – this must be developed throughout the whole school not just Y4.
Skip2BFit 2 Days of coaching.	Children and teachers are made aware of the program and what it entails. Opportunity to work with another PE specialist.	£760.00	Teachers are able to deliver this program in school. Implementation of 2 minute skipping daily to enhance physical activity levels. Children have an understanding of how to skip and how to progress their skipping.	To promote this more via Seesaw to gain support of parents. To ask the coach to run a 'refresher' in the next academic year, allowing us to ensure all new staff members are able to deliver.
To ensure all children are participating in 2 hours a week of high quality PE, the quality of teaching and learning in PE will be developed through staff CPD for all teachers.	Develop the teaching of PE across the school so that children are confident and competent learners. Staff to work with sports coaches and PE specialists to become up-skilled so that the learning of children is impacted upon. Use expert sports coaches to guide teachers in delivering high quality lessons. Ensure staff work with sports coach and observe best practice.	£1,275.00	7 members of staff supported with subsequent lessons of an excellent standard. Increased activity during PE, children are engaged and want to participate as evidenced on learning walks. Children regularly make comments on their high-quality PE lessons with a sports coach but also when the teacher is able to deliver as a result of this process. This	To allow all staff members the opportunity to work with sports coaches/PE specialists by continuing the same model next academic year.

To use sports coaches to help support with sports day.

demonstrates the clear impact it is the use of sports coaches has on staff and the impact it has on their skills.

Positive feedback from all staff regarding sports day. Comments suggest that this one was of the most successful ones we have hosted. A positive impact on the children was shown through their willingness on the day.

	PE curriculum.		Received positive comments from children regarding trying out this sport as it was 'new' to most of them.	
	Purchase of mapping equipment to enhance our 'outdoor adventurous' provision.	£149.94	The profile of 'outdoor adventurous' has been raised across KS2. Children are more appreciative of this topic especially from the COVID19 pandemic and the links to being outside and being physically active.	
	Purchase of 'long jump' equipment.	£199.99	Children's confidence increased on sports day and able to perform this to a good standard. The enthusiasm was evident when children were able to practise this in their break/lunch times using our long jump playground marking.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.69%
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:
Engage more children in sport by providing opportunities regardless of their abilities. To continue to enhance our provision of extra-curricular clubs. Increase the desire for children to compete for school – developing our competitiveness and being competition ready at events.	Continue to liaise with our School Games Organiser accordingly to enter competitions. To work closely with our Catterick Cluster schools to host events and friendly competition. (Virtual competitions only due to COVID19) Increased participation in competitive sport. Opportunity for children to work with a PE specialist/sports coach. Enter more 'B' teams in competitions. Ensure competitive events are to be seen on the 'sports calendar' for children to see.	None £1,170.00	100% of the school competed during the year. More children enthused to participate in extra-curricular clubs. Children are able to apply the skills learned more confidently in game situations. Children are familiar with competition. Not possible to enter more teams due to COVID19 restrictions.	To look into a package that works for our Catterick Cluster. To continue to offer this.

Signed off by	
Head Teacher:	Ian Mottram
Date:	31.07.21
Subject Leader:	Abigail Bentall
Date:	31.07.21
Governor:	Wendy Shepherd
Date:	31.07.21