

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEen courages 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 <u>publish details</u> 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.**

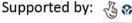
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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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

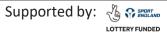
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	38%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	38%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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/ <mark>No</mark>













Action Plan and Budget Tracking

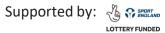
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated:£17,669.15	Date Updated:	July 2021	
Key indicator 1: The engagement of a			ficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	ast 30 minutes of physical activity a c	lay in school		55.72%
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:
available. Children need to be able to access this independently. Crosscurricular links to being active e.g. 'active maths' is a necessity.	continuously accessible e.g. playground markings of an agility		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!' 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. Children are EAGER to skip and want to beat their personal best. Skipping charts in school are highlighting an improvement across all year groups.	











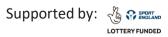


PE equipment that specifically aims to improve their physical fitness levels post COVID-19. Change children's mindset to be one of activity rather than one of a sedentary nature.	training ladders. Utilising the skills of my PB to encourage children to engage and inspiring them to have the mindset			Pre and Post assessment of fitness levels. Introduction of 'Fitness' as a topic area within our PE long term coverage?
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 monitor movements of the children to see how physically active they are – long term
periods of time	Active breaks are introduced following COVID-19 and maintained across the school.	None		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 to	ool for whole sch	ool 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:
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!"
and launch throughout school Year 1 -6. Motivating the children to succeed, whilst at the same time	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.
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.
	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













	involved. Taking advantage of having a 'large primary school' and entering more than one team in events. Celebrate ALL achievements linked to sport in whole school assemblies. (This includes sport outside of school).	None	Profile raised again and 'proud' moments shared.	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. To launch a schools "Sport Council/Ambassador" to organise and promote activities.
	Active breaks throughout the day	None	Active breaks help to raise the profile of physical activity throughout school.	To re-introduce sport badges.
Opportunity to participate in a 'deep dive' in PE with external provider.	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. Allowing the 'external provider' to work with us as our critical friend.	None	The profile of PE was raised throughout school again. Allowed the subject leader of PE to implement changes where necessary and celebrate the positives. Teachers and pupils are aware of key 'skill progressions' in each topic area of sport.	, G













Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and s	port	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 throughouthe 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.	ine seriour so that emiliarem are	£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.	To allow all staff members the opportunity to work with sports coaches/PE specialists by continuing the same model next academic year.
Created by: Physical Active Active Physical Partnerships	STOLET	SPORT UK ENGLAND RY FUNDED	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	

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To use sports coa	aches to help	demonstrates the clear impact it is	
support with spor	ts dav.	the use of sports coaches has on	
and the second s		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	
		children was shown through their	
		willingness on the day.	
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key indicator 4: Broader experience c	of a range of sports and activities offe	ered to all pupils		Percentage of total allocation: 4.92%
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 offer a wide range of activities both inside and outside of school in order to get more pupils eager to participate.	Access additional time with a sports coach/teacher leading a sports specific club for children to attend.	None	levels of physical activity for our children.	the next academic year. To use external providers to broaden the sports e.g. archery/lacrosse club.
				To explore the possibility of adding to the curriculum programme e.g. introduction o new sports (archery, boxing).
				Continue to liaise with family and children regarding clubs.
				To focus on those children wh do not take up an additional PE/Sport club.
	Purchase of basketball equipment.	£147.90	Basketball club was successful during autumn term with all pupils in Year 2 accessing the club. Predict that this will be a popular club next year.	To ensure basketball equipment is kept in good condition.
	Purchase of table tennis tables to implement this new sport into our	£1,063.00	More children playing basketball at break/lunch times therefore increasing physical activity levels. Table tennis was a success and lead to more pupils playing this at break/lunch times.	

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	n 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.	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)	None	100% of the school competed during the year.	To look into a package that works for our Catterick Cluster
To continue to enhance our provision of extra-curricular clubs.	Increased participation in competitive sport. Opportunity for children to work with a PE specialist/sports coach.	£1,170.00	More children enthused to participate in extra-curricular clubs. Children are able to apply the skills learned more confidently in game situations. Children are	To continue to offer this.
Increase the desire for children to compete for school – developing our competitiveness and being competition ready at events.	Enter more 'B' teams in competitions. Ensure competitive events are to be seen on the 'sports calendar' for children to see.		familiar with competition. Not possible to enter more teams due to COVID19 restrictions.	













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











