

# 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](http://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 2021/22	Nil
Total amount allocated for 2022/23	£16,530
How much (if any) do you intend to carry over from this total fund into 2023/24	Nil
Total amount allocated for 2022/23	£16,530
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£16,530

## 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><b>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</b></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><b>N.B.</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>	89%
<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>	89%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	56%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/ <b>No</b>

## 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: 2022-2023	Total fund allocated:	Date Updated:		
<b>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</b>			Percentage of total allocation: 22%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Continue to invite a high-quality experienced sports coach to come into school to work on sports which not be usually be part of the curriculum offer, enhancing the sport provision we are able to offer to all children.	Sports specialists to visit school throughout the year, introducing staff and pupils to a variety of sports and transferrable skills which they can use in teaching going forwards.	£1,500	Pupils have had the opportunity to access extra-curricular clubs in sports not usually offered. 64% of KS1 pupils have accessed enrichment clubs. 83% of KS2 pupils have accessed enrichment activities.	Continue to access high quality provision from trained specialists.
Use the 'Skip2bFit' scheme to support children with their skipping, which will benefit them throughout the year during our daily skipping practice. Sessions also focus on positive mindset and target setting which will have a positive impact on children's resilience.	Hold a 'Skip2BFit' days to continue developing children's skipping abilities and growth mindset. Continue to implement 'Fitness Five' for the final 5 minutes of lunch break – combining skipping and other fitness activities.	£846	Skip2bFit workshop on 13/9/22. Box2bFit workshop 26/4/23 All current pupils challenged to extend skills and R children proficiency. 'Fitness 5' continuing daily led by MSA's – all children participate in 5 minutes high intensity exercise giving sustainability to skipping initiatives.	Continue 'Fitness 5' initiative – pupil led sports. Link to personal bests within physical activity.

Offer 'Sports Club' as additional provision for pupils who are not currently meeting the physical activity guidelines.	Member of staff to run an after-school multisport club targeting the less physically active pupils.	£550	<p>Autumn Term: Netball, Sports, Forest School, Skipping, Playground Games club offered to pupils from R – Y6. 64% of R/KS1 attended; including 5/5 inactive pupils.</p> <p>83% of KS2 pupils took part in a Sports Clubs this year including 5/5 inactive pupils – including 2 pupils with EHCP.</p> <p>100% of EHCP have attended after-school sports based clubs this academic year.</p>	Continue to offer wide range of extra curricular clubs next academic year- both indoor and outdoor activities e.g. yoga, skipping etc.
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation: 30%
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Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Provide release time for the P.E Subject Leader to monitor, evaluate and develop whole school improvement in P.E	P.E lead to monitor playtime, curriculum and extra-curricular P.E activities, evaluate their effectiveness and implement changes where needed to enhance the provision across the school.	£1,200	<p>Autumn – Subject leader has had 2 days to plan sequence of learning and knowledge progression for spring term – including key skills and vocabulary to be taught – Staff meeting in spring term.</p> <p>Spring – Subject leader has had 2 days to monitor lessons. Subject leader has led lessons as model of good practice in all year groups.</p> <p>Summer – Subject leader has had 2 days release time to monitor provision, plan sequences and</p>	Continue to develop next year to allow continued embedding of curriculum and subject development.

<p>Membership of School Sports Partnership and training from Schools Games Organiser</p>	<p>Engage with sports cluster and training opportunities for all staff</p>	<p>£1,000</p>	<p>complete pupil voice.</p> <p>Autumn – Subject leader attended PE autumn term networks and cascaded information back to staff. Linked up possible contacts for future.</p> <p>Spring – Subject leader has attended network events through North Yorkshire Sport and the Swaledale Alliance.</p> <p>Summer – Subject leader attends network and cascades CPD to school staff.</p> <p>School award Gold School Games Award</p>	<p>Continue membership of SGO to enhance CPD.</p>
<p>Employ a specialist sports coach to work alongside school staff and raise their confidence and competence in delivering high quality P.E lesson</p>	<p>Staff to work alongside P.E Specialist once per week in delivery of P.E lessons – working towards a team-teaching approach.</p>	<p>£4,500</p>	<p>Staff have worked alongside sports coach to develop CPD and confidence in leading lessons, Sports Clubs and playground games. Support staff also have the opportunity to work alongside coaches to enhance their development in offering leading lunchtime and after-school clubs.</p>	<p>Reduce specialist coaching role to allow staff to apply their knowledge from CPD – maintain some elements of coaching role for new and less confident staff members in 2023/2024.</p>
<p>Ensure all teaching staff are confident and proficient in teaching a wide range of sports in P.E which enable the children to develop their existing skills.</p>	<p>Buy into Get Set 4 PE scheme for 1 year initially, which provides lesson plans, vocabulary document, video demonstrations and equipment lists to support staff understanding.</p>	<p>£450</p>	<p>Get Set 4 PE purchased and used in Autumn 1.</p> <p>Spring – Implementation of ‘GetSet4PE’ has been monitored by subject lead. Staff confidence has increased and fidelity to the plans is clear – see monitoring files.</p> <p>Lesson monitoring shows the</p>	<p>Continue subscription.</p>

			teaching of PE is at least good. Get Set 4 PE has provided CPD and progression in vocabulary which has been useful – evidenced through subject leader monitoring.	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	13%

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:
Train midday supervisors to hold physical activity lunchtime clubs for 30 minutes 2 x per week.	Train member of staff to run active lunchtime clubs.	£800	All children have the opportunity o be active through organised games and sporting events where safe staffing allows.	<b>Continue</b> to develop the range lunchtime clubs which are high in physical activity and led by midday supervisors. Next year, ensure adequate staffing so activities can be ran safely.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	27%

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:

<p>Employ the services of a specialist dance teacher to hold workshops for each class in the professional dance studio.</p>	<p>Pupils have a half term of dance taught to them by a dance specialist. Staff to work alongside specialist to increase confidence.</p>	<p>£600</p>	<p>Each class received 1 x morning session with specialist dance coach at Richmond Station.</p>	<p>Repeat biannually – Spring 2024.</p>
<p>Provide children with a range of outdoor experiences and challenges through a designated programme of Forest School activities and Sailing at local sailing club</p>	<p>All pupils in Rec-Y2 to have a weekly Forest School session in the autumn term. Monitor impact of Forest School sessions for consistency. Engage members of the wider school community to support with sessions.</p> <p>Y6 sailing experience at local sailing club.</p>	<p>£2,775</p>	<p>Forest School sessions once per week for KS1 pupils. KS2 pupils have been able to access Forest School provision in after-school club. Spring – GTA attended 3 day Forest School Lead training – to roll out to whole school in summer 2023 All pupils have accessed Forest School sessions and had the opportunity to access after-school clubs.</p>	<p>Continue Forest School lessons led by trained in-house GTA and after-school clubs.</p>
<p>Procure equipment for Orienteering and Outdoor &amp; Adventurous equipment to allow after school Orienteering clubs to run (and mapping)</p>	<p>Pupils have the opportunity and specialist equipment to participate in Orienteering club.</p>	<p>£599</p>		
<p>Increase activity of our EYFS children by implementing a weekly outdoor learning session, developing pupil resilience and key life skills and employing an additional member of staff.</p>	<p>EYFS pupils have daily outdoor learning session in addition to curriculum PE time.</p>	<p>£2,385</p>	<p>GTA hours increased to ensure pupils to ensure pupils can access outdoor area daily to extend physical development. Focussed small group sport activities as part as continuous provision i.e. use of balance bikes, fitness activities on playground with small groups of EYFS pupils.</p>	



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:
Provide release time for staff to enable them to accompany pupils to competitive sports events – small school staffing means this has not been possible previously.	Increase participation in inter-school events throughout the year so every child has the opportunity to take part in at least one competitive event.	£1,000	Autumn – Pupils have attended Cross Country (including National Finals) and Netball. Spring – KS1 Multiskills and KS2 Dodgeball competitions School Games Award – Gold as a result of inter and intra school sports offerings	Increase opportunity for additional competitions (friendly competitions as well as organised).
Plan opportunities for termly intra-school competitions alongside Sports Leaders and involving specialist P.E teacher.	All pupils have the opportunity to participate in an inter-house competition at least once a term, following pupil’s interests.	£800	Autumn – KS2 World Cup competition within house teams. Spring – House team competition – multi-sports and dodgeball – link to LTP. Summer – Intra sport morning for KS1.	Continue.
Resource athletics activities thoroughly to develop children’s abilities in athletics, celebrated with whole school ‘Sports Day’.	All pupils have the opportunity to partake in high quality athletics training, culminating in competitive ‘Sports Day’	£0	Sports Day on 19 <sup>th</sup> July at 1pm.	
Purchase sports equipment needed for pupils representing the school in selected competitive events.		£200	Purchased school hoodies for use in competitions. Children are proud to represent the school and look like they are part of a team.	

Signed off by	
Head Teacher:	Samuel Donaldson
Date:	15/7/22 Reviewed 22/6/23
Subject Leader:	Michelle Tunmore
Date:	15/7/22 Reviewed 22/6/23
Governor:	Luke Dodington
Date:	15/7/22 Reviewed: 22/6/23