

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 1,261
Total amount allocated for 2020/21	£ 18,771
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 17,890
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17,890

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 2022.</p> <p>Please see note above</p>	70%
<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>	44%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	41%
<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: 2021/22		Total fund allocated: £17,890		Date Updated: July 2022	
<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>					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?:
OVERARCHING AIM - ALL PUPILS WILL BE ACTIVE FOR AN AVERAGE OF 60 MINUTES A DAY, 7 DAYS A WEEK.					
Provide a range of activities, implement new extra-curricular plans to continue to increase the number of clubs on offer.		Increase the range of lunchtime and after school clubs on offer to all children: Drumba, quidditch, dodgeball, multi-skills, multi-sports plus the usuals. (Include some staff CPD)		£1000	Wide range of clubs on offer across the year hitting all groups of children. Autumn 12 clubs, Spring 10 and Summer 14. Dodgeball for years 4-6 over-subscribed including 30% less active children. Quidditch club engaging 50% less active/focus children. Dodgeball National Finalists.
Extend the variety of activities on offer during a playtime.		Train year 5/6 children to become 'PlayMakers'.		£100 membership	Playmakers became Y4 Play Patrol – trained by PAW Mentor. Activities organised engaging KS1 children, playtime focus, increased engagement at break.
Ensure children do not sit for long periods of time.		Monitor the use of Active breaks...ensure children are active during their learning and that TeachActive resources are being used as a way to have active maths and English sessions.		None	All children in school active during lessons and assessments. Improved concentration, focus and activity. In school monitoring – children ask for
Investigate the possibility of a dodgeball community club for a range of ages to address some issues in the village and keep children playing/active away from school. Dodgeball next year. Further explore new activities to engage different children – boxing, fencing.					
Ensure Year 5/6 PlayMaker training in Autumn term.					
Continue to build on. Create a school 'activity set' for staff to refer to. Re-introduce NYS '30 Things for 30 Minutes'					

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Change children's mindset to be one of activity rather than one of a sedentary nature.	Further utilise the skills of My PB to engage and inspire children and ensure they have the mindset and motivation to be physically active.	None	active breaks and classes have been observed doing them as part of learning walks. 100% of children engaged.	
Increase the opportunities for children to be active during non-structured out of school time.	Extended School Provision – improve integration between Forces and Civilian families, ensure children and other community members have the opportunity to be active outside of the school day.	£3380	Language of My PB used throughout school to encourage a change of mindset. Language seen in books and through conversations with children. Parent + child and older children Drumba sessions ran in the autumn term through opening Facilities Fund. 15 teenagers attended sessions, 14 parents and children.	Language of My PE to be a focus moving forward. Introduction of PE Life Skills Award to aid focus – in PE, in school and in life. Link skills to activity. Re-introduce next academic year for parents only.
Training to support the theory behind the need for activity and ideas for staff to use in school.	Run Youth Sport Trust Training at our school – accessed by school staff and other schools. Dance, Quidditch, Healthy Movers, Top Start.	£1000	Training sessions organised and attended by staff in school and locally – Dance (8), Healthy Movers (6), Top Start (5) – quidditch cancelled due to lack of interest locally.	CPD focus to ensure 60 minutes next year – delivery of the level 3 certificate in supporting the delivery of PESSPA. This will support the teaching of PE in school to ensure children are active more of the time.
To track the amount of movement in our key stage 2 children across each day/week etc and set challenges and goals for all to be more active. Target children who move less and focus clubs/actions on those who are not engaged or not active.	Challenge children to ensure their daily average is above 10,000 steps and 60 minutes MVPA. Encourage attendance at after school clubs and lunchtime activities and reward achievement in Friday assembly.	£1000 maintenance	Children tracked in autumn term. Average was 10,000+ steps and 60+ minutes across KS2. Spring and summer – technical issues meant no tracking available.	Ensure tracking ready and can start from September. Wrist bands to reward activity across the term. Bronze, Silver, Gold if averages are above the 10,000 and 60 minutes.

Additional Achievements –

- Extended schools provision successful and received well within the community.
- Active breaks and My PB a strength of the school and is shown through monitoring and discussions with children.
- Popularity of dodgeball led to regional competition winners and National finalists.
- Use of Moki bands motivating children to be active – this encouraged the less active children to be active away from school.
- CPD supports the aim to be active for 60 minutes a day – focus on support staff next academic year so they can intervene and support effectively.

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:
OVERARCHING AIM – PESSPA WILL BE USED TO POSITIVELY INFLUENCE PUPIL BEHAVIOURS & ALL PUPILS’ PERSONAL DEVELOPMENT WILL BE CELEBRATED ACROSS ALL AREAS OF SCHOOL WITH PE THE CATALYST.				
Pupils see PE and sport as an integral and automatic part of their lives at school and at home, becoming more physically active.	Enter any competition we have access to – either face-to-face or virtual – allowing for more children to be involved and to take part, making the benefits of activity part of everyday life. Celebrate <u>all</u> achievements in Friday’s ‘Special Time’ assembly (including those from out of school sports). School ‘Sports Council’ to organise and promote activities across the school Active breaks throughout the day. Staff training	£1500 ‘competitions fee’ None None None	100% participation across school Virtual competitions entered including – archery, golf, kurling & pentathlon. Children comment they can use their resilience and teamwork in class and at events. Profile raised even more of events and activities. Children feel ‘proud’ By raising the profile, children are actively aiming to meet their 60 minute average target.	To continue in to 2022/2023. Continuing to report and celebrate pupil success in assembly and on Facebook/school website has no long term cost and is part of the drive to ensure PE and School Sport are central to the lives of all pupils. Partnership looking to ensure work is sustainable through school organised fixtures rather than central events.
Inter-weave physical activity into other curriculum areas, not just PE lessons so children can link the lessons learnt through sport and physical activity to all areas of their	Develop the teaching of skills through My PB– putting PE, sport and activity at the forefront of children’s minds. Behaviour system and stickers introduced for frequent	£1000	Children can see what the skills are and refer to them during lessons (monitoring) and in reflections (book scrutinies)	Link these skills to more reflective times of the day and teachings...assemblies and collective worship. How can they complement our Christian Values?

lives.	reference. Also invest in medals and awards to celebrate the demonstration of the skills in other areas around school.		Children demonstrate pride when wearing the stickers and when receiving the medals and awards in celebration assembly.	Begin the use of badges...
	Access to Teach Active resources and expectation that these are used to improve attainment in maths and English through the known link between being active and chance of retention.	£500	Other curriculum areas have become more engaging. Children asking if they are doing 'Maths of the Day'.	More specific feedback and impact of the use of these active resources for other areas.
Access Full day athlete visit through Youth Sport trust membership to inspire children	Book athlete mentor for sports day to support and reinforce the message around our values from a professional's point of view.	£500	Paul Broadbent (rugby player) came in 24 th June. Assembly, year 6 transition project and ks2 boys around focussing competitiveness. Children 'loved' him being in.	Repeat the process as part of our membership.
Complete Youth Sport Trust Quality Mark with actions taken to further improve whole school improvement and outcome for children.	Complete quality mark with assistance from Regional Development Manager.	None	Gold Quality Mark Achieved. School asked to record material for the YST on the work we have done around whole school improvement for their CPD series.	Explore further external verification of the quality of the work we do.
Utilise some of the recovery premium along with PE premium to provide opportunities for children to develop skills lost due to the pandemic.	Work with local business (Alfresco Adventures) to provide a range of activities for all children across school.	£3000	100% of children took part in climbing, abseiling, weaselling, archery or paddleboarding developing friendship, teamwork and resilience for example.	Paddleboarding a particular success. Explore again.

Additional Achievements –

- Increased desire for children to be involved in competitions and events as part of a school team.
- Children openly asking if they are doing active lessons for English and maths within a week – attitudes.
- Behaviour within school commented on by visitors showing success of the work done around the values.
- Year 6 maths data 79% at expected standard and 21% at greater depth – huge success for the school.
- Development of the close work done with the YST due to the impacts of our whole school improvement work.

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:
<p>OVERARCHING AIM – ALL PUPILS WILL RECEIVE AT LEAST 2 HOURS HIGH QUALITY PHYSICAL EDUCATION EVERY WEEK. 100% OF PUPILS WILL HAVE DEVELOPED IN THEIR PHYSICAL, COGNITIVE, SOCIAL AND EMOTIONAL LEARNING WHICH WILL SUPPORT ALL CHILDREN IN ACHIEVING AN AVERAGE OF 60 MINUTES A DAY OF ACTIVITY, 7 DAYS A WEEK.</p>				
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.	<p>Develop the teaching of PE across the school so that children are confident and competent learners. Staff to work with sports coaches, secondary teachers and PE specialist trainees to become up-skilled so that the learning of children is impacted upon.</p> <p>Use expert sports coach to guide teachers in teaching high quality lessons.</p> <p>Ensure staff work with sports coach and observe best practice.</p> <p>Organise and allocate staff onto YST national courses and those organised through other connections.</p>	£ 8000	<p>6 teachers supported with subsequent lessons good or better.</p> <p>Increased activity during PE lessons. Activities well-structured and children engaged (learning walks)</p> <p>Children comment on the quality of their PE lessons with the sports coaches but also when their teacher is taking the sessions without the coach there.</p> <p>Demonstrates impact on the skills and confidence of the staff members.</p>	<p>Continue the same model into next academic year.</p> <p>Further monitor the teaching and learning of PE. Conduct pupil interviews and gather more data.</p>

<p>Monitor use of the schools PE assessment materials and ensure staff can plan and pitch lessons effectively knowing where children are at.</p>	<p>Staff meeting time to look at specific actions with the assessments and links to planning.</p>	<p>None</p>	<p>Assessments assess cognitive, social and wellbeing as well as physical. Observations show children demonstrating some of the desired outcomes around other areas of school.</p>	<p>Further refine and assess the effectiveness of the assessment procedures. Support new staff to ensure they are consistent and happy with processes.</p>
	<p>Observations and work alongside staff as well as specialist coaches to improve knowledge and confidence in using materials.</p>	<p>None</p>		
<p>Provide a range of resources and associated training for staff to broaden their range of activities and resources and further support their teaching of PE.</p>	<p>Staff access materials and associated training through Youth Sport Trust membership and Swaledale Alliance Cluster.</p>	<p>None</p>		
<p>School swimming – improve the delivery of swimming and the progress and outcomes of children against NC expectations meaning they are capable of swimming the required distances and strokes.</p>	<p>Place 3 more staff on the ‘Teaching School Swimming’ course to ensure improved outcomes.</p>	<p>£1500</p>	<p>2 days in April and July completed the course with all 3 staff members passing. They will now contribute to the school’s swimming programme from next academic year.</p>	<p>Look at further swimming CPD.</p>
<p>Other CPD areas relevant to the curriculum to be undertaken.</p>				

Additional Achievements –

- Year 6 swimming sessions led in the summer term by staff who qualified from the ‘teaching of School Swimming Course’ in 2022
- A variety of staff CPD organised locally for other schools to attend.

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:
OVERARCHING AIM – ALL PUPILS WILL BE EXPOSED TO NEW AREAS OF ACTIVITY, SUPPORTING THE TARGET FOR ALL PUPILS TO BE ACTIVE FOR AN AVERAGE OF 60 MINUTES A DAY, 7 DAYS A WEEK.				
Continue to offer a wide range of activities both within and outside the curriculum in order to get more pupils involved.	Explore the possibility of adding to the extra-curricular programme – questionnaire for children. 2021/2022 – quidditch to be re-added along with dodgeball as a more focussed club.	£300	Dodgeball for years 4-6 over-subscribed including 30% less active children. Quidditch club engaging 50% less active/focus children. Dodgeball National Finalists.	Dodgeball next year. Further explore new activities to engage different children – boxing, fencing and judo tasters.
	Explore the possibility of purchasing equipment to support Paralympic/disability sport in school – provide a range of activities. Run boccia and kurling again.	£200	Year 5/6 kurling virtual county competition winners. Children had never taken part before.	Run quidditch in PE lessons as 'one offs' to allow more children to experience it.
	Access additional time with after school sports coach for a specific club for children to attend.	£500	More children attending range of clubs – ks1 summer sports in the summer term well attended.	Continue to liaise with families and children to ascertain the clubs they want to be attending and sports they want to experience.
Utilise some of the recovery premium along with PE premium to provide opportunities for children to develop skills lost due to the pandemic.	Work with local business (Alfresco Adventures) to provide a range of activities for all children across school.	£3000	100% of children took part in climbing, abseiling, weaselling, archery or paddleboarding developing friendship, teamwork and resilience for example.	Continue to develop staff confidence through a range of after school activities – shared with others if needed. Paddleboarding a particular success. Explore again.

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Additional Achievements –

- Addition of dodgeball as an activity has been incredibly popular this year with 30 out of 30 places used each week plus a waiting list.
- Development of other skills (teamwork, resilience, determination, friendship) evident through the work done with Alfresco Adventures around recovery from time missed during Covid.
- Addition of events which have reached ‘target groups’ or ‘inactive children’ has been a huge success. Further development here next year.

competitive at events with the greater aim of being successful.	resilience and teamwork and develop individual skills so that school can be successful.		and tactics. Children now think more successful. when competing to try and outwit opponents.
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Additional Achievements –

- Winners of county year 5/6 kurling, year ¾ golf, KS2 SEND golf, year ¾ archery and KS2 SEND archery.
- Winners of county year 5/6 pentathlon.
- Year 5/6 area football champions
- KS2 Sportshall Athletics winners
- KS2 cross country – several children ‘placed’ across the 4 year groups in KS2
- Quad kids athletics – year ½ 2nd place, year ¾ 3rd place, year 5/6 1st place.
- British Dodgeball Regional Dodgeball Winners & National Finalists – placed in top 16.
- Commonwealth Games National Virtual Challenge – Year ½ 2nd place overall, Year 5/6 1st place.

Signed off by	
Head Teacher:	<i>D McDwarg</i>
Date:	22/07/2022
Subject Leader:	<i>Nestor</i>
Date:	22/07/2022
Governor:	<i>Rowles</i>
Date:	22/07/2022