

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

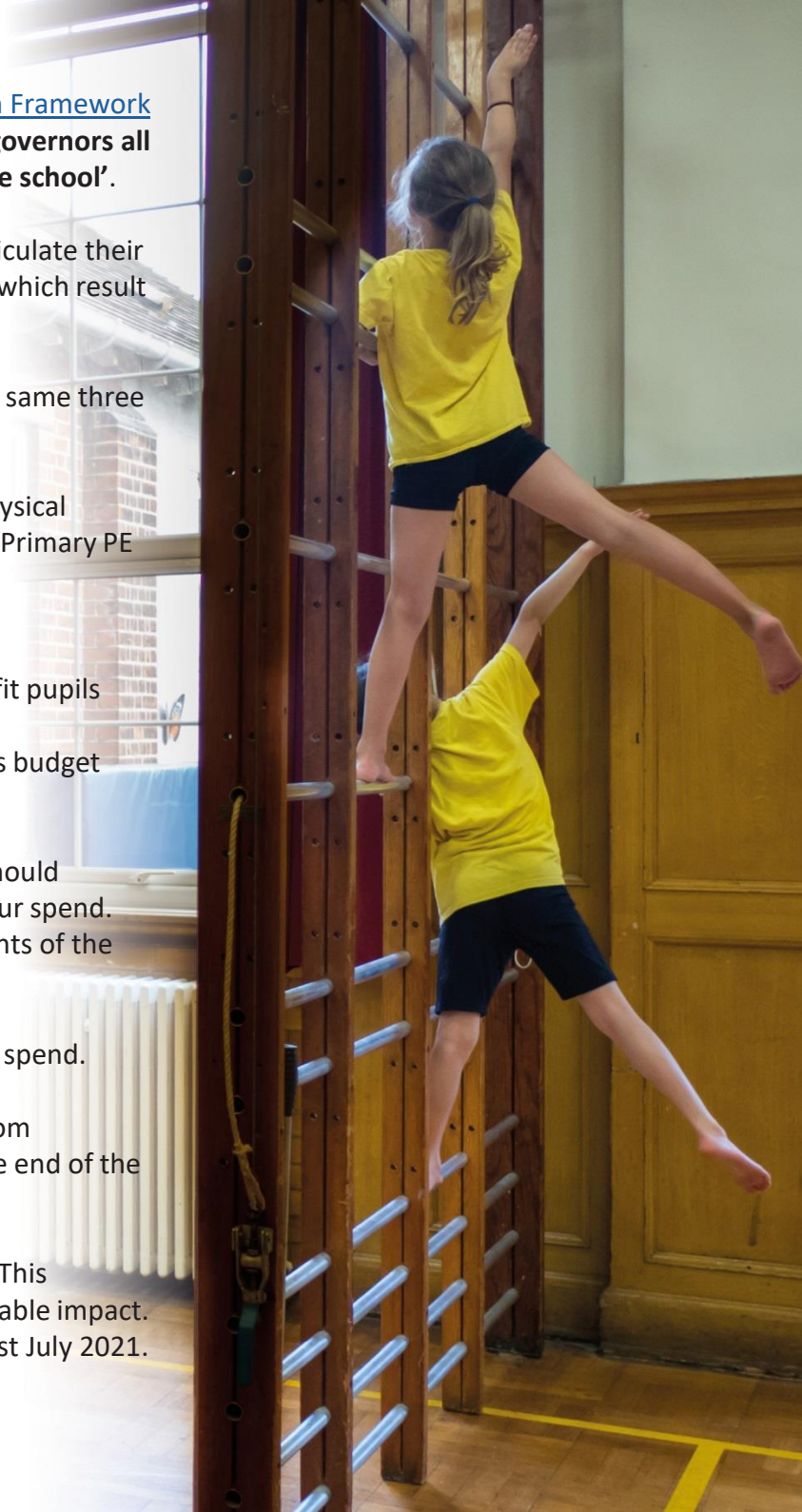
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • The school won the North Yorkshire PE Premium Award for Whole School Improvement for 2017, 2018 (Regional Winner)2019 and 2020. • Youth Sport Trust Quality Mark Gold Awarded (July 2019, June 2021) • The school was awarded the AfPE Quality Mark (July 2017) due to be re-validated 2021 • School Games Mark (Gold) 2018 and 2019 • The schools membership for the YST has unlocked the My PB resources, impacting on whole school improvement • PE Lead is a Youth Sport Trust Primary PE Lead and Head teacher Ambassador • Increase in number of extra-curricular clubs and participation at these clubs • Children’s increased sense of worth of physical activity and sport and pride in the achievements of the school • Vast improvement in behaviour across school correlates to the work done through PE and physical activity. • The attributes/qualities developed through PE are now evident in the whole of school life. • Strong CPD of staff through local SGO and sports coaches • Improving trend of sporting successes - North Yorkshire School Games Quad Kids Athletics Winners at Year ½ and Year ¾ in 2019. Year ¾ athletics 2nd, Year 5/6 athletics 3rd and Year 5/6 tennis 3rd in 2020. Winners of year ¾ golf and ks2 SEND golf, year 5/6 orienteering and ks2 SEND orienteering, year 1 2nd place dance in 2021. Awaiting other results. 	<ul style="list-style-type: none"> • Further development of PE long term plan and associated assessment materials and ensure they are robust and impact on teaching and learning • Further develop staff’s confidence and competence with the teaching of PE and School Sport • Continue to develop children’s personal skills through MY PB with an increased focus on further impact across the curriculum. • Look at long term sustainability of funding if/when Sports Premium funding comes to an end. • Open up school facilities for community use. • To improve outcomes, train school staff in delivering swimming.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO

Total amount carried forward from 2019/2020	£1,261
+ Total amount for this academic year 2020/2021	£17,510
= Total to be spent by 31st July 2021	£ 18,771

<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 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 2021.</p> <p>Please see note above.</p>	68%
<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>	56%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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 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: £19,081		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:
					%
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:
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, multi-skills, multi-sports plus the 'usuals'.	£1000	Large range of clubs on offer to year group bubbles despite COVID-19 restrictions. Many children active during lunch and after school. Quidditch club engaging 50% least active children. 18 sporting clubs ran after lockdown in the spring/summer.		Continue to increase parental confidence following COVID-19.
Extend the variety of activities on offer during a playtime.	Train year 5 and 6 children to become 'PlayMakers' and re-train mid-day staff.	None	Weekly activity sessions for year 2 organised by playmakers affecting 34 ks1 children.		Continue to liaise with families and pupils to ascertain the clubs and activities that pupils want to be attending.
Ensure children do not sit for long periods of time.	Active breaks re-introduced following COVID-19 and maintained across the school (varying options per class) to increase activity and concentration supported by research.	None	Staff flexibility to be active at any time during the day. Variety of techniques used – outside, Just Dance etc. In school monitoring – children ask for active breaks and classes have been observed doing them as part of learning walks. 100% of children engaged.		Continue to provide high quality extra-curricular clubs that take contributions from parents. Explore further training for staff around activity options for during the school day.

<p>Change children’s mindset to be one of activity rather than one of a sedentary nature.</p> <p>Increase the opportunities for children to be active during non-structured out of school time.</p>	<p>Further utilise the skills of My PB to engage and inspire children and ensure they have the mindset and motivation to be physically active.</p> <p>Extended School Provision – improve integration between Forces and Civilian families during holidays using facilities installed last year. Aim to run activity clubs during at least 2 school holidays this academic year using school facilities.</p>	<p>None</p>	<p>Not able to run due to COVID restrictions.</p> <p>Finances secured in the summer term from Sport England’s ‘Opening Facilities’ Fund. £3880 to be spent on activities for the community.</p>	<p>Explore the possibility of the activities organised through the grant to be sustained through payment from those participating.</p>
<p>Training to support the theory behind the need for activity and ideas for staff to use in school.</p>	<p>Run Youth Sport Trust Training at our school – accessed by school staff.</p> <p>Re-organise the courses which were unable to run due to school closures (virtual if needed) and look at the options around further CPD for school staff – especially NQTs.</p>	<p>£1000</p>	<p>Staff further appreciate the importance of activity and the need for it during the day.</p> <p>Teaching, learning and assessment course – 6 delegates. TOPS Start course – 10 delegates, TOPS PE course – 12 delegates. Impact on activity across school.</p>	<p>Look at more courses to help staff to see the importance of activity and provide ways to do this.</p>
<p>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.</p>	<p>Investigate and invest in ‘Moki technology’ – step counters for each child in key stage 2 to wear which link to a reader which can update software as often as needed.</p>	<p>£3000</p>	<p>Well received by children during autumn term. KS2 averaging over 10,000 steps daily and 52 minutes activity daily.</p> <p>Lockdown affected activity. Back to 10,000 steps + average and circa 60 minutes</p>	<p>Look to further reward the most active children...wrist bands? Can they get to 60 minutes and sustain their levels of activity?</p>

Key indicator 2: The profile of PE/SPA 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:
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 more competitions – allowing for more children to be involved.	£1500 'competitions fee'	100% participation across school Virtual competitions entered including – archery, golf, orienteering, dance, kurling, multi-skills, skipping and pentathlon.	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.
	Celebrate <u>all</u> achievements in Friday's 'Special Time' assembly (including those from out of school sports).	None	Profile raised even more of events and activities. Children feel 'proud'	
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 lives.	Re-launch school 'Sports Council' to organise and promote activities across the school	None	By raising the profile, children are actively aiming to meet their 60 minute average target.	Continue to encourage children to share their learning in these areas with others...SLT and parents.
	Active breaks throughout the day. Staff training	None	Through the 'Being Me, The Best I can Be' books, children celebrate their skills and acknowledge how they have demonstrated them.	
	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 reference.	£500		

	Clear links between PE and other curriculum subjects –Maths of the Day. Re-train staff on this (including all new staff) during autumn term.	£600	Staff trained (April) and now carry out active maths lessons as part of their normal maths teaching.	Monitor the use of active maths. Can we explore active English and active phonics?
Access Full day athlete visit through Youth Sport trust membership to inspire children	Organise visit(s) with clear focus for children to learn from	None		
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	Targets from review process and meeting. School's resources used as 'model' samples for other schools.	Explore further external verification of the quality of the work we do.

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:
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 ANMD EMOTIONAL LEARNING WHICH WILL SUPPORT ALL CHILDREN IN ACHIEVING AN AVERAGE OF 60 MINUTES A DAY OF ACTIVITY, 7 DAYS A WEEK.				
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, secondary teachers and PE specialist trainees to become up-skilled so that the learning of children is impacted upon.		6 teachers supported with subsequent lessons good or better. Increased activity during PE lessons. Activities well-structured and children engaged (learning walks)	Continue the same model into next academic year.

	Use expert sports coach to guide teachers in teaching high quality lessons. Ensure staff work with sports coach and observe best practice.	£7000	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. Demonstrates impact on the skills and confidence of the staff members.	Further monitor the teaching and learning of PE. Conduct pupil interviews and gather more data.
	Organise and allocate staff onto YST national courses – especially re-arranged ones from last academic year.	£500		
Ensure staff are confident with the use of the schools PE assessment materials and can therefore plan and pitch lessons effectively knowing where children are at.	Staff meeting time to look at specific actions with the assessments and links to planning.	None	Assessments assess cognitive, social and wellbeing as well as physical. Teachers gain a more rounded view of children and the areas they need to develop further.	Monitor the use and impact of the assessment process and new 'Insight' online tracking tool.
	Observations and work alongside staff as well as specialist coaches to improve knowledge and confidence in using materials.	None		
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.	Staff access materials and associated training through Youth Sport Trust membership and Swaledale Alliance Cluster.	None		
Develop and refine the use of the schools planning tools so that they are more thorough, provide additional information and give staff the confidence to continue to develop their teaching and teach high quality PE lessons.	Revisit CompletePE (bought last year) and the long term plan developed as part of it. Ensure staff are capable and confident with the materials.	None	Interactive scheme of work allows the showing of videos of modelled lessons to children. Understanding is aided because of this allowing children to perform better quicker.	Further training in the autumn term for 'Complete PE schools'. Practical course on delivery to be attended by staff.

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.	Train 4 staff in being able to deliver school swimming. Staff still to attend the second day which was cancelled due to COVID-19. Once complete, look at integrating staff in to the teaching of school swimming.	Already paid	Second day not completed due to ongoing COVID complications	Second day MUST be completed!
Other CPD areas relevant to the curriculum to be undertaken.	3 staff members to access the level 4 PE and wellbeing course.	£1000	Awareness of wellbeing amongst staff and the benefits and part to play that PE and sport has.	Share the content and benefits of the course with other staff members to focus on the impact of wellbeing and PE.

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:

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. 2020/2021 – drumba and quidditch to be added to the offer	£300	Quidditch successful during autumn term – 50 % of club was least active children. Predict that this will continue to be popular next academic year.	Run quidditch in PE lessons as ‘one offs’ to allow more children to experience it.
	Explore the possibility of purchasing equipment to support Paralympic/disability sport in school – provide a range of activities. Run boccia again.	£200	No boccia this year due to time in the hall lost due to lockdown. Skipping day instead – very popular with 100% of children engaged.	Continue to liaise with families and children to ascertain the clubs they want to be attending and sports they want to experience. Continue to develop staff

<p>Continue to offer a wide range of activities both within and outside of the curriculum to get more children involved.</p> <p>Focus particularly on those who do not take up additional PE and Sport opportunities.</p>	<p>Access additional time with after school sports coach for a specific club for children to attend.</p>	<p>£500</p>	<p>Teachers felt more confident in teaching a range of activities having been involved in more of a range themselves.</p>	<p>confidence through a range of after school activities – shared with others if needed.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
INCREASE THE NUMBER OF PUPILS COMPETING IN AN INCREASED RANGE OF COMPETITIVE OPPORTUNITIES SUPPORTING THE TARGET FOR ALL PUPILS TO BE ACTIVE ON AVERAGE 60 MINUTES A DAY, 7 DAYS A WEEK.				
Engage more children in sport by providing opportunities regardless of their abilities.	Continue to be part of the Swaledale Cluster to increase opportunities for participation in competitive sport. Enter more competitions – allowing for more children to be involved. Enter more ‘B’ teams into competitions.	£1000	100% of the school competed during the year. Autumn term – Richmondshire winners of year 3/4 and inclusion golf, kurling, year 5/6 and inclusion orienteering, second in inclusion archery. North Yorkshire Finals – Year 1 dance (2 nd place), inclusion golf (1 st place), year 5/6 orienteering (1 st place), inclusion orienteering (1 st place). Awaiting summer term results.	Continue to be part of the cluster next year. Ensure every event we can enter has at least one team entered in to it. No opportunities to be missed for any children.
Increase the desire of children to compete for school – become competitive at events with the greater aim of being successful.	Cycling competition dates organised – our school 16/5/21 inter school finals June 2021 (as we did last year) Run ‘B’ and ‘C’ team competitions at our school for others to attend. Access other opportunities when available. Greater training and emphasis on tactics, increase the link to	£300 £500	Not possible due to COVID – year 5/6 football team took part in their own in school tournament over 3 weeks. Year 3/4 futsal tournament. 100% of children accessed the Brownlee Foundation Challenge	Competition to continue to be embedded across school with more access to level 1 events in school for all.

	resilience and teamwork and develop individual skills so that school can be successful.		and the Race for Life.	
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Signed off by	
Head Teacher:	<i>D. McDwarg</i>
Date:	20.7.21
Subject Leader:	<i>Nestor</i>
Date:	20.7.21
Governor:	<i>Rowles</i>
Date:	20.7.21