

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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

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 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 **31<sup>st</sup> July 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 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 June 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Increase in the number of sport clubs on offer for children throughout the school (clubs currently running as class bubbles or up to 15 if inside as directed by NYCC risk assessments)</li> <li>• Increase in the percentage of children participating in sport clubs either at lunchtime or after school</li> <li>• Attendance in virtual cluster events or single school events where results are compared</li> <li>• Some year groups have had experience in new sports such as outdoor and adventurous activities</li> <li>• Inter class and school competitions run during Covid</li> <li>• Newly and recently qualified Staff have had support re the teaching of PE from more experienced teachers</li> <li>• Some staff including support staff have observed PE teaching to develop own skills</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop staff CPD through team teaching and observations of good practice in school</li> <li>• Staff to observe teaching of PE with Sporting influence – the sport and amount of time spent doing this will depend on staff expertise</li> <li>• Further develop clubs offered to children – (with a focus on the children not attending any clubs at school or outside of school)</li> <li>• Increase and continue participation in competitive sport – especially with KS1 children</li> <li>• Specialists to visit school to enhance pupil’s experiences in sport – positive feedback from Y6 who went to Carlton Lodge for outdoor and adventurous activities – important to expand experiences for all children. (Y3/4 did not access their usual residential this year because of Covid restrictions – explore alternative activities to enable these children to experience team building and managing risk taking)</li> </ul>

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.	100% based on early 2020
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	No swimming currently due to Covid
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	No swimming currently due to Covid
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	No swimming due to Covid
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?	Yes/No 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.

Total funding for this academic year £17270 +£2957 from the academic year 2019/2020

Total £20,227

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £5675	<b>Date Updated:</b> May 2021		
<b>Key indicator 1:</b> 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:
				28%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Provide a range of sports clubs throughout the school year to encourage participation in physical activity and provide more opportunities for children to take part in physical activity both at lunchtimes and after school</p>	<p>Increase lunchtime clubs offered to all children. Sporting influence to run clubs and MSAs to observe in order to develop their skills so that the MSAs can support or run clubs in the future.</p>	<p>£1500 for lunchtime and £900 for after school</p>	<p>Increased participation in clubs, the range of clubs and amount of sports from last year.</p>	<p>Audit the attendance at clubs. Questionnaires for pupil views on clubs and what they would like to see in the future.</p>
<p>Purchase equipment for specific use at lunchtimes and playtimes to promote physical activity and team playing skills.</p>	<p>Purchase of equipment to be available during lunchtimes throughout school.</p>	<p>£1000</p>	<p>Equipment purchased to date available for use at lunchtimes to encourage physical activity.</p>	<p><b>Clubs have not happened as consistently as we would have liked because of Covid restrictions.</b> Ask children what other equipment and clubs they would like.</p>
<p>Development of outdoor and adventurous activities for children in KS2 – Carlton Lodge to book for the summer term <b>Covid-19 had to postpone year 3/4 event</b></p>	<p>For children in KS2 to develop their skills in a wide range of outdoor and</p>	<p>£100 in budget to support in case of non payment</p>		<p>Access different sports to broaden children’s experiences further – build on achievement in this – look at outdoor and adventurous activities and mapping the school grounds for orienteering.</p>
<p>Morning Run throughout school supervised by TAs</p>		<p>£800 TA Cost</p>		
<p>Repair of EYFS ‘trim trail ‘ to enable safe continued use.</p>		<p>£1375</p>		<p>Once Covid restrictions lifted train upper KS2 children as playground leaders across school</p>

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5% (£1050)
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>Pupils see PE and sport as an integral and automatic part of their lives at school and at home, becoming more physically active. Access sporting events through Sporting influence and Sporting start.</p> <p>Display in school to promote PE achievements and events</p> <p>Assemblies to award certificates for swimming</p> <p>Sports Day medals <b>postponed COVID-19</b></p>	<p>PE and wellbeing Display up to date throughout the year to promote sport in school.</p> <p>Friday celebration assembly used to award certificates for swimming and also any sport children are involved in outside of school. Children are encouraged to bring awards into school to share with the school community – display board of achievements in the hall and in school entrance</p> <p>Sports day medals, certificates and trophies awarded for a range of achievements.</p>	<p>£700 approx. we pay for access to competitions)</p> <p>£200 swimming badges and awards</p> <p>£150</p>	<p>Increase in children competing in sport competitions</p> <p>Children have all their achievements celebrated and valued <b>No live assemblies this year but achievements celebrated in virtual school assemblies</b></p>	<p>Maintain the % of children take part in competitive activity. Ensuring it is part of what they do at school.</p> <p>Role models – local sporting personalities invite into school so pupils can identify with success and aspire to be a local sporting hero –this did happen pre Covid through connections with Sporting Start.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				47% (£9535)
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:
Develop teaching skills of all staff (teachers and Tas) This will enable staff to accurately assess children's progress in PE and ensure progression of skills throughout school.	<p>Increase in staff confidence and skills survey to baseline and measure progress of skills.</p> <p>Staff meeting time to look at specific actions with the assessments and links to planning.</p> <p>Staff access to training in needs identified by teaching staff.</p> <p>Observations and work alongside staff as well as specialist coaches to improve knowledge and confidence in using materials</p> <p>PE lead released to attend free North Yorkshire meetings (cover time and travel costs) Been delivered online due to Covid</p> <p>Resources to support the delivery of PE</p>	<p>£7535 for Sporting Influence professionals a</p> <p>£1000</p> <p>£1000</p>	<p>Plan and develop CPD across staff. Completed at start and end of year increase confidence and quality of PE teaching.</p> <p>Staff meeting time working through the assessment sheets</p> <p>PE lead aware of all training opportunities and latest government guidance/expectations.</p> <p>Access to a peer support experienced staff have coached others</p> <p>School effectively resources to deliver aspects of PE</p>	<p>Not all sessions were observed by staff as CPD as originally intended due to COVID. (Some funding to be carried forward into next year )</p> <p>Find and access further training for staff through subject leader's links with North Yorkshire Sport, YST and other providers.</p> <p>Teachers continued mentored and receiving CPD/resources to improve their delivery of PE</p> <p>Ensuring staff are confident in what they are doing. Ongoing assessment in PE lessons to identify development needs.</p> <p>Continue to release PE lead to attend this free training event</p>



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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13% £2700
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:
Additional achievements: Provide a range of activities which explore children's interests and give a variety of experiences.  Continue to offer a wide range of activities both within and outside of the curriculum to get more children involved. Focus particularly on those who do not take up additional PE and Sport opportunities.	Grounds mapped for orienteering  Skip to be fit  Carlton Lodge – annual Y6 residential visit Bewerly Park for Year 3/4 biannually	£1000 pending  £500- event pending  £200 approx <b>postponed</b>	The opportunity to experience different sports regularly and easily accessible.  Experiencing a wide range of outdoor and adventurous activities that they may not get the opportunity to take part in	This has not happened yet.  Pupil voice – which sports would children like to try  Use funding to get providers into school offering a wide range of sports

<p>Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.</p>	<p>Monitor uptake of clubs and Access alternative sports as taster sessions such as Judo and Golf. Climbing wall and orienteering  Forest schools offered by Sporting Start</p>	<p>Approx £1000</p>	<p>Plans have had to be put on hold due to COVID-19</p> <p>Allowing children to take part in activities to broaden their experience.</p>	<p>Explore possibility for a member of staff to complete forest school's training 2021/2022</p>
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	<p>Percentage of total allocation: 5% (£1060)</p>
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Intent	Implementation	Impact	Impact	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>Engage more pupils in sports competitions regardless of their ability with the support of Sporting Influence and Total Sports.</p> <p>Increase opportunities for children to take part in school competitions</p>	<p>Children to take part in competitive events</p>	<p>£1000 – coach costs throughout the year to enter competitions. (sporting start – facilitating and running competitions for the Sports Partnership )</p> <p>£60 local schools dance festival</p>	<p>Postponed due to COVID-19</p> <p>2020-21 intra-school events taking place</p>	<p>Look at the possibility of setting up intra school competitions</p> <p>Continue to increase participation of KS1 and KS2 children in competitions</p>
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Signed off by	
Head Teacher:	Gail Lee
Date:	July 2021
Subject Leader:	Jess Burgess and Emma Ryan
Date:	July 2021