

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 **31st 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 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"> • Increase in the number of sport clubs on offer for children throughout the school (class clubs currently) • Increase in the percentage of children participating in sport clubs either at lunchtime or after school • Attendance in virtual cluster events • Some year groups have had experience in new sports such as outdoor and adventurous activities • Inter class and school competitions run during Covid 	<ul style="list-style-type: none"> • Continue to develop staff CPD through team teaching and observations of good practice in school – increase staff confidence in teaching less well-known sports such as lacrosse. • Staff to teach at the end of a unit when with Sporting Start. (or to use this in lunchtime games) • Further develop clubs offered to children – aiming for over 50% of children to attend a sports club (With a focus on the children not attending any clubs at school or outside of school) • Increase and continue participation in competitive sport – especially with KS1 children • 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

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

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by the end of the academic year 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £12000	Date Updated: May 2021	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £12000
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
To ensure children can use fixed facilities all year round in order to develop co-ordination and engage children in physical activity	Specialist ground cover under the trim trail and gym equipment	£6000		
	Fixed equipment for key stage 1 children	£4000		
To ensure sports equipment is fit for purpose – equipment inspection	Gym mats and trolley need replacing	£727		

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? 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.	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
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/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: £3549		Date Updated: May 2021	
<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:
					22%
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>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>Purchase equipment for specific use at lunchtimes to promote physical activity.</p> <p>Development of outdoor and adventurous activities for children in KS2 – Carlton Lodge to book for the summer term Covid-19 had to postpone</p>	<p>Increase lunchtime clubs offered to all children. Involvement of MSAs to run daily lunchtime clubs.</p> <p>Energy leaders to be trained to ensure sustainability with a mobile pupil population – energy leaders to run sports activities with both younger and older children</p> <p>Increase the range of sports clubs on offer through specialists and coaches</p> <p>Purchase of equipment to be available during lunchtimes – spinning plates, games (badminton)</p> <p>For children in KS2 to develop their skills in a wide range of outdoor and</p>	<p>MSA £2089</p> <p>Training for energy club leaders £100</p> <p>Sporting Start after school sport club £1260</p> <p>£100</p>	<p>Increased participation in clubs, the range of clubs and amount of sports from last year.</p> <p>Children run playtimes for children. Self-developing and fit for purpose. Year 5/6 children run clubs as part of their leadership work.</p> <p>Autumn term: class clubs due to Covid – range of activities</p> <p>Equipment purchased to date available for use at lunchtimes to encourage physical activity.</p>	<p>Audit the attendance at clubs.</p> <p>Questionnaires for pupil views on clubs and what they would like to see in the future.</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>Train Energy Leader again</p> <p>Questionnaires for children about active lunchtimes – gain pupil views on further</p>	

Created by:



Supported by:



	adventurous activities		Children to develop confidence and skills in outdoor and adventurous activities	equipment they would like to have available.
		Accounted for below		
Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 7% (£1225.88)
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Pupils see PE and sport as an integral and automatic part of their lives at school and at home, becoming more physically active. Display in school to promote PE achievements and events Assemblies to award certificates for swimming Sports Day medals postponed COVID-19	Display up to date throughout the year to promote sport in school. 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	£1000 £167.10 swimming badges £58.78	Increase in children competing in sport competitions Children have their achievements celebrated and valued Refer to competitions indicator – this has supported the profile of sport being raised across the school	Maintain the % of children take part in competitive activity. Ensuring it is part of what they do at school. Role models – local sporting personalities invite into school so pupils can identify with success and aspire to be a local sporting hero – use military links as many personnel are successful across a range of sports

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				57% (£9105)
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: £9105	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Develop the teaching of PE across the school so that children are confident and competent learners. Continue to upskill teachers and TAs to ensure they are confident in delivering PE skills to ensure progression in children's physical activity	<p>Teacher confidence and skills survey to baseline and measure progress of actions.</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 and York PE lead meetings (cover time and travel costs) Been delivered online due to covid</p> <p>Resources to support the delivery of PE</p>	<p>£7105 – professionals</p> <p>£1000</p> <p>£1000</p>	<p>Actions taken to plan CPD across staff. Completed at start and end of year with vastly increased confidence and quality.</p> <p>Staff meeting time working through the assessment sheets and feedback from planning scrutiny to ensure staff are using the statements so they know what they are assessing against</p> <p>Staff have attended training courses PE lead aware of all training opportunities and latest government guidance/expectations.</p> <p>Access to a peer support group. Implementing ideas gathered at meetings (growth mindset in PE that being transferred across the school)</p> <p>School effectively resources to deliver aspects of PE</p>	<p>Complete again next year and measure again.</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 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>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 16%
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: £3500	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 Balance Bike day – EYFS Carlton Lodge – annual KS2 event All Pupils to complete survey to establish most popular sports. Top sports for each year group to be provided primarily through extracurricular clubs, but try to provide opportunities in PE.	£1000 £500 ? £2000 approx postponed	See key indicator 1 for club evidence Experiencing different sports Experiencing a wide range of outdoor and adventurous activities that they may not get the opportunity to take part in	Look at the possibility of holding intra-school competitions 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>Top sports requested by least active group to be provided</p> <p>Monitor uptake of clubs and actively encourage pupils from the least active group to attend activities they have requested.</p> <p>Access alternative sports as taster sessions such as Judo and Golf. Climbing wall and orienteering</p> <p>Forest schools offered by Sporting Start</p>	<p>£1000approx</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>Staff (Teaching) to earn their Forest Schools Level 1 (enables them to teach forest schools)</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 8% (£1852)
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 pupils in sports competitions regardless of their ability Increase opportunities for children to take part in school competitions	Children to take part in competitive events	£800 – bus throughout the year £1000 sporting start – facilitating and running competitions for the Sports Partnership £52 dance festival	Postponed due to COVID-19 2020-21 intra-school events taking place	Look at the possibility of setting up intra school competitions Increase participation of KS1 and KS2 children in competitions

Signed off by	
Head Teacher:	Julie Lyon
Date:	May 2021
Subject Leader:	Amy Newton
Date:	May 2021
Governor:	Jim Brown

Date:	May 2021
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