

# 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](https://www.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 2021/22	£0
Total amount allocated for 2022/23	£16,000
How much (if any) do you intend to carry over from this total fund into 2022/23	£0
Total amount allocated for 2022/23	£ 16,000 +
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£

## Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. <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>	
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 2023. Please see note above	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	90%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	90%
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?	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: 2022/3	Total fund allocated:	Date Updated:		
<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:	
			%	
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:
Continue to encourage active play with playtime equipment and access to basketball hoops etc.	<b>Check and restock equipment September 2022</b> <b>Sport leader training and regular time tables</b>	PE and playground equipment:  £1400	Children have had access to a range of play equipment all year round in all key stages. Sport leaders have had equipment and training to lead KS1 children in a range of games and activities at lunch times all year round.	Train year 5 and Y 6 children using the resources in the new PE scheme of work.
Continue to have whole school and family challenges such as the Lapland Challenge World cup challenges and some girls football	<b>North pole challenge to include family November 2022</b> <b>World cup daily challenges and personal best</b>			Introduce lesson plans, activities and activity cards.  Set up an activity equipment box.  Provide <b>phase</b> equipment trolleys and allocate monitors to look after and keep equipment tidy.
Continue to track activity levels each Autumn term to provide fresh data for each year . Use the data to provide well being clubs and opportunities for those less active.	<b>Activity Tracking – Autumn term well being club run by sporting influence Autumn 2 for years 2/3 then 4/5 three weeks each</b>		Inactive children and some pupil premium children were targeted for wellbeing club. They highly enjoyed the sessions and enjoyed being active in small group situations where there was less pressure to compete.	Continue to track activity in Autumn term. Provide well- being focused activities. Link activity tracker to walk to school week (Autumn and Summer) and include 2 or 3 <b>daily mile</b> walks during the week.
Begin to target less active times of day and think creatively about ways to increase activity levels.				

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Continue to use the new outdoor spaces across the curriculum to increase opportunities for outdoor active learning	<i><b>Install a range of Playground markings to promotive active playtimes and active outdoor learning.</b></i>	Playground markings £2000	Children enjoy and make creative use of the playground markings.  Children access the hopscotch, the fitness track and the number track at all ages.	Encourage the use of playground markings in learning time as well as at playtime. Incorporate the markings into play leader activities in Autumn term to ensure children have ideas for how to use them.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
	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:
Continued communication to parents via social media posts and newsletters. Family North Pole challenge  Sporting Influence to work with targeted group for wellbeing  Identify chn who would benefit from active maths intervention to improve fluency.  Work with Maths and English lead to explore whole school approach to active maths and English.  Increase childrens understanding	Photos emailed of sporting events and visitors.  Letters out Autumn 2 to set the challenge. Weekly updates.  As above Wellebeing groups identified in years 2-5 . 3 weeks of team building and confidence building activities. SI led a ten week sport numeracy program with year 2 and 4/ 6  Sport numeracy spring term  First aid for children around activity	<b>As above</b>                    <b>First aid: 2 x 250= £500</b>	North Pole challenge was taken up by a limited number of families. The miles were very low in comparison to previous covid years when we were locked down or had to mostly stay at home.  Well being groups really enjoyed their sessions and became more confident to join clubs or participate in activities and sports.  Sport numeracy had a positive effect on developing basic fluency with the cohort that was targeted	Try new ideas and challenges that would encourage families to be active together outside of school hours. Perhaps set challenges when the nights are lighter and weather more favourable. Consider a family event / fundraiser eg a Zumba or running event fro families.  Continue to track activity and target less confident children to become more involved with sports Continue to provide sport numeracy to targeted groups  Provide first aid training to next

awareness of safety and prevention of injury in sport and PE	and sport. To be delivered by sporting influence team.			groups of children (Year 3). Is there a next level or refresher course for Years 4-6?
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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:
Build knowledge mats for each pe unit on curriculum LTP	PE lead to match know mats to progression doc to ensure language, skills and knowledge coverage and progression.	<b>Coaching Included above</b>  <b>£200 tags and balls bought for school</b>          <b>Sporting Influence CPD/clubs/maths intervention/wellbeing/comps</b>  <b>£4300</b>	Teachers have made good use of the progression maps and knowledge maps. Videos and photos show some skills which match the stage of progression for the year groups, evident in Year 1 gymnastics and ball skills, Year 3 athletics and dance and. Year 4 tennis	Send out reminders to teachers part way through each half term to download videos of evidence of skills.
PE monitoring and pupil voice	Autumn 2 , visit a couple of lessons and collect pupil voice		Years 3 and 5 have enjoyed Tag rugby training. Teachers able to deliver lessons using SI scheme.	Ensure sport values and fair play as well as health knowledge and self awareness are included on progress map.
CPD training for Tag rugby and OAA	Tag rugby cpd for 4 weeks delivered to SP and TJA Y3/5 To ensure coverage within school.		Equipment purchased to enable year groups to deliver TR TR added to curriculum map	
Explore and compare curriculum coverage and progression with other schools in partnership	OAA whole school cpd =- dates tba  Well schools ptnship: 14 Oct exploration and discussion around curriculum maps and progression. Our document cross ref with a			

Invest in a whole school PE scheme which covers a broad range of traditional and other sports and encourages our sport values. Adjust whole school PE curriculum to ensure 2 hours of coverage per week	<p>good example.</p> <p>PE lead to research and get feedback through network RE schemes.</p> <p>Staff meet to share schemes</p> <p>Staff meet to develop curriculum for Sept 23</p> <p>Invest in scheme</p>	<p><b>Getset4PE scheme:</b></p> <p><b>£1375 for 3 yr sub and all online resources.</b></p>	<p>New scheme purchased and trialled for final half term of school.</p> <p>Staff meeting to intro new scheme and navigate way around it. All staff given logins</p> <p>New curriculum map built for 2023/24 year.</p>	<p>Ensure new staff are briefed and logins provided</p> <p>Share new curriculum map in September</p> <p>Ensure all teachers are sure of what they are teaching and have equipment</p> <p>CPD during Autumn term to look at a focus area within the scheme. Either including sport values within lessons OR inclusion within lesson of SEND – whole school approach.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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>Playground Leaders. Training to resume and leaders to begin again provided restrictions have been lifted</p> <p>Continue to provide a range of sports to children, with links to clubs</p> <p>Develop relationships with additional community coaches so a broad and wide range of activities can be offered to all age groups.</p>	<p>Leader training to be booked in autumn 2</p> <p>Equipment restocked to ensure range of games</p> <p>Basketball hoops on mend!</p> <p>Judo taster sessions (free) linked to club at Jennyfields</p> <p>North Yorks cricket in for 3 weeks with year 3,4,5 and 6</p> <p>Mr Wibberly to run a cricket club summer term with links to</p>	<p><b>Harrogate schools sports partnership</b></p> <p><b>As above</b></p> <p><b>NYCricket: £350</b></p>	<p>Sport leaders have led games for young KS1 children at lunch times enthusiastically all year. This has created good links and friendships between the children in the two buildings. Young chn are engaged and look forward to being active at lunchtimes.</p> <p>Some pupils attended the club for a free taster session.</p> <p>One pupil has earned a trophy and is progressing well at Judo.</p>	<p>Continue as above:</p> <p><i>Train year 5 and Y 6 children using the resources in the new PE scheme of work.</i></p> <p><i>Introduce lesson plans, activities and activity cards.  Set up an activity equipment box.</i></p> <p><i>Provide <b>phase</b> equipment trolleys and allocate monitors to look after and keep equipment tidy.</i></p> <p>Explore new links and set up</p>

<p><i>Potential clubs: Golf bowling judo cricket dance girls football.</i></p> <p>Opportunity for year 6 to enjoy physical and mental challenges at the climbing wall</p>	<p>Knareborough cricket club – hoping to encourage chn to join their juniors</p> <p>Year 6 annual end of year visit to the climbing wall to experience adventure and challenge.</p>	<p><b>£600 for Sport coaches</b></p> <p><b>£350</b></p>	<p>All chn in KS2 enjoyed learning skills in bowling, throwing and catching and participated in some quick cricket games.</p> <p>Tennis taster sessions enjoyed by all of Key stage 2.</p> <p>Cricket festival attended by a year 5 and 6 group of children at Knare cricket club</p> <p>Year 3 group of children who attended golf club, attended a golf festival at HGC near school.</p>	<p>clubs which will feed into sports competitions. Provide a range of experiences through PAYG sports calendar either with sporting influence, NY Sports or HSSP</p> <p>Focus on links to local clubs which would eliminate the pressure to transport children to matches, festivals and experiences: Bowling, tennis, golf, cricket</p>
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Key indicator 5: Increased participation in competitive 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>Maintain and re-establish a competitions calendar throughout the year which:</p> <p>Is inclusive for children of all ages and abilities, social and ethnic backgrounds</p> <p>Provides opportunities for less active children</p> <p>Provides opportunities for children to participate in new sports (archery, bikability, golf etc)</p> <p>Continue to provide house team intra competitions</p>	<p>At least one inter comp per half term to be attended. Cover provided for staff to be able to supervise and attend during school day.</p> <p>Transport costs to be covered where necessary using taxi or bus services</p> <p>Intra comps in Autumn 1. Spring term and summer term</p> <p>Autumn 1 all chn from Y1-5 took part in competitions in Rounders or bat n ball skills</p>	<p>£300 for cover to events</p> <p>£300 for transport</p> <p>Wellschools partnership £1400</p> <p>SI as above</p> <p>PE lead – cover</p>	<p>All children have been able to participate in competition through our intra programme, delivered by Mr Mcternan of Sporting Influence.</p> <p>Sports day was a success across the key stages and EYFS. Most children rose the the challenge to be active 60 mins a day during sports week. Many attended table tennis club, dodgeball and play leader led activities.</p> <p>Some children have competed in cricket and golf festivals. Some events were cancelled by the organisers. Staffing and transport have been a barrier to attending events this year.</p> <p>Mrs A able to attend festivals with groups of Y5/6 and year 3 children. Attempted a Y4 festival, but transporting the children became an issue.</p> <p>Used buses to attend cricket festival.</p>	<p>Refresh house teams and add new pupils/ reception chn</p> <p>Continue to organise intra comps during autumn term.</p> <p>Plan a calendar of sports events, staff cover and clubs leading upto event– (one per half term)</p> <p>Attend festivals or tournaments where possible.</p> <p>Continue to link to local clubs.</p> <p>Use Monday assembly times to praise efforts of any competing teams.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	