

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

# Commissioned by



Department for Education

# Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$ 

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> 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 <u>HERE</u>.

Created by:















### **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	f 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.

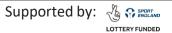
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances 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	
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 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%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	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:		
				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.  Continue to have whole school and family challenges such as the Lapland Challenge World cup challenges and some girls football	family November 2022	PE and playground equipment: £1400	range of play equipment all year round in all key stages.  Sport leaders habe had equipment and training to lead KS1 children in a range of games and activitities at lunch times all year round.	
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.  Begin to target less active times of day and think creatively about ways to increase activity levels.	well being club run by sporting inf;luence Autumn 2 for years 2/3		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 daily mile walks during the week.

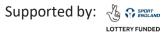
















Continue to use the new outdoor spaces across the curriculum to increase opportunities for outdoor active learning	Install a range of Playground markings to promotive active playtimes and active outdoor learning.	Playground markings £2000	Children enjoy and make creative use of the playground markings.  Children access the hopscotch, the fitness track and the number track at all ages.	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	A being raised across the school as a to	ool for whole sch	lool improvement	Percentage of total allocation:
Intent	Implementation		Impact	70
	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	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.	As above	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	school hours. Perhaps set challenges when the nights are lighter and weather more favourable. Consider a family event / fundraiser eg a
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	SI led a ten week sport numeracy program with year 2 and 4/6  Sport numeracy spring term	First aid: 2 x 250= £500	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	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 prev	ention of and sport. To be delivered by	groups of children (Year 3).
injury in sport and PE	sporting influence team.	Is there a next level or refresher
		course for Years 4-6?

<b>Key indicator 3:</b> Increased confidence	, knowledge and skills of all staff in t	eaching PE and sp	port	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 monitoring and pupil voice	progression doc to ensure language, skills and knowledge coverage and progression.  Autumn 2, visit a couple of lessons and collect pupil voice	Coaching Included above £200 tags and balls bought for	knowledge maps. Videos and photos show some skills which match the stage of progression for the year groups,	Send out reminders to teachers part way through each half term to download videos of evidence of skills.
CPD training for Tag rugby and OAA		school	ball skills, Year 3 athletics and dance and. Year 4 tennis Years 3 and 5 have enjoyed Tag	
Explore and compare curriculum coverage and progression with other schools in partnership	OAA whole school cpd =- dates tba  Well schools ptnship: 14 Oct	Influence	rugby training. Teachers able to deliver lessons using SI scheme.  Equipment purchased to enable year groups to deliver TR	Ensure sport values and fair play as well as health knowledge and self awareness
	exploration and discussion around curriculum maps and progression. Our document cross ref with a	ellbeing/comps £4300	in added to currentum map	are included on progress map.













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  Key indicator 4: Broader experience o	PE lead to research and get feedback through network RE schemes. Staff meet to share schemes Staff meet to develop curriculum for Sept 23 Invest in scheme	Getset4PE scheme: £1375 for 3 yr sub and all online resources.	and navigate way around it. All staff given logins	Ensure new staff are briefed and logins provided Share new curriculum map in September Ensure all teachers are sure of what they are teaching and have equipment  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.  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:
Playground Leaders. Training to resume and leaders to begin again provided restrictions have been lifted	Equipment restocked to ensure range of games	Harrogate schools sports partnership As above	enthusiastically all year. This has created good links and friendships between the children in the two	Continue as above: Train year 5 and Y 6 children using the resources in the new PE scheme of work.  Introduce lesson plans, activities and
Continue to provide a range of sports to children, with links to clubs	Judo taster sessions (free) linked to club at Jennyfields		buildings. Young chn are engaged and look forward to being active at lunchtimes.	Provide <b>phase</b> equipment trolleys and
Develop relationships with additional community coaches so a broad and wide range of activities can be offered to all age groups.	North Yorks cricket in for 3 weeks with year 3,4,5 and 6 Mr Wibberly to run a cricket club summer term with links to	NYCricket: £350	One pupil has earned a trophy and	allocate monitors to look after and keep equipment tidy.  Explore new links and set up













Potential clubs: Golf bowling Judo	hoping to encourage chn to join	coaches	All chn in KS2 enjoyed learning skills in bowling, throwing and	clubs which will feed into sports competitions.  Provide a range of experiences through PAVG sports calendar.
	Year 6 annual end of year visit to the climbing wall to experience adventure and challenge.	£350	quick cricket games.  Tennis taster sessions enjoyed by all of Key stage 2.  Cricket festival attended by a year 5 and 6 group of children at Knares cricket club	through PAYG sports calendar either with sporting influence, NY Sports or HSSP  Focus on links to local clubs which would eliminate the pressure to transport children to matches, festivals and experiences: Bowling, tennis, golf, cricket
			festival at HGC near school.	













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:	
				%	
Intent	Implementation	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:  Maintain and re-establish a	Make sure your actions to achieve are linked to your intentions:  At least one inter comp per half term	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  All children have been able to	Sustainability and suggested next steps:  Refresh house teams and add new	
Maintain and re-establish a competitions calendar throughout the year which: Is inclusive for children of all ages and abilities, social and ethnic backgrounds Provides opportunities for less active children Provides opportunities for children to participate in new sports (archery, bikability, golf etc)  Continue to provide house team intra competitions	to be attended. Cover provided for staff to be able to supervise and attend during school day.  Transport costs to be covered where necessary using taxi or bus services	£300 for cover to events  £300 for transport  Wellschools partnership £1400  SI as above PE lead – cover	participate in competition through our intra programme, delivered by Mr Mcternan of Sporting Influence.  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.  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.	pupils/ reception chn  Continue to organise intra comps during autumn term.  Plan a calendar of sports events, staff cover and clubs leading upto event— (one per half term)  Attend festivals or tournaments	













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











