

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](#).



Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £20,520 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £20,200 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £20,200 |

Swimming Data

Please report on your Swimming Data below.

| | |
|--|---|
| <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 then 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 2022.</p> <p>Please see note above</p> | 90% |
| <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> | 90% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 90% |
| <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 swimming at KS1 and additional catch up for Y6 who had missed |

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| | swimming during covid and needed to reach 25m. |
|--|--|

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: 2021/22 | | Total fund allocated: | Date Updated: | |
|--|---|-----------------------|--------------------|---|
| 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: |
| | | | | 32% |
| 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: | Sustainability and suggested next steps: |
| Ensure all children across school remain active during playtime and lunchtime although these are shorter than pre-covid. | Training for all Sports Crew and Well-being warriors to support class activities. | | £N/A | Most pupils engaged with 30 minutes of exercise during their more limited playtimes Children worked as classes to develop games in the more limited space available. |
| Increase access to swimming in KS1 and additional Y6 for those not meeting targets | Contribution towards Weekly Swimming lessons for all KS1 children and additional swimming for Y6 children to achieve 25m. | | £6,500 | All children Y1 – Y6 swimming weekly in addition to PE sessions 90% of Y6 achieve 25m despite losing a term and a half in 2020 and two terms in 2021. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|--|--------------------|--|---|
| | | | | 0% |
| 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: |
| The importance of ensuring children remain active despite the limitations of space and time post covid especially when school experienced outbreaks over the Winter of 21/22 | <p>All children have access to 30 minutes active playtime per day.</p> <p>All children had access to one outside and one inside PE session per week with Swimming in place once a fortnight as an additional session</p> <p>In Y5 and Y6 an additional Sports session per fortnight during the Summer Term ensured greater activity.</p> | £N/A | Despite the continuing difficulties of this year PE and sport continue to have a high profile and staff have worked hard to ensure pupils continue to remain active. | A focus on some of the catch up needed to some basic sporting skills for those whose skill development is behind the expected level for their age due to more limited experience during the pandemic. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|---|
| | | | | 34% |
| 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: |
| Professional Development for Staff | <p>All teachers work alongside specialist PE teachers from Sporting Influence. These staff will work with each teacher and their class for a minimum of half a term to plan, deliver and assess PE. This will allow teachers to become more skilled and confident delivering PE in school. Various paper based resources to support the delivery of PE</p> <p>Areas chosen for 21-22 address gaps in our LTP for PE.</p> | £5,760 | <p>CPD has provided a good level of confidence and developing skill base both in terms of Sports Leadership and teaching.</p> <p>PE LTP – Units are evaluated and developed when taught alongside the Specialist Sports Coach</p> | All school staff have over the past 3 years experienced considerable input to CPD. Next steps to ensure the PE Subject Lead is confident to support staff through monitoring. |
| | PE Team members have worked in the PE network supported by the Harrogate Sports Partnership to develop subject Leadership skills. | £1,100 | <p>Team are now more confident in the monitoring of planning and the impact of PE teaching.</p> <p>SLT monitoring of PE Leads shows they are significantly more confident within their role.</p> | See above |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 31% |
|---|---|--|--|--|
| 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: |
| Ensure all pupils have access to Outdoor adventurous activities | Contribution to ensure all Y6 pupils could access activities offered on residential. | £2,100 – 1 day of activities for all Y6 FSM ensuring affordability of longer residential | Preparation for Transition – teamwork and self-esteem | Additional funding streams being considered in 2022-23 outside of the premium. |
| Ensure Y5 and Y6 have some additional Sporting activity across Spring and Summer Term 2022 | Additional Sports Activity lead by Specialist Coaches. For Y5 and 6 an additional hour of Sports was in place fortnightly led by a Specialist Coach | £3,630 | | |
| Bike Tykes Bike Lessons – all YR children | All children in FS2 able to ride a bike with a level of confidence by Christmas 2021 | £630 | Confidence and ability to safely manage riding a bike. | Continue with this into 2022/23. Purchase additional bikes for practise at school. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 11% |
| 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: |
| Within Covid Restrictions ensure Competitive Activities and still available for pupils to participate in | Join Harrogate School Sports Partnership Virtual Events are utilised and attended along with the return to face to face events late in 2022. Intra-school competition even where virtual to continue to develop this area | £2,300 | Despite the limited access to face to face competition access to both intra competition in school time and in after school activities. | Return to full range of Sports competition in 2022-23. |

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| Signed off by | |
| Head Teacher: | Helen Davey |
| Date: | 31/7/22 |
| Subject Leader: | Hannah Percy, Jade Duncan and Emily Bucktrout |
| Date: | 31/7/22 |
| Governor: | Damien Smith |
| Date: | 31/7/22 |