

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

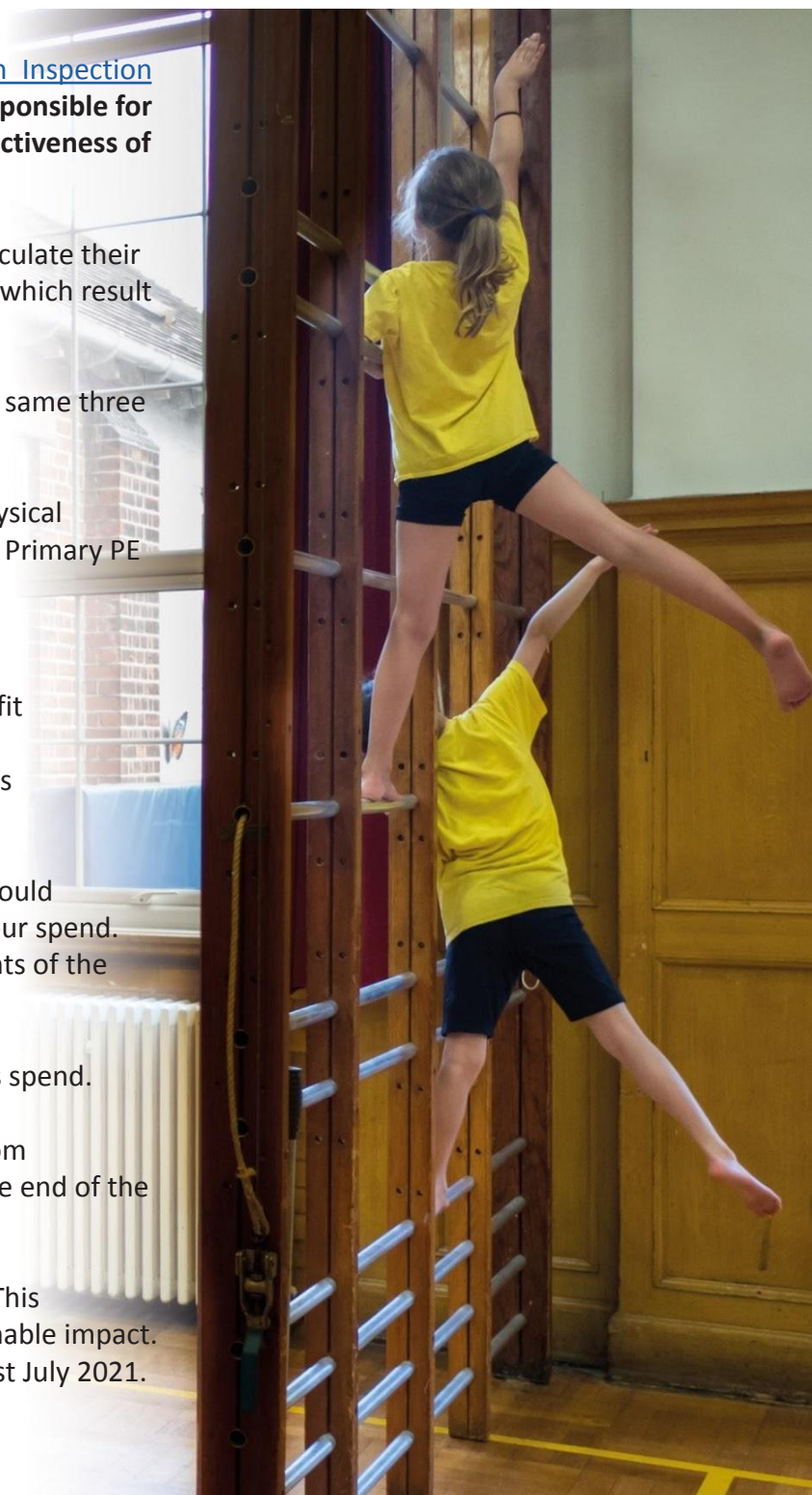
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](#) 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 by the end of the summer term or by **31st July 2021** at the latest.

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 2022: | Areas for further improvement and baseline evidence of need: |
|--|---|
| £12,189 - playtime leaders Archery equipment - £500 Sports equipment for PE- £1528.26 Medals - £150 (football and netball tournaments hosted at our school) Football goals and basketball goals - £500 Gymnastics - each class had 2/3 sessions at York gymnastic club £3,000 | Playtime leaders are trained now, no need to spend money on this next year Archery, club to remain in summer months, no more expenditure Football and Netball tournament to be hosted again summer term at our school Gymnastics to continue this year for CPD for staff and excellent experience for all children Dance CPD needed |

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £3,536

+ Total amount for this academic year 2020/2021 £18,000

= Total to be spent by 31st July 2023 £21,536 Total spent - £19,580

Actual spending - £6,410 (CPD teachers, active playtimes, tournaments) £6,150 (gymnastics per child) Bus (£4,680) Skip 2B fit (£2,340)

| | |
|---|--------|
| <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 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 2021.</p> <p>Please see note above.</p> | 100% |
| <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> | 100% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 42% |
| <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/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: 2022/23 | | Total fund allocated: £18,000 | | Date Updated: Nov 2022 | |
|--|--|-------------------------------|---|--|---|
| 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: |
| | | | | | % |
| 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?: | |
| Children will be more active at lunchtimes | Boom boxes bought for each playground to promote dance | £595.98 | Lots more children active now at playtimes - enjoy skipping | | 92% of children now active at lunchtimes for most of the time (over 30 mins) KS2 playground |
| Active mile | Skipping kit/ skipping ropes bought to promote the 2 minute skip | £495 | | | 95% of children now active at lunchtimes for most of the time (over 30 mins) KS1 |
| | Classes to run a mile as often as they can (min 2 per week) | £0 | Children have beaten their scores for the daily mile | | Children can run for longer without stopping |
| Skipping for 2 mins as a warm up every indoor PE session | Every indoor lesson, 2 minute skip to keep up fitness levels | | After pupil voice, children said they wanted to skip to improve fitness | | Children are faster at skipping and beat their scores week on week. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |
| Physical activity Skip to be fit sessions - children more active at lunchtimes from being taught how to skip Lunchtime clubs Dance at lunchtimes (boom box) | Children to be more active at lunchtimes | see above for boom box prices | Lots more children active now at playtimes - enjoy skipping | 92% of children now active at lunchtimes for most of the time (over 30 mins) |
| Physical Education Clear progression grids created by all staff Gymnastics sessions - York Sports day Dance CPD | Staff worked together during staff meeting to make sure our curriculum shows a clear progression | £0 | Planning has been monitored and clear progression from reception to year 6 is evident. | Children's fundamental skills are refined and practised and built upon each year |
| School Sport Sports clubs summer term Netball tournament Football tournament Rounders tournament | Children voted for sports clubs and every child had to pick one to attend. | £0 | Children have developed skills during these clubs (dodgeball, dance, football, rounders) | Active children - play games taught during lunchtimes |

| 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: |
| Survey was carried out, most teaching staff said gymnastics and dance was the part of PE they needed more help with | Teachers will feel more confident to gymnastics | Gymnastics sessions £7.50 per child per session | Survey conducted for teachers 100% of staff feel more confident and have learnt more skills to teach gymnastics. | Staff feel confident in teaching gymnastics and dance so no further training is needed next year. |
| Link to York Gymnastics Club – trained staff model to our teachers and children have a chance to experience gymnastics at a higher level with more advanced equipment | Children will have developed more gymnastic skill from using more advanced equipment | £520 for the bus every 3 weeks | Children have developed skills - 10% of Year 1/2 could perform a forwards roll, after the 3 week sessions, 60% could perform one. | |
| Dance CPD x 2 days | Teachers will be more confident when planning dance lessons | £600 | Feedback from staff - more ideas when teaching dance and used suggested planning. | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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>Additional achievements:</p> <p>Netball tournaments</p> <p>Football tournaments</p> <p>Rounders tournament</p> <p>Skip to be fit session</p> <p>Cricket sessions</p> <p>Year 5 and 6 booster swimming sessions</p> | <p>Children have had the chance to participate in competitive team games.</p> <p>Free sessions to teach fundamental skills</p> <p>30 x children in Year 5 and 10 x children in year 6, could not swim 25m, so catch us sessions provided</p> | <p>Skip to be fit - £500 per session (4 per year)</p> <p>£100 for medals at the tournaments</p> <p>£2000 for 4 x skip sessions</p> <p>£0 cricket</p> <p>£935 - 10 weeks swim x 2</p> <p>£375 - bus x 2</p> | <p>Teamwork and skills developed</p> <p>Excellent feedback from children as they enjoyed these taster sessions</p> <p>100% of Year 6 children can now swim 25m using a range of strokes. 20/30 Year 5's can now swim 25m.</p> | <p>Very successful, continue next year and go to more events</p> <p>No skipping next year - all children are confident skippers or know the skills needed to skip.</p> <p>Invite cricket coach back in next year</p> <p>Continue with booster swimming sessions in the Autumn term</p> |
|---|--|--|---|--|

| 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: |
| Netball tournaments Football tournaments | To give children opportunities to participate in competitive sport | Football goals and medals £200 | Children were pleased with their achievements and we won the Netball and came 3 rd in the football | Everything in place to host more matches/ tournaments next year |

| | |
|-----------------|-------------|
| Signed off by | |
| Head Teacher: | A.Cottrell |
| Date: | 27.7.2023 |
| Subject Leader: | S.Green |
| Date: | 13.7.23 |
| Governor: | N.Rowbottom |
| Date: | 27.7.2023 |