

# 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](http://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 2019/20	£0.00
Total amount allocated for 2020/21	£17,620
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17.560
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17.560

## 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><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></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><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 2020.</p> <p>Please see note above</p>	73%
<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>	50%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	0%
<p>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?</p>	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: 2021/22		Total fund allocated:	Date Updated:		
<b>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</b>				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?:	
Provide a range of activities, implementation of new extra-curricular timetable. Increase the number of clubs for children to therefore increase participation.	Increase the range of clubs provided; multi-sports, dodgeball, games, football, rounders and athletics. Work and liaise with more providers and sports clubs – outside agencies to support facilitation. Pupil needs/interests (Pupil Voice) – Pupil questionnaires to be monitored by PE Lead and act upon responses.		£2500.00	In 2020-2021 we had no extra curricular clubs or sports due to Covid measures. New clubs ran this year after listening to pupil voice (see Koboca Physical Activity and Well Being Survey) Clubs 2021-2022 Autumn Term: Multi sports (all year groups) Spring Term: Dodgeball (KS2 only) Summer Term: Tennis (Yr3/4), Dynamo Cricket (KS2), FA Shooting Stars (Yr1, 2, and 3 girls), Gardening club (yr1 and 2), Summer Sports (Yr3, 4 and 5) Multi-skills (Yr1 and 2) Each club reached full capacity. Pupils were fully engaged (monitored weekly by PE lead)	Sustainability and suggested next steps:  Work closely with ML fitness to provide a range of high quality extra-curricular activities. Staff members worked alongside the coach in order to develop their own skills.  Continue to liaise with pupils to ascertain the clubs and activities that pupils want to attend.  Continue to provide and subsidise high quality extra-curricular clubs, reducing the cost for parents encouraging and enabling more pupils to attend.

<p>Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by MDS's and Playleaders.</p>	<p>Train year 5 children to become 'Play Leaders' to provide KS1 with structured physical activity at breaktimes.</p> <p>Create an activity schedule/timetable so playleaders can maximise physical activity at lunchtime.</p> <p>8 Year 5 children and 1 MDS to attend skipping Leaders Course at Richmond School.</p> <p>Utilise leadership ideas from Complete PE</p>	<p>£200.00</p> <p>£150+VAT Complete PE annual membership</p>	<p>MOVED TO NEXT YEAR</p> <p>The Year 5 Skipping leaders working with KS1 children across lunchtime has increased the Year 5's confidence and leadership skips.</p> <p>Staff have observed a significant improvement in the engagement skipping at playtimes.</p> <p>KS1 pupils' skipping skills and gross motor skills have also improved.</p> <p>See video evidence of Reception children engaging in skipping activities during their self-initiated play.</p>	<p>Complete PE membership is sustainably priced and SLT can continue to fund this beyond the funding.</p>
<p>Ensure children do not sit for long periods of time.</p>	<p>Active breaks to be re-introduced following COVID-19 and maintained across the school (varying options per class) to increase activity and concentration supported by research.</p> <p>All classes to participate in Virtual Brain Break Challenges.</p>	<p>None</p>	<p>Attitudes to learning improved - better concentration (see pupil conferencing)</p> <p>Through PE monitoring I have observed this good practice which is taking place across all age groups.</p>	<p>To continue to share ideas for brain breaks, good practice, and new initiatives.</p>
<p>Training to support the theory and understanding behind the need for activity and ideas for staff to use in school.</p>	<p>Invite Bryn Llewellyn from 'Move to Learn' to support the whole staff in developing lessons that are active across all subject areas (Tagtiv8).</p> <p>Relevant CPD for school staff – especially ECTs.</p>	<p>Resource: £725.00</p> <p>CPD: £450.00</p>	<p>Tagtiv8 resource purchased due to pupil voice after a day of activities ran by Bryn using the Tagtiv8 literacy resources.</p> <p>CPD enjoyed by all staff and staff.</p> <p>Resources used by staff at least once a week, making lessons active.</p> <p>During the maths deep dive pupils articulated that they learn better when their physically active.</p>	<p>Due to the success of the literacy resource, we will invite Bryn back to work with each class again using the Maths resource pack with the intention of purchasing it, making more lessons active throughout the day.</p>
				<p>Percentage of total allocation:</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				38%
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>Pupils see PE and sport as an integral and automatic part of their lives at school, becoming more physically active.</p> <p>Promote physical activity outside of school and celebrate.</p>	<p>Enter more competitions (both virtual and face to face) – allowing for more children to be involved.</p> <p>Look into organising a Catterick Cluster competitions calendar using ML Fitness Achievements in PE and School sport to be celebrated in Friday’s ‘Good News’ assembly.</p> <p>Encourage pupils with sporting stories/successes from outside of school to bring in photos. To share on learning platform (seesaw) and Facebook.</p> <p>Celebrate children’s sporting and physical successes from outside of school via learning platform (seesaw)</p> <p>Organise intra competitions where all pupils get involved (Winter Olympics, Sports Day)</p>	<p>£2,000 covering transport and supply costs.</p> <p>Competition’s fee £1000.00</p>	<p>Virtual competitions: Tri golf and Archery (Yr3/4), Dance (Yr2) Ultimate Warrior (KS1 and 2), Face to face competitions: KS2 Cross Country, Tag Rugby, Tennis, Sports Hall Athletics, Quad Kids.</p> <p>Festivals attended: FA Shooting Stars (KS1 and Year 3/4 girls)</p> <p>Sharing participation of children’s achievements in sporting activities outside of school has increased the profile of local clubs and opportunities parents weren’t aware of. Several parents have signed up to new clubs after seeing posts shared.</p> <p>The notice boards/newsletter contain information about matches/clubs/results and pupils are keen to get involved.</p> <p>Children took part in new sports (curling/archery) Positive feedback from all pupils. Yr6 children ran the different events and leadership skills improved as the day went on. (observed by class teacher)</p>	<p>Continue to report and celebrate pupil success in assembly has no long term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils.</p> <p>To develop a sports page and blog on our Website to promote and share good practice and information about Physical activity and sport in school.</p>

Inter-weave physical activity into other curriculum areas, not just PE lessons.	Bryn Llewellyn from 'Move and Learn' to develop staff's confidence and understanding of the importance of children moving while learning.	Referenced in KI1.	Increased enjoyment of lessons. This was aired in the maths deep dive that they were more engaged in their learning when they are more active.	PE Lead to recap activities and ways to use the literacy Tagtiv 8 resource early Sept (no cost). Invite Brynn in to do a day of training and work with the children using the maths resource.
To further improve whole school improvement and outcomes for children.	Complete School Games Mark to help identify areas in PE and physical activity that need further development and investment.	None		Once completed PE lead to action areas for development in PE Action Plan 2022-23
To take learning outdoors for all ages. To engage those less active pupils to take an interest in the great outdoors.	Organise training for a staff member to become a 'Forest School Practitioner' Level 3. Once trained, to work with groups of 10 pupils each half term from across the Key Stages.	Training, equipment and staffing costs £3600	The group that have participated this year have enjoyed their forest school experiences: "I loved being outside. It wasn't like work" "We made a pretend fire. I wanted to camp there all night!" "I've realised how much fun you can have outside" "I can't wait to do it again!"	The trained member of staff to continue to work with identified pupils throughout the year and share her skills with teachers and TA's
To increase resilience, social, mental, physical and emotional wellbeing of our KS2 pupils and Improve self-confidence and self-esteem through physical activity.	Invite an Olympian to share their story. Organise someone from North Yorkshire Sport to run the Achieve Program with Year 6.	None	Year 5/6 pupils have worked with Jenna Downing (world champion inline skater) virtually. She has inspired the Year 5/6 pupils to follow their dreams.  19 pupils REPORTED AN INCREASED RESILIENCE SCORE FROM THE BEGINNING OF THE 6 WEEK PROGRAMME TO THE END. 15 YOUNG PEOPLE REPORTED AN INCREASE IN MENTAL WELLBEING (see achieve report for more data)	To continue the good work by inviting an Athlete for a day to benefit the whole school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 25%
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:
To ensure all children are participating in two hours a week of high quality PE. The Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers.	Develop the teaching of PE across the school so that children are confident and competent learners. Staff to work with sports coaches and PE specialist trainees to become up-skilled so that the learning of children is impacted upon. Staff access materials and associated training through the Youth Sport Trust and Swaledale Alliance. PE Lead to attend virtual 'FA Shooting Stars Training' and receive 4 free CPD sessions. Access online training National College.	Courses and cover £1000.00	ECT attended Target Games, Games and Gymnastics Workshop run by Complete PE. She shared her enjoyment of the course and development of games ideas. EYFS practitioner attended 'Healthy Movers' Yr3/4 teacher attended Dance Training. Teacher said she will implement some of the great ideas into her teaching and planning next year. Staff members worked alongside Sporting Coach to gain new and fresh ideas.  PE Lead ran an FA Shooting Stars club for girls following the CPD she attended last term.	Information and ideas shared by the staff who attended courses to upskill all staff members.        To continue to run the club annually to encourage girls to engage in football related activities.
Utilise interactive PE curriculum to ensure high quality delivery and consistency of the PE provision.	Purchase 'Complete PE' to allow for High Quality Physical Education and pupil attainment.  Resources for lessons purchased to allow high quality physical education and pupil attainment. Staff questionnaire (balls, gym mats x10,	Includes online resource and CPD for all staff £975.00  £2000.00	After an audit of Staff competence after Complete PE CPD all staff felt more confident in their delivery of PE lessons. Monitoring has confirmed this and the quality of teaching and learning is Good across all Year groups. It has also enhanced our PE	To continue to purchase annual membership and use Complete PE.



	quick cricket set x 2)		curriculum and ensured progression from Reception to Yr6.	
Ensure staff are confident with the use of the schools PE assessment materials and can therefore plan and pitch lessons effectively knowing where children are at	Staff meeting time to look at specific actions with the assessments and links to planning.  Observations and work alongside staff as well as specialist coaches to improve knowledge and confidence in using materials.	None	September 2022 all staff will be shown how to use the Complete PE assessment tool to ensure continuity and accurate assessment.	
PE lead to gain an insight and greater understanding of the Deep Dive Process	To access online training with the National College  To access Virtual Leadership training	£400.00	Watched training on Intent and Implementation.  Met with Ryan Ellis who spoke to me about Deep Dives. I felt much more knowledgeable and less worried about the prospect of a Deep Dive.	Lots to action from meeting with Ryan including the development of our website

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
15%

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:
To offer a wide range of activities both within and outside the curriculum in order to get more pupils involved and active.	Organise after school clubs to develop children's fitness and enjoyment of sport. Extra-curricular – Multi sports, Dodgeball, tennis, Dynamo Cricket, FA Shooting Stars, Gardening Club.  All pupils from Year 1-6 to complete the Koboca Activity and Wellbeing Survey (Sept) to help ascertain children's needs and desires.	£4 for each child per session. Subsidised by school. Cost to parents £2.50 See K11  None	From pupil voice conducted in early June it is clear most children were happy with the extra-curricular provision offered.  Year 5 and 6 completed the Mental Health and Wellbeing series with Jenna Downing highlighted in pupil voice.	Continue to provide high quality extra-curricular clubs that are affordable. (school to subsidise cost to encourage more families to take up the opportunity)  Continue to liaise with families and pupils to ascertain the clubs and activities that are pupils want to be attending.

	<p>Invite external coaches to work with staff (Organise a skipping day for all children to access)</p> <p>Bike Ability for Year 1. Helen from Stage 1 cycles to work with the Year 1 class to develop their cycling ability using cycles purchased last academic year.</p> <p>Learn to Ride Day (for non-riders or less confident riders in Years 2-6)</p> <p>Forest School</p>	<p>Skipping workshop and skips £600.00</p> <p>£600 plus TA £450.00</p> <p>£1000.00</p>	<p>Skipping day April 2022. 100% of pupils enjoyed the day and this had a positive effect on the number of pupils active at lunch. Introduced skipping leaders to support KS1 with skipping skills at lunchtime. A further increase of pupil activity has been observed.</p> <p>Beginning of the sessions 17% were confidently riding a peddle bike. After the 6 week period 72% were riding independently.</p> <p>18 pupils took part. At the end of the day 83% of pupils were riding a bike with confidence and good control.</p> <p>Year 3 pupils accessed Forest school each week for a period of 10 weeks.</p>	<p>Year 5 skipping leaders to continue their good work next academic year.</p> <p>TA who supported Helen in these sessions will continue bike ability with the Year 1 children each year to increase biking ability and confidence.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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 children in sport by providing opportunities regardless of their abilities.	<p>ML Fitness to organise Level 1 events between the Garrison schools allowing more children to take part in competition.</p> <p>Enter more competitions – allowing for more children to be involved (both face to face and virtual)</p> <p>Hold a Winter Olympics (intra competition) for all pupils</p> <p>Sports Day</p>	KI2	<p>More competitions accessed throughout the year.</p> <p>Pupil voice:</p> <p><b>Tag Rugby –</b>            “it was a fun day out.”            “I enjoyed going to another school for a change.”            “It felt safe and well organised.”            “I enjoyed playing against the two different schools.”            “It was an energetic game.”            “I like how we represented our school well and I like how we got medals at the end.”</p> <p><b>Tennis -</b>            “I liked it because it was fun and everyone played by the rules.”            “The tennis was good and fun and I enjoyed it very much. I liked it that there were different school we played against. It made me more competitive.”</p> <p>See Key Indicator 1 for impact</p> <p>All pupils from Reception to Year 6</p>	To continue to access as many Level 1 competitions as possible to enable us to progressing to the Level 2 comps

		<p>competed in the Winter Olympics. 100% participation was recorded by staff and enjoyment of each event was observed by staff.</p> <p>“I loved the curling. I’ve never done it before.”</p> <p>“It was a lot of fun.”</p> <p>“Curling was my favourite activity, but it was really difficult.”</p> <p>“I was really good at the archery. It was fun competing against my friends.”</p> <p>100% of pupils Reception to Yr6 took part in this year’s Sports Day. All children enjoyed the afternoon and were keen to compete against others in races. A great attitude was shown by all and excellent leadership skills were observed by our Year 6 pupils who organised the equipment for each race.</p>	<p>Due to success of this year’s winter Olympics it will now be run as an annual event to increase participation of sport and leadership skills of the Year 6 pupils. No cost implications.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	