

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0.00
Total amount allocated for 2021/22	£0.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0.00
Total amount allocated for 2022/23	£17,520
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,520

## 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 2020. Please see note above	%
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	%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	%
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?	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:	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:
				%
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:
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-skills, dodgeball, Netball, Zumba, Boxercise, Forest School. Work and liaise with more providers and sports clubs – outside agencies to support facilitation. Introduce lunchtime clubs in Summer Term Pupil needs/interests (Pupil Voice) – pupil questionnaires to be monitored by PE Lead. Clubs to be subsidised using Sport Premium	£2000.00		
Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by MDS's and year 6 playleaders.	Train year 5 children to become 'Play Leaders' to provide KS1 with structured physical activity at breaktimes.  Create activity schedule so playleaders can maximise physical activity at lunchtime.  10 year 5 children and 1 MDS to attend	£75.00		

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	<p>skipping Leaders Course at Richmond School.</p> <p>Utilise leadership ideas from Complete PE.</p>	<p>£75.00</p> <p>£150+VAT Complete PE annual membership</p>		
<p>Ensure children do not sit for long periods of time.</p>	<p>Active breaks to be re-introduced and maintained across the school (varying options per class) to increase activity and concentration supported by research.</p> <p>All classes to be invited to take part in Virtual Brain Break Challenges each half term.</p> <p>Tagtiv8 CPD for all staff led by PE Lead</p>	<p>None</p>		
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p> <p>%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
<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>ML Fitness to organise a Catterick Cluster competitions calendar.</p> <p>Achievements in PE and School sport to be celebrated in Friday's 'Good News' assembly.</p>	<p>£1,500</p> <p>Competition's fee £1000.00</p> <p>None</p>		<p>Sustainability and suggested next steps:</p>

<p>To develop parents understanding of the vital part physical activity has on children's health and wellbeing.</p> <p>To encourage children to be active at home.</p>	<p>To share individual sporting success' from outside of school on social media and seesaw.</p> <p>To write a newsletter to upload onto the school App for all parents to access celebrating sporting successes and achievements, clubs as well as informing parents of our half termly PE curriculum.</p> <p>To send home a physical homework challenge each half term.</p> <p>To create a PE and sports display in the hall and proud tree.</p>			
<p>Full day athlete visit to inspire children and increase children's understanding of the importance to persevere (one of the 7 Hipswell Values)</p>	<p>Organise visit(s) with clear focus for children to learn from Craig Heap</p>	<p>£1000.00</p>		
<p>Complete Active Mark with actions taken to further improve whole school improvement and outcome for children.</p>	<p>Complete Active Mark to help identify areas in PE and physical activity that need further development and investment.</p>	<p>None</p>		
<p>To take learning outdoors for all ages. To engage those less active pupils to take an interest in the great outdoors.</p>	<p>Rachel Muir (Forest School Practitioner) to run 'Forest School Practitioner' to run Forest School sessions weekly for the year, working with all age groups.</p>	<p>£</p>		

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:
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 Swaledale Alliance termly meetings.			
Utilise interactive PE curriculum to ensure high quality delivery and consistency of the PE provision.	Renew 'Complete PE' membership to continue to provide less confident staff with ideas and assessment guidance.  Quality and Quantity of resources for lessons purchased to allow high quality physical education and pupil attainment. (Dodgeballs,	£200.00  £700.00		

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		
To develop PE leadership skills	Deep Dive			

**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?:
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. Run a taster session (1 full day for each age group) for each club. Extra-curricular – See clubs registers.  All pupils from Year 1-6 to complete the Koboca Activity and Wellbeing Survey (Sept)  Invite external coaches to work with staff (Ryan Ellis, JD Briggs)  Organise a skipping day for all children to access.  Bike Ability for Year 1. Helen from		Sustainability and suggested next steps:



	<p>Stage 1 cycles to work with the Year 1 class to develop their cycling ability using cycles purchased last academic year.</p> <p>Bike ability Level 1 and 2 for Year 5 and 6.</p> <p>Forest School</p> <p>Subsidise residential trip for all pupils who wish to go.</p>	<p>£1,700</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:
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 active and inactive)</p> <p>Year 5 children to attend the Wensleydale Winter Olympics</p> <p>Sports Day</p>	£1,000		

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