

# 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

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18292
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18290
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18290

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	74% (July 2022)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	74%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
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?	Additional lessons for those children who had not met the requirement to be able to swim 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: £18290		Date Updated: July 2022	
<p><b>Key indicator 1:</b> 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</p>					Percentage of total allocation: 18%
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 promote physical activity across other areas of the curriculum, activity outside PE lessons.	Due to the success last year, continue with Active Maths across the whole school to encourage cross curricular physical activity. Staff training in November 2021 enabled all staff to see how to make the most of using this.		Renewal: £575	Children are more physical active at different points throughout the day e.g. Active Maths lessons, Challenge Active Learning, Brain breaks. Better concentration in lessons as a result, more engagement in learning. Children's behaviour even within the more active lessons is good, showing expectations are still high.	Ensure all staff are utilising the resources where they can to give children that opportunity. Agreed that Active maths is to be used as a minimum once per concept. Brain breaks daily. Staff utilise ideas from Active Maths to make other lessons more active in the same way.
Staff and pupils are aware of Government guidelines for every child to do 30 minutes of physical activity per day in school.	Continue with 30:30 challenge across school as a way to promote 30 minutes of physical activity in school, as well as at home. Now we are able to have whole school assemblies, achievements are celebrated each week which inspires other children. Display also now up		Purchase of wristbands, PE Lead release time	Active Lives Survey - 53% of pupils do an average of 60+ minutes a day of moderate to vigorous activity across the week, meeting the Chief Medical Officer's guidelines for levels of physical activity amongst children and young people	30:30 challenge started later in the year due to lockdown. Review effectiveness January 2022. After reviewing, this has had a positive effect with many children earning wrist bands in celebration assembly. Children are still engaged with this, with

	in the hall as a visual celebration.		(National figure 43%)	many moving onto gold wrist bands. Keep up with this promoting in celebration assembly. Children who are on gold- to become school ambassadors. Targeting children who are not yet at bronze? Refer a friend system? Team points for each friend that manages to reach bronze that they referred?
Daily Mile for all year groups.	More flexibility with daily mile times and classes completing daily.  If weather is bad, the opportunity to be active in the classroom is expected.		Daily Mile now part of the school day. Teachers have voiced better concentration levels in lessons, better behaviour. 56% (48% nationally) of pupils responded that they do five or more hours of physical activity in a typical week in school.	Continue with daily mile next year, due to the positive effects and impact it is having.

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** Percentage of total allocation:  
20%

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:
High profile of PE and sport-corridor display to be updated in line with virtual sporting events as well as events now happening outside school.	Update displays to include all year groups virtual sport participation. Displays also regularly updated with sporting events that have happened outside school.	Subject Leadership time  Supply £220	Growing Up in North Yorkshire surveys show children's positive views about sport and healthy lifestyles. Children have had the opportunity to take part in competitive virtual sporting	Explore opportunity to invite a national sports celebrity / Paralympian / motivational speaker in to school. September 2022- athlete visit organised.

<p>Success celebrated - Assemblies, trophy display in school entrance, newsletters.</p> <p><b>Swimming</b></p> <p>Identify children unable to swim 25m.</p> <p>Improvement of ability to swim a range of strokes</p> <p>Educate children on water safety inside and outside school.</p>	<p>Regular sharing with parents on school website, newsletter and Marvellous Me to communicate sport taking part in school. Celebrate in weekly award class assemblies (including those from out of school sports).</p> <p>Prioritise these children when it comes to swimming lessons.</p> <p>Communicate to pool staff the pool activity coverage for water safety and swimming expectations.</p> <p>Use classroom activities as per Primary PE and Spots Premium Guidance to implement suggested classroom activities.</p>	<p>Coach travel to pool £70 per session</p>	<p>events this year (they may usually not have had that opportunity pre-covid-19) and seeing their participation displayed.</p> <p>School awarded North Yorkshire Healthy School Gold Award including the section on Active Lifestyles. Children given recognition for participation and achievement in celebration assemblies, newsletters etc.</p> <p>A much higher percentage of children will leave school able to swim at least 25m.</p> <p>A higher percentage of children will be able to swim a range of strokes effectively.</p> <p>All children will be able to react appropriately in difficult water-based situations in line with water safety</p>	<p>Continue to maintain standards of Gold Healthy School Award Continue to use assemblies, newsletters, Facebook, Marvellous Me to celebrate sporting success. Awarded Platinum School Games Award - July 2022.</p> <p>Identify children early in the year so that they can be targeted. Identify in LKS2?</p> <p>Cluster of swimming lesson in small focus groups for children in Year 6 that are unable to swim 25m by the summer term.</p> <p>Source an external provider to come in and talk about water safety.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
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 improve subject knowledge for all staff in areas where confidence lacks most.	Through surveys, identify and address areas where confidence lacks and find CPD opportunities. Use staff training In house training in gymnastics by another staff member.	£150 £1000 CPD 2x Staff training sessions.	Better subject knowledge, more effective and higher quality PE lessons. Avoid deskilling.  Better subject knowledge and increased confidence of teaching gymnastics. All staff can access this training and therefore improve delivery of gymnastics.	One teacher from each key stage to complete online training (KS1, LKS2, KS2) Online courses / links to courses shared with staff so they can choose ones they are least confident with.
To improve the overall delivery of the physical education curriculum.	PE subject lead to continue with Level 6 Award in Primary School Physical Education Subject Leadership over the course of the year to identify areas for improvement.	Supply for subject lead time	M. Lewis currently completing this course. This enables her to lead on the delivery of the primary school physical education curriculum.	Allocate a staff meeting slot to allow for this training. Identify if this training was sufficient for teachers or if further training would be desired. Feedback- current PE lead would recommend level 4 and 5 for any future PE leads.
Address expectations of assessment via Curricular Maestro. Teacher assessments on attainment and pupil progress monitored through Curriculum Maestro and reported to SLT and school governors.	Staff continue to use Curriculum Maestro to assess and track PE Certificate in Primary School Physical Education Specialism and  Staff training to address expectation of assessment via		Staff using Curriculum Maestro to assess and track PE. Updated termly. There is a clear progression of skills in PE as children move up through the school.	Subject lead to ensure useful and important information is relayed to other staff members. From September- expectations on assessment are half termly as per units on PE on Maestro.

To improve the skill progression of the physical education curriculum.	<p>Curricular Maestro. Re-visit when Maestro is updated.</p> <p>Communication with PE specialist for assessments KS2.</p> <p>Continue with whole school scheme to deliver high quality PE lessons with very clear progression.  <a href="https://thepehub.co.uk/">https://thepehub.co.uk/</a></p>	£525/year	<p>Assessment across school is more thorough and allows for subject lead to monitor more easily.</p> <p>Children now being taught a more progressive PE curriculum that builds on earlier skills as they progress through the school. New sports and therefore skills have been introduced, to give a broader range.</p>	<p>Look at how mixed age classes are assessed against PE Hub resources. 'Projects' have started to be created. Complete projects for PE to allow for easy PE assessment.</p> <p>Based on assessments, look at gaps, areas for improvement. Does the LTP need amending to accommodate for any of these areas?</p> <p>Ensure all staff are aware of The PE Hub resources available. Review use of PE Hub resources by staff and revisit LTP. PE Hub to continue, with lesson objectives now on Curriculum Maestro.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 12%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Increase the variation of activities children choose to do at break times. Play leaders / young leaders to provide opportunities to children in relation to this.</p>	<p>Provide children with a range of equipment during break times to encourage different physical activity choices. Play leaders to attend training.</p>	<p>Play equipment £1000</p>	<p>Children are now more physically active during break and lunchtimes and have a wider range of resources to use.</p>	<p>Review the success of the different types of equipment used and continue into the new school year. Engage with Better Lunchtimes Project in 2022-23</p>
<p>New sports introduced to children as part of our new PE delivery scheme.</p>	<p>Introduce a variation of new sports into PE lessons.</p>	<p>New equipment for new sports: £500</p>	<p>Children will find a love for new sports as they have been given the opportunity to play new sports e.g. Badminton and Fitness lessons have been successful Subject lead filled out boxing questionnaire for activation course. Booking request form (£750 for 16 places) Girls football took place this year-continue to provide these opportunities.</p>	<p>Invite local groups/clubs to showcase new sports.</p>
<p>Taster sessions / half termly sports to broaden experience of sports offered and experienced.</p>	<p>Taster sessions: Judo for KS1 and KS2 January 2022. Chance to Shine Cricket KS1.</p>		<p>Spark an interest in a new sport. Opportunity to have sport delivered by a specialist within that sport: high quality teaching. Due to enjoyment continue with Chance to Shine Cricket</p>	<p>Look at what other sports are available in the area and organise taster sessions. Look at booking Judo taster sessions (cancelled last year due to illness of coach)</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
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:
Give all children the opportunity to compete in virtual sport events now taking place within school	Run virtual sport competitions during school time e.g. PE lessons. Renew annual subscription with local School Sports Co-ordinator (DB Sports). PE lead to keep teachers updates of upcoming competition and ensure children get the opportunity to partake.	£1500 to School Sports Co-ordinator	Children who may not previously have opportunity take part in competitive sport. Potential to spark new interests in new sports or sport at a different level.	Implement some of the sports from virtual sport competitions more regularly at school depending on enjoyment and popularity. Continue with the spots on offer via Kobocca. Survey completed to express interest in all that is being offered.
Children to participate in a range of activities outside school now that restrictions have been lifted.	Allow a variety of children to attend these competitions. Give opportunity to children who want to compete at competitive level, as well as children who may not otherwise have the opportunity to try new sports outside school.	Bus costs	Children to compete at a higher level outside school. Potential to spark an interest in a new sport of those who may not otherwise get opportunity. Enjoyment and increased participation.  Awarded Platinum School Games Award - July 2022.	Continue to attend.

Signed off by	
Head Teacher:	J. Foxwell
Date:	July 2022
Subject Leader:	M. Lewis
Date:	July 2022
Governor:	H. Charlton
Date:	July 2022