

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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SPORT
TRUST





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

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 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 2020** 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 2020. 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.

2020/2021

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>From March to July during lockdown all pupils were engaged in daily PE activities either from home or in school. On their last day in school all pupils were given a school skipping rope to take home. They were then encouraged to take part in a 2min daily skipping challenge (as an alternative the “daily mile”) and were asked to record their scores each day and compile a written record of how many skips they were able to perform each day/week therefore using their maths skills for a real purpose and also creating a personal best target to aim for. Staff assigned these challenges and weekly PE lessons to pupils over the internet using Seesaw platform. These consisted of a 30 min morning workout from 9am. It began as the Joe Wicks workout – children logged into his Youtube channel and followed the activities on-line – but as pupils started getting more confident they were encouraged to create their own workout copying exercises they had discovered from Joe Wicks. Upon returning to school it was really good to see how much progress the older children had made in their fitness levels. The KS2 pupils who had regularly engaged in the daily workout and skipping challenge had returned to school generally fitter and more competent at skipping than when they had left! Some children were able to perform between 200-300 skips in 2 mins. The KS2 children were also able to lead other children in a workout consisting of various exercises performed on a yoga mat in the hall socially distanced from each other. They joined in daily stretching and mindfulness breathing exercises to create a calmness at the start of the day. As part of PE during lockdown pupils also took part in virtual sports competitions. These were organised by North Yorkshire Sport as part of the School Games initiative. There were 10 different challenges over a 10 week period ranging from a speedbounce challenge to a medley challenge. Children were encouraged to submit their scores to North Yorkshire Sport in order to be entered into the competition or they could just compete for fun.</p> <p>School achieved the Healthy Schools Award – Bronze level which is in part to do with how the school has used sport to enhance well-being.</p>	<p>Develop fun, daily exercise opportunities into our school routine and encourage pupils to keep active. These might involve providing playtime dance sessions for less active children. Relaunching playtime leaders to organise games at lunchtimes.</p> <p>After school sports club provision is an ongoing area of development. Finding out what type of provision pupils/parents would like and sourcing suitable providers would be the first step towards improving this type of provision. As we are a small school it might be necessary to try and link with another small school to make such opportunities more viable.</p>

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? 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.	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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?	We normally choose to send out pupils of swimming lessons over and above the NC requirements however due to Covid-19 and the pools being closed, children only went for their normal PE allocation this year in KS2.

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: 2020/21		Total fund allocated: £16,290		Date Updated: 7/09.21	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 47%
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: £7584	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:
After the success of the daily exercise workouts (during Covid 19 Lockdown) we would like to develop a similar routine in school. It will give them a chance to set and achieve personal targets and also improve their coordination, determination and overall fitness levels. They will develop a "can do" attitude towards challenge, one that says "yes, I can beat my PB!" This also is to support our work on Building Learning Power which looks at developing children's resilience.	SL to provide opportunities for ALL pupils in EYFS/KS1 and KS2 to engage in high quality PE experiences. This is to also include Golden Time activities which promote more unusual sports e.g. Trigolf, archery etc. Regular opportunities to perform a daily 2min skipping challenge. Could be part of the morning playtime or afternoon daily mile or even a break from sitting down at a convenient time of the day to perform "2min skipping challenge". Children's progress with this will be evaluated regularly.	39 weeks x £185 =£7215	Start and end of unit assessments were used successfully in Acorn class during the summer term. These highlighted improvements in pupil speed and agility linked to the units taught. Athletics unit 1 – 100% of pupils improved their starting score and final score in "Bean drop" Striver challenge ranging from 20% to 75% improvement. Games unit 2– 100% of pupils improved their starting score and final score in "Move the six" Striver challenge ranging from 8% to 54%		Children record their daily skipping scores in a revised PE passport and calculate the number of skips they perform each day/week and then at the end of each term and the end of the year. This will then create a new target for the following year and so on into the future. Allocate 2 older pupils to record the total number of skips performed by the whole class on the PE display board and update it each week with a running total. They could create a spreadsheet to keep a
	'Striver' will be purchased to	£350 (part of			

	effectively assess children's fitness levels and achievements in a range of PE assessments. SL is able to confidently demonstrate that children are becoming fitter.	the 19/20 grant carried forwards)	improvement.	running total which could be shared on the school newsletter to parents. They could choose a pupil each week to receive "skipper of the week" based on who has done the most skips, who has made the biggest improvement or who has tried really hard.
Well-being and self-regulation is important to many members of our school family. Pupil voice has said that children have asked to have more mindful/yoga/well-being exercises therefore SL is to incorporate examples of these into each weekly lesson. These are to then be carried out by the TA attached to the class on a daily basis.	SL to model well-being/mindful/yoga exercises which are to be adopted for the week. TA to lead these during the remainder of the week so that children build up a repertoire of activities. TA to also implement these on a 1:1 basis if a pupil is struggling with low mood. SL to ensure this is communicated with parents/carers to support self-regulation at home e.g. through the weekly newsletter or through a newsletter written by the School Sports Organising Crew.	Part of 39 weeks x £185 =£7215 allocation in KI1 Part of £6240 TA costs in KI3	Well-being is taught as part of weekly PE lessons. Each half-term has a different theme taken from the Striver units of work (mindfulness, nutrition, personal care, sleep, teamwork and leadership and yoga). Children are able to explain the self-regulation activities they find useful. Parents/carers are able to use self-regulation activities to support behaviour/mood at home.	TAs to ensure this continues throughout the week. Parents/carers have access to appropriate resources so that self-regulation activities can continue at home. Mindfulness pocket postcards to be made available as an extra resource for pupils and families.
Involve ALL children in regular physical activity.	Some children find it hard to join in active games during playtime but respond well to music and use it as a stimulus to dance. By providing music in the playground, those children would become more active by dancing to the music.	£50 outdoor portable boombox speaker system to use at playtime for skipping or dancing and in PE lessons Part of the £6240 of TA	The use of music to stimulate movement at playtime has proved very popular with pupils who might not feel comfortable joining in playtime games such as football or basketball. They often request music and are happy to dance along to the songs they know.	

		costs in KI3.	School is confident that they can say that all pupils have had 30 mins (or more) of exercise per day (see Moki band comments below).	
In being active, children continue with their PE learning where possible at playtime and lunchtime by practising skills and playing small team games based on what has been taught.	SL to model good practice ref team games which TAs watch during teaching time so that they can continue to promote these games throughout the week on the playground at breaktime and lunchtime.	Part of 39 weeks x £185 =£7215 allocation in KI1 Part of £6240 TA costs in KI3	All children are physically active at playtime and TAs can give examples of the games they have played and how they've encouraged children who are less active to take part.	
Children enjoy using technology to support and engage with learning and is a driver for all our subjects where possible. For children to make a conscious effort to up their active minutes/aerobic activity on a daily basis in order promote an active and healthy lifestyle.	Moki activity tracker purchased for all children in KS2 to encourage an increase in physical activity and to enable staff to better monitor children active minutes. This is used within PE lessons to analyse data and this support the maths/science curriculum.	£650 for Moki activity tracker and scanner. (this was carried over from 19/20 grant)	From baseline to end of year, children demonstrate that their fitness levels and active minutes have improved. The use of Moki bands has definitely made pupils think hard about how much exercise they do each day. The children enjoyed see how many steps they achieved by the end of each week and try to beat their own targets and also compete against each other. Looking at pupil activity towards the end of the year it is clear to see which pupils have been most active over a prolonged period. Results show 55% of KS2 pupils recorded Moki grade A (above the government recommended minimum) and 16% recorded grade B (the	

			government recommended minimum of 60 mins MVPA – moderate to vigorous intensity physical activity). Unfortunately if pupils forget to wear their band then the data provided is not a true reflection of what exercise they may have done.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 7%
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: £1100	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
ALL pupils understand the benefits from regular exercise and choose to engage in a healthy lifestyle in order to improve well-being and mental health, especially after lockdown.	SL to re-launch playtime leader roles with KS2 pupils as a method of encouraging pupils to play games together and involve younger pupils - TAs to support this at playtime and lunchtime, using their training from working with the SL in PE sessions.	Part of the 39 weeks x £185 =£7215 allocation in K11.	Due to COVID restrictions it wasn't feasible to develop playtime leaders as planned as children were kept in separate bubbles during playtime however TAs were able to work alongside pupils in both bubbles to help them develop fun games to keep them active.	
After lockdown, it is evident that some children have regressed with their collaboration skills. This is central to our school ethos. To use sport to strengthen collaboration skills and working as a team.	SL to use Building Learning Power training to shape lessons so that all children make progress from their current points within the collaboration skills chart.	Part of the 39 weeks x £185 =£7215 allocation in K11.	Use of Striver lesson plans to provide range of opportunities to develop collaboration within PE lessons. These included a Teamwork and Leadership Unit of work where pupils had to complete games and activities to help them	

			work together. KS2 pupils also experienced a 2 day visit to Carlton Lodge outdoor and adventure centre where they took part in specific team building exercises which they carried out with high levels of success.	
Use PE to raise children's aspirations and foster interests outside of school. Children able to share examples of how PE and school sport has been an important part of the school routine and how it has made a positive impact on the lives of pupils in our school.	SL to promote Sainsbury's school games display in school highlighting local sports clubs and information about sporting opportunities on offer to pupils outside school.	Part of the 39 weeks x £185 =£7215 allocation in K11.	Pupil voice in December 2020 and March 2021 highlights the positive attitude children have towards PE and playtimes, e.g. "We learn different sports. It is exciting to learn different things in PE like Street dance and Handball." "We have been joining in competitions and we got some t-shirts and medals."	Create pathways for pupils who excel in specific areas of the PE curriculum to join clubs outside school and receive coaching and point them towards how they can achieve their potential. Contact local clubs and organisations about opportunities for pupils to engage in sport outside school. Signpost parents and pupils to these.

<p>SL to create school displays to record how many skips children have done and set weekly goals to challenge pupils to collectively beat their previous best scores. To also ensure sport is promoted on the sports board/celebration collective worship/newsletter.</p>	<p>SL to promote "School Sports Organising Crew" (pupil body who can help promote sport in school) and ask them to identify pupils who actively engage in playtime games. Create skipping reward stickers/certificate for them to give out as part of weekly celebration assembly.</p> <p>SL to award Skipper of the week certificate to pupil each week as part of whole school celebration assembly.</p> <p>SL to promote PE and school sport opportunities and achievements on School Games notice board, in weekly newsletter to parents and on school twitter feed.</p>	<p>Part of the 39 weeks x £185 =£7215 allocation in K11.</p>	<p>Skipping certificates for improvement distributed regularly at celebration collective worship.</p>	
<p>To use all the PE provision both within the teaching of PE as well as the breaktime/self-regulation activities to ensure we achieve Silver Award for Sainsbury's School Games and Healthy Schools award silver</p>	<p>Appropriate provision as outlined throughout this document is put in place by the SL so that the criteria for these 2 awards can be achieved</p> <p>Celebrate national and international sporting events to promote sport and healthy lifestyles to pupils.</p> <p>The SL receives non-contact time to be able to organise these events/awards.</p>	<p>Part of the 39 weeks x £185 =£7215 allocation in K11.</p> <p>£700 for supply costs for applications</p>	<p>Due to COVID restrictions Sainsbury's School Games awards has been deferred until next year however we have been involved in regular virtual inter-school and intra-school sporting competitions and celebrated success in these which was promoted to our school community during the school year.</p> <p>Healthy Schools Silver award was achieved in May 2021.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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: £6240	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Pupils have improved experience during PE lessons and also wider range of after-school sporting opportunities. They are more likely to choose to participate in extra curricular sporting opportunities.	TAs are trained in a wide range of sports and games so that they can support playground games effectively at playtime and lunchtime.	£6240	Children participate in a sporting activity at playtime/lunchtime each day.	Children demonstrate the skills they've learnt during competitions, games sessions in PE at playtime and lunchtime.
SL to be confident using football resources to encourage more girls in KS2 to participate in sports, including football, both in and out of school	During Spring term SL to run series of weekly girls' football sessions during Golden Time on Friday for girls in KS2.	FOC	Girls in KS2 took part in a course of weekly football lessons on the theme of the Disney film The Incredibles. They received a story workbook and completed weekly games during golden time with the SL. At the end of the sessions they were keen to have a mini football competition and were regularly choosing to play football games at playtime.	SL attended 3 online FA Shooting Stars training sessions in Autumn Term aimed to introducing attendees to resources available and how to encourage girls to participate in football.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10 %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £1684	Evidence of impact: what do pupils now know and what can they now do? What has	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<p>Additional achievements: All pupils exposed to a wider variety of sports and PE experiences and SEND pupils engaged in after school activities and inter-school sporting opportunities.</p>	<p>SL to conduct questionnaire for parents/pupils to find out what types of sport they would like to see on offer as part of afterschool clubs.</p> <p>SL to research alternative sports to introduce to school and provide equipment and training necessary for them to be developed into PE plans. e.g. rebound nets or introduce less active pupils to CFL activities</p>	<p>Part of 39 weeks x £185 =£7215 allocation K11</p>	<p>KS2 PE lessons incorporate North Yorkshire Sport Virtual School Games Challenges, this has given pupils further experience of taking part in alternative competitive sports, most hadn't played golf or kurling before so learned the rules for kurling and also found out how to use a putter to send a ball towards a target and a golf club to chip a ball up into the air.</p>	<p>SL assess ability of level 1 cycling skills and provide some further level 2 training to enable pupils to cycle confidently and safely on the road.</p>
<p>A number of pupils are unable to ride a bike at KS2. School would like all children to be able to be confident riding a bike by lower KS2.</p>	<p>SL to deliver series of cycling lessons based on Bikeability level 1 objectives to all year 5/6 pupils in school during Golden Time (Friday afternoon) and then to Y3/4 pupils</p> <p>SL to work 1:1 at playtimes/lunchtimes with individual pupils to teach them how to ride a bike. For the SL to teach balance bikes to Acorn Class on a regular basis so that they are able to ride a bike by the time they are in lower KS2.</p>	<p>Part of 39 weeks x £185 =£7215 allocation K11 Part of £6240 in K13 in order to teach other pupils whilst 1 group is having Bikeability lessons</p>	<p>All children to be able to ride a bike without stabilisers by the end of Y3. For children in Y6 to have got a minimum of level 1 Bikeability.</p> <p>1x YR6 Pupil unable to ride a pedal bike at start of Autumn term. After using my balance bike and following my instructions for several sessions she felt confident to try riding my pedal bike. She had mastered balancing so was almost immediately able to ride it. The following week she brought in her own bike and was able to join in with our YR 3/4 level 1 Bikeability lessons. By</p>	<p>UKS2 pupils become more confident riding their bikes and learn how to ride safely as part of a group.</p>

			the end of these she had made terrific progress and was gaining confidence at in riding in a group, doing U turns and riding 1 handed.	
Despite Covid, children take part in virtual inter-school competitions.	SL to sign up for virtual competitions for KS1 and KS2 pupils using the Koboca website and receive regular updates from SSP.	Part of 39 weeks x £185 = £7215 allocation K11	All children took part in the following virtual competitions: Autumn term 2020: Trigolf Kurling Archery Orienteering Dance Spring 2021: Koboca challenges Dance Multi-skills Pentathlon Summer 2021: KS1 virtual cricket competition KS2 Brain break squat/knee raises	
Some of our pupils have limited experiences and don't like stepping out of their comfort zone. We want to provide safe experiences where children are encouraged to take risks. We were able to fund 2 days of outward bound adventures for KS2 pupils.	All of KS2 to go to Carlton Lodge (including transport) for 2 days to do: Kayaking Raft building High Wire Archery Tree climbing Team building	£1684	Children were given opportunities to step out of their comfort zone and try new things. They experienced a range of activities and sports that challenged them and enables them to develop more self-confidence and resilience.	To run a trip on an annual basis to do kayaking.

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:
Due to COVID19 restrictions all face to face competitions have currently been put on hold however as outlined above children are ALL KS2 pupils are able to compete in virtual School Games Challenges from North Yorkshire Sport	All pupils to take part in the various inter-school competitions throughout the year. The best scores from each category will then be used to represent our school in each competition.	Part of 39 weeks x £185 =£7215 allocation in K11.	In the summer term 100% of pupils took part in the intra-school sports day. It was held over two different PE lessons for both KS1 and KS2 pupils. The scores were then combined and the winning team was awarded the annual Sports Day trophy. A report was fed back to the school community via the school newsletter. 100% of pupils competed in the virtual sports competitions during PE lessons throughout the year with some KS2 pupils achieving medals for their role in the teams representing our school. By the end of the year we received 13 gold medals along with t-shirts from NYS to give to pupils who were in our winning teams for the competitions we entered. These were for the Tri-golf and Orienteering competitions.	Pupils introduced to virtual sporting challenges which they enjoy and choose to compete in out of school – signpost parents and pupils to local clubs and organisations where they could further their interest.

Signed off by	
Head Teacher:	<i>B Stanley</i>
Date:	September 2020
Subject Leader:	<i>James Hodgson</i>
Date:	September 2020
Governor:	<i>Matthew Shenton / Rebecca Oliver</i>
Date:	September 2020