

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department
for Education

Created by



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 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.

All funding must be spent by 31st July 2023.

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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Created by:    YOUTH
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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£16,290
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,310

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>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>	Data suppressed due to size of cohort
<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>	Data suppressed due to size of cohort
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Data suppressed due to size of cohort
<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

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: £16,310	Date Updated:		
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: 32%
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: £5204.5	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children are to be active during playtimes and lunchtimes in a way which complements what they have been learning about in PE lessons e.g. developing fielding skills, developing core strength. Playground managers to liaise with SL on skill development and be able to create simple engaging activities which promote the appropriate skills.	ATAs to use what they have seen demonstrated in PE lessons to run and/or support the Playground Managers to lead games during playtime and lunchtime. Playground managers to use time at the end of the PE lesson to speak to the SL about the skills they are to work on during the following week. Playground managers to come into school at 8.30 am on a Monday to work on preparing the week's activity. Class teacher to supervise.	£2267 TA time £1208 TA time		Playground managers to use ICT skills to create a bank of activity cards outlining suggested games they have/could run with other children at playtime. These could be printed off the computer and kept in a folder for children to have access to in case they need extra ideas and to help future Playground Managers know what to do.
All children in KS2 to have a Moki band so that their fitness can be monitored. To reach 100% of KS2 pupils attaining minimum of Moki Grade B over 90 day period (equates to minimum government recommended daily exercise 30 mins at school and 30 mins at home). To reach 50% of KS2 pupils attaining minimum of Moki Grade A over 90 day period (equates to minimum	Use of the Playground Managers and/or ATAs to promote being active during playtimes. Access to the counting skipping ropes each playtime. Reinstate the daily mile. Moki band certificate awarded each Friday for achieving key goals.	SL time to analyse the Moki band data and feed back to pupils £380.25 SL time to speak to Playground managers = £380.25		To ensure we have more consistent data make sure all children keep their Moki bands in school everyday so they don't get damaged, lost or left at home. Encourage children to remember to scan them either first thing each morning or at home time. Each child to scan their Moki band after PE lesson on a Friday.

government recommended daily exercise 30 mins at school and 30 mins at home).		New Moki, replacement bands and batteries = £150		
For children to really show determination and set goals with achieving different milestones with the daily mile. For children to record their achievements and know how their number of laps equates to different distances/destinations.	For SL to work with Playground Managers to set up an interesting daily mile route which encourages pupils to want to take part and to make short cuts more difficult therefore more accurate recording of distance. SL to create an achievement board with Playground Managers to show how many laps are needed to get to certain destinations.	SL time = £39		Re-introduce a Fit2learn PE record book so each child has somewhere to write down their daily mile "milestones". This could include their step counts and data from the Moki bands once they have scanned them after PE on a Friday.
Many pupils do not get swimming lessons outside of school and therefore in danger of not being able to meet the expected standard by end of KS2 therefore need additional lessons to what are normally provided as part of the NC allocation. For all year groups to swim for 10 weeks each academic year, with those who need extra support receiving 20 swimming lessons per year. A number of pupils have a real fear of water therefore this to be diminished.	EYFS - Y2 pupils have access to swimming lessons to alleviate fear of water rather than starting lessons in KS2. KS2 pupils who are at risk of not achieving the expected standard by end of KS2 will have an additional term of swimming lessons to help them meet the standard. The SL is able to teach swimming therefore ensures small groups for maximum impact.	SL time to teach swimming for 20 weeks = £780		Encourage more children to take up swimming out of school by using the PE notice board in school or sending information via email/text to signpost families to suitable swimming club and swimming lesson opportunities available in the local area.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9%
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: £1520.75	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure whole school PE has a regular well-being element that supports the school's vision of inclusivity and supports the school's behaviour policy where pupils are encouraged to take time out to reregulate; for a number of our pupils, doing something physical supports this. For the SL to teach pupils techniques as part of PE (which complements those taught in PSHE). TAs are included in these taught activities. Children to make positive choices to support their own reregulation and to take active responsibility for their own behaviour.	ATAs/GTA have regular check-ins with children who are known to need additional support with SEMH. ATAs/GTA to provide time out for mindfulness/physical activities 1:1 to support reregulation and re-entry into the lesson.	ATA/GTA time = £906.75 TAs time (part of KI1£1208)		If pupils need a chance to move or if they have been sitting for longer periods of time give them a 2min "brainbreak" using North Yorkshire's suggested activities e.g. "shoulder taps". They can record their scores in their Fit2learn record booklet and be encouraged to try and beat their previous scores each time they perform the activity.
Assess and track children's mental health and wellbeing across school to help support them in this through sport and well-being activities. For children with low scores, to improve from their baseline.	Use of the Leuven scale to assess and support children's mental health and well-being. ATAs and GTA to access Boxall training. To carry out assessments on pupils and implement appropriate interventions.	£36 on Boxall training. £678 TA training and time to implement		Pupils could track their own mental health using simple symbols next in their Fir2learn record booklet.
To ensure that the implementation and review of the Sport Premium strategy is shared and monitored by governors.	Sport Premium monitored and reviewed as part of governor meeting agendas.	None		Enhance future PE provision in school to benefit all pupils.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			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: £2954.50	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
SL to renew subscription to Striver as this provides clear knowledge and skills. The software is also used to track progress throughout units which supports the SL's confidence in evidencing whole school progression.	LTP using Striver is implemented. Start/end unit assessments are undertaken. SL uses this data (along with other data collected on Insight) in his PE report to governors.	£350 for Striver subscription. £100 supply cost for SL to write PE report to governors.		SL look into how to produce meaningful data which will demonstrate progress from results captured during lessons.
SL to be able to confidently demonstrate progression. Forest school leader to be able to demonstrate a wide range of skills being learned and enhanced experiences.	Staff members to be bought iPads to record children on Seesaw to showcase progress/provision.	£700 for 2 new iPads		Staff develop an evidence bank that they can use with future pupils as demonstrations.
SL's knowledge of sport ensures high quality knowledge and skills are taught to pupils so they make good progress in PE. SL is an active role model in promoting a healthy lifestyle and participation in sport e.g. cycling. SL is modelling high quality teaching for ATAs so that they can use the skills throughout the school week at playtimes/1:1 interventions. ATA accesses high quality teaching in PE for supporting the EYFS curriculum throughout the week.	Through pupil voice, children can articulate their learning in PE and clearly describe the skills and knowledge they have learned across the whole of the PE curriculum. ATAs are confident in supporting well-being and developing pupils' general fitness levels. ATA in EYFS is confident in setting up activities through provocations/tailoring pupils' interest to support their physical development, in particular gross motor skills.	£100 supply cost for SL to gather pupil voice and ATA voice throughout the year. TA time = £1209		TAs to have a collection of mindfulness techniques that they can offer to children so that child/adult can decide the most appropriate one for the need at the time.

Pupils have access to Forest School learning both within the school day and as an after school activity.	ATA to complete course work for NOCN Level 3 Certificate for Forest School Leaders.	£1000 in overtime to complete paperwork.		Some children will go on to do additional Forest School activities at home and may use these with the Junior 'Duke' Award project.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 31%
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: £5051.12	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All pupils get to experience 'Fit2Learn' 6 x per year (per class) in order to experience a broader range of sports and activities e.g. Boccia, archery, tri-golf, Box2befit and cycling.	Children have experienced a wide range of other sports to develop skills in new areas through 'Fit2Learn' enrichment days.	£1170		Arrange for visiting sports coaches to visit school to showcase their areas of expertise, e.g. Judo coach. Provide Bikeability training for year 6 pupils so they are confident riding independently on the road before they leave primary school.
Children get to experience inter-school sporting competitions both in more traditional sports and in more all-inclusive ones both in person and virtually. (See KI5).	Enter pupils into all-inclusive virtual sporting events for more unusual sports e.g. Boccia, archery, tri-golf.	See KI5		Encourage pupils to join in Bike to School week by sending letter home informing parents and sharing benefits of it with pupils. Track number of pupils who cycle to school throughout the year.

Children will be offered more all-inclusive sports as an after school activity by Fit2Learn. At least 50% of pupils access this after school club.	Fit2Learn to offer 1 afterschool club per week which includes a wide range of traditional/all-inclusive sports. Purchase bocchia and new age kurling equipment to ensure all inclusive sports are on offer.	£1521 Both sets of equipment = £500		Introduce Kubb (all-inclusive game suitable to play with adult support).
Children in EYFS receive 1 hour per week of Forest School activity.	ATA plans Forest School session on a weekly basis for EYFS pupils.	TA time = £604.50		Outdoor provision is enhanced. Children independently access outdoor activities ITM.
All pupils are offered a Forest School afterschool club. For 50% of pupils to access this after school club.	ATA to run a Forest School after school club on a weekly basis for whole school.	£604.50		Children choose to continue 'safe' activities learned at the club at playtime/lunchtime.
Pupils to have the choice to take part in Forest School activities (which are safe/don't require tools) at playtimes.	Each Monday morning playtime, Forest School leader to set out the weekly activity and explain what the week's focus will be to encourage all pupils to take part in a forest school activity throughout the week at playtime/lunchtime.	TA time = £151.12		Children develop a real interest in the outdoors and in turn, this really supports their well-being.
Children have a wide array of loose parts to choose from to be more active during Forest School activities.	New equipment bought for Forest School so that pupils can be more active e.g. making balancing courses, slack lines, loose parts etc.	£500		School continues to add to the equipment available to pupils for outdoor learning.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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: £1813	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Give pupils opportunities to take part in face to face inter-school sporting competitions organised by Richmondshire School Games.	Register pupils for the appropriate competitions. SL to work alongside ATA to prepare pupils for competitions.	£1000 transport £93 ATA time for prep. £232.50 ATA time to attend events.		Current pupils go on to future sporting success in secondary school and beyond.
Give pupils opportunities to take part in virtual sporting competitions.	SL to ensure that pupils practise and take part in virtual sporting competition.	£390		Current pupils go on to future sporting success in secondary school and beyond.
Run a competitive annual School Games Day in summer term for ALL pupils in school.		£97.50 Fit2Learn fees.		Current pupils go on to future sporting success in secondary school and beyond.

Signed off by

Head Teacher:	B Stanley
Date:	26.09.22
Subject Leader:	J Hodgson
Date:	26.09.22
Governor:	Jane Gibson
Date:	26.09.22
Governor:	Rebecca Oliver
Date:	26.09.22