

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

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](#) (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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> School maintained the Gold level School Games Mark July 2018 – this continues to reflect the high level of participation in sport by pupils at Dishforth CE Primary A further increase in the number and range of sport clubs on offer for children throughout the school including boxercise, multi-sports club, gymnastics, yoga and Zumba. An increase in the percentage of children participating in sport clubs either at lunchtime or after school. Continued participation at cluster sporting events. 	<ul style="list-style-type: none"> Achieve Platinum School Games Mark Following popularity of wider range of sports clubs, continue to extend the range of clubs offered CPD for all staff to increase confidence in teaching all areas of PE Ensuring ALL pupils are supported to complete 30 minutes per day of physical activity in addition to taught PE lessons (to meet new recommendations). Improve participation for KS1 in competitions Extend range and scope of outdoor & adventurous education activities for all age-groups – currently two residential visits in Y5 or 6. Introduce activity day for Y3/4. Purchase of new climbing apparatus for EYFS & following extension to school hall, equipment for use in gymnastics.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £11702	Date Updated: May 21	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £11702
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
Impact on ELG regarding gross and fine motor skills.	Purchase of Trim trail and climbing equipment.	£6,000	EYFS and year 1 pupils have the opportunity to use the new equipment daily as part of their learning. Continual assessment as carried out in EYFS setting to show improvement in this area for all pupils.	Regular check up by CD with EYFS team to ensure the equipment is having desired impact. Possible future updates to equipment if required to meet further need.
Forest Schools training for all staff to improve their knowledge and teaching practice.	Sporting Start to deliver Forest Schools training and lessons to all staff and		All school staff to have improved confidence and ability in teaching Forest	PE questionnaire and pupil voice to contain section that assesses children's enjoyment and development through

<p>All children to have a broader range of physical activity available in school</p> <p>Purchase of additional lunch and play time equipment to ensure children have access to quality equipment and are therefore more likely to stay active through lunchtime and breaktime.</p>	<p>pupils.</p> <p>Purchase of new skipping equipment, sponge balls and other equipment.</p>		<p>Schools as an area of our PE curriculum. All children to experience</p> <p>Children to stay active throughout break and lunchtime.</p>	<p>Forest Schools.</p> <p>Mr Duffy to observe breaks and lunchtimes and speak with MSA's around activity levels.</p>
--	---	--	---	--

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.	
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.	91% 10/11
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	91% (10/11)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	91% (10/11)
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?	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: 2020/21		Total fund allocated: £	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:
				%
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:
<ul style="list-style-type: none"> Encourage greater proportion of physical activity within break times. 	<ul style="list-style-type: none"> Offer wider range of lunchtime activities. Purchase of additional small equipment in Autumn term to encourage children to take part in break time exercise. Mr Duffy to produce questionnaire to assess effectiveness of lunchtime activities and see where children would like changes. 	£235.50	<ul style="list-style-type: none"> Staff enthusiastic and confident in delivering engaging physical activity at lunchtime. 100% participation in lunchtime running club. Improved behaviour and attitude at lunchtimes. Children engaged in improving and facing challenges. 	Audit the attendance at clubs. PE questionnaire to be completed termly to gauge child participation and enjoyment. Mr Duffy has run sports clubs on a Friday for KS2 with high participation level. CD to continue to offer this provision.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
PE to be celebrated alongside academic achievements in whole school assembly. When possible due to Covid	<ul style="list-style-type: none"> Showcase children's work in Dance and gymnastics in Friday assembly. Certificates to be handed out for achievements in cluster sports events. 	£15.85	<ul style="list-style-type: none"> All children have opportunity at some point in the year to share their achievements in PE Parents share in children's success through attendance 	Maintain the % of children take part in competitive activity. Ensuring it is part of what they do at school. Role models – local sporting

	<ul style="list-style-type: none"> Teachers to look out for children showcasing the school rules whilst in PE lessons. Staff to complete progression of skills spreadsheet each half term to show what the children have learnt in PE that half term. 		<ul style="list-style-type: none"> at Celebration assembly or through newsletters and social media. Children's achievements evidenced and valued. 	personalities invite into school so pupils can identify with success and aspire to be a local sporting hero – use military links as many personnel are successful across a range of sports. Mr Duffy to speak to Sport England and local sports teams about school visits.
<ul style="list-style-type: none"> Children's sporting achievements outside of school are celebrated 	<ul style="list-style-type: none"> Children share medals, awards etc achieved at swimming lessons, triathlon in class or whole school assembly 		<ul style="list-style-type: none"> Evidence on display board for sport or on SMSC display Children's achievements evidenced and valued. Children excited to talk about sport and their success. 	
<ul style="list-style-type: none"> Profile of dance in school is raised through school productions 	<ul style="list-style-type: none"> Sam Rich (professional dance coach) supports the choreography for each production 	£700	<ul style="list-style-type: none"> All children work with professional dance coach for at least one term. The children work in dance is shared with parents through termly productions. 	
<ul style="list-style-type: none"> Inspire children to participate in a range of activities through visits by local sports persons/role models. 	<ul style="list-style-type: none"> Research possible visitors to school. Mr D to contact Harrogate Town about coaching sessions. 	£750	<ul style="list-style-type: none"> Children encouraged to try new sports and inspired by role models 	Mr Duffy to speak to local schools (Dishforth Airfield) about joining together to access this.

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:
All pupils access PE lessons that are differentiated and accessible through developing teacher confidence and knowledge.	<ul style="list-style-type: none"> Audit of current skills for all staff in PE Implement planned programme of CPD in PE Staff to work alongside coaches in school –Sporting Start, Sam Rich (professional dance coach), EYFS gymnastics coach PE lead released to attend free North Yorkshire and York PE lead meetings (cover time and travel costs) Resources to support the 	£3000 for full year	<ul style="list-style-type: none"> CPD plan can be implemented which is matched to needs of all staff Any identified gaps in training are addressed. All teachers are able to teach the full PE curriculum & make accurate assessments of pupils to inform future teaching and coaching. Children access high-quality teaching & Learning in PE Access to a peer support group. Implementing ideas gathered at meetings (growth mindset in PE that being transferred across the school) 	<p>Mr Duffy to attend online courses and cascade learning down through staff meeting.</p> <p>Wider roll out of Mr D's progression of skills spreadsheet,</p> <p>Mr Duffy to observe all teachers (including specialist staff) to see what works well and offer challenge in some areas.</p>

	delivery of PE		<ul style="list-style-type: none"> School effectively resources to deliver aspects of PE 	
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?:	Sustainability and suggested next steps:
Extend range of sports coaches working in school with the children and with the staff to ensure a wide range of sports is offered to all pupils.	<ul style="list-style-type: none"> Continue to use Sporting Start coaches to support delivery of core PE lessons. Continue to include dance sessions led by professional dance coach for all classes. 	As above	<ul style="list-style-type: none"> Children have access to a wide range of PE & sporting activities Range of activities offered includes activities to engage those children who are less interested in PE Staff benefit from additional CPD by working alongside PE coaches. 	Continue to access additional provision such as that from Harrogate Town and other local sports clubs. Develop relationship with Thirsk Tennis club further.
<ul style="list-style-type: none"> Pupils experience physical activities which can become hobbies & part of an active lifestyle as well as organized sport. 	<ul style="list-style-type: none"> Building on current provision for Y5/6, Introduce outdoor activity day for Y3/4 & Y1/2 – Carlton Lodge 	£1500	<ul style="list-style-type: none"> Wider range of adventurous activities offered 	Additional questionnaire for children, what works well? What would we like?

Continue to provide wider range of sports clubs available both after school and at lunch time to give children wider opportunities to take part.	<ul style="list-style-type: none"> Map school grounds for orienteering <p>Investigate days: balance bikes EYFS Skip to be fit Possible hire of climbing wall Possible KS2 day to Carlton Lodge(link to above)</p>	£1000	<ul style="list-style-type: none"> Children have access to wider range of sporting activities Increased participation in after-school sports clubs 	
--	--	-------	--	--

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:
<ul style="list-style-type: none"> Continue to participate in cluster sports competitions and extend to include opportunities for all children in KS1 to participate competitively. Increase opportunities for children to take part in competitions in school and with one/two local schools in addition to the SGO competitions to ensure that children of all sporting ability can participate 	<ul style="list-style-type: none"> Membership of Boroughbridge Sports Cluster Transport provided to ensure all children have access to competitions Subject leader to liaise with other local schools. Sports day to remain competitive with additional ways throughout the year to feed into the sports day result. Mr Duffy to organise competitive sport against other local schools. Dishforth Airfield/Boroughbridge etc. 	£1000	<ul style="list-style-type: none"> Competition calendar in place and linked to planned PE curriculum All children experience competitive sports Sports day maintains a competitive edge and children have a further reason to compete. 	<p>Pupil voice – what other sports would they like to try.</p> <p>Look into possibility of holding intra-school sports competitions, Mr Duffy to speak to local schools.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	