

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 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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/2021	£ 11702.00
Total amount allocated for 2021/22	£ 16684.00
How much (if any) do you intend to carry over from this total fund into 2022/23	£ 850.00
Total amount allocated for 2022/23	£ 16680.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 17530.00

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	93% 13/14
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	93% (13/14)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93% (13/14)
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: 2022-23		Total fund allocated:		Date Updated: September 2022	
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: 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:
<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. 		MSA £5730 £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: 12%
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:

<p>PE to be celebrated alongside academic achievements in whole school assembly.</p>	<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. • 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. 	<p>£15.85</p>	<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 at Celebration assembly or through newsletters and social media. • Children's achievements evidenced and valued. 	<p>Maintain the % of children take part in competitive activity. Ensuring it is part of what they do at school.</p> <p>Role models – local sporting 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.</p>
<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 	<p>£1500</p>	<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 Duffy to contact Harrogate Town about coaching sessions. 	<p>£750</p>	<ul style="list-style-type: none"> • Children encouraged to try new sports and inspired by role models 	<p>Mr Duffy to speak to local schools (Dishforth Airfield) about joining together to access this.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
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 delivery of PE 	£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) School effectively resources to deliver aspects of PE 	<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>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
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.	Investigate days: balance bikes EYFS Skip to be fit Possible hire of climbing wall Possible KS2 day to Carlton Lodge(link to above)	£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:
				10%
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 KS2 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. 	£1700	<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:	Julie Lyon
Date:	October 2022 (this document shows plans for 2022-23)
Subject Leader:	Chris Duffy

Date:	October 2022
Governor:	Jim Brown
Date:	November 2022