

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 2019/20	£ 2441.07
Total amount allocated for 2020/21	£ 16,758 (£19,199.07 with amount carried over from 2019/2020)
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 15.22
Total amount allocated for 2021/22	£ TBC
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ TBC

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 2020.</p> <p>Please see note above</p>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	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 all 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: 55.3 %	
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>All pupils encouraged to take part in active breaktimes and lunchtimes and have full access to a range of sporting/fitness equipment during morning and afternoon break. They are encouraged to play sports and games which are – in part – assisted/lead by older sport leaders within the school.</p> <p>At lunch time, each key Stage has activities planned and lead by a lunchtime activities coordinator, who will monitor participation levels and report back to PE lead. This will ensure pupils are encouraged to be active and try new sports/games.</p>	<p>Lunchtime Activities Coordinator payment.</p> <p>‘Training-up’ of new sports leaders within Yr 5 and Yr 6.</p> <p>Purchase of:</p> <ul style="list-style-type: none"> Basketball & Netball Shot Trainer for KS1 Bean bags, soft sponge balls, racket and balls skills kit (KS1), rubber quoits, foam balls (large), super safe playground balls, Basketball net goals x 2 <p>Playground development: Running track and hopscotch area.</p>	<p>£1950.00</p> <p>£137.00</p> <p>£197.00</p> <p>£339.90</p> <p>£8,000</p> <p>£10,623.90</p>	<p>Pupils are enjoying the sporting/fitness activities provided by the sports lunchtime leader; less engaged pupils are helped by the lunchtime activities coordinator; engagement is monitored and pupils encouraged to participate more regularly; and children using new equipment to set up own physically active games. New running track being used by all pupils at break times for sprint and hurdles exercise; and hopscotch area has engaged pupils to become more physically active. Children are settled when coming into class after breaks and mental health has been good during the return to school.</p>	<p>Continue with current level of Lunchtime Activities Coordinator funding (LAC) to ensure the children undertake at least 30 minutes of physical activity per day.</p> <p>PE lead to continue to upskill, monitor and liaise with lunchtime activities coordinator in order to encourage full range of activities and pupil participation.</p> <p>PE lead and LAC to audit equipment needed each term.</p>

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6.7%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Continue to focus on ‘Head, Hands, Heart’ approach in PE lessons to link closely with Slingsby Values for Life: Caring, Honesty, Resilience, Expectations & Respect</p> <p>The PE lead will continue to develop the knowledge and understanding of the staff within school in order to further increase the impact of PE lessons and how the same goals and values can be transferred to a more resilient and thoughtful approach in classroom lessons inc’ team-building skills.</p> <p>Class teachers will continue to work towards making lessons more active, ensuring there is little ‘waiting/instruction’ time.</p> <p>The school intends to continue to raise the profile of PE with parents and encourage a positive attitude to health, sports and fitness.</p> <p>The school will continue to focus on how the least confident pupils/those</p>	<p>Ensured staff meeting time was allowed to disseminate information to all staff.</p> <p>Staff provided time to observe the PE lead practitioner plan, teach and deliver PE lessons in order to ensure continuity of approach.</p> <p>Joint planning day with all teaching staff in order to ensure progression of skills, approach and curriculum design coverage.</p> <p>Olympic Athletes visits and activities organised for Autumn and Summer Term to raise profile of sport, fitness and ‘Head, Hands, Heart’ approach (all classes)</p> <p>Permanent sports display in prominent position in the school.</p> <p>Parents are actively encouraged to support and attend all sporting</p>	<p>nil – carried over from 2019/2020 spend due to COVID-19 closures.</p>	<p>Children have continued to gain a great deal in their appreciation about how to make good decisions in life and apply the skills taught in PE (resilience, decision making, composure) to real life scenarios.</p> <p>Staff are more confident in being able to engage reluctant participants during lessons, who now join in with every activity and have a much more positive learning attitude.</p> <p>Olympic Athlete’s visit inspired many children, with one commenting: ‘I don’t want to be an archeologist now – I want to be an athlete!’</p> <p>Active maths starters (kinetic learning & dough-disco in Class one).</p> <p>Wake & shake activities throughout the day.</p>	<p>Continue to apply the ‘Head, Hands, Heart’ principles from PE to other areas of the curriculum design and delivery.</p> <p>The PE lead will continue to work closely with all teaching and support staff in staff meetings and CPD, with the focus being on effective support in all PE lessons, extra-curriculum activities and further developing positive learning behaviour across the curriculum.</p> <p>The PE lead will continue to monitor PE lessons in order to maintain the current approach which has been successful.</p>

<p>who currently do not have a positive attitude to PE can be engaged so they take full part in every PE lesson; making a positive difference to their lives.</p> <p>The school will continue to train a sports leadership team in order to improve and develop leadership, organisational and communication skills.</p>	<p>events</p> <p>Extra sports equipment purchased to ensure children have their own, individual equipment wherever possible: Basketballs, airflow balls (hockey), hockey sticks (KS1 & KS2 sizes), cricket sets, electric compressor & replacement gym mats.</p>	<p>£1041.95</p>	<p>Display in Class 3.</p> <p>Sports events took place despite COVID-19 restrictions, although parents were not allowed to be in attendance.</p> <p>The school focus on a primarily skills-based approach to lessons has led to full participation from all pupils. Lessons continue to allow pupils greater opportunities to practise skills individually or in pairs and therefore are involved in every stage of the lesson.</p>	<p>Continue to train-up and develop skills of sports leaders.</p> <p>Continue to closely monitor spending of PE sports premium funding in order to update current equipment and order equipment to further broaden the range of sporting activities available to the pupils.</p>
<p>The school intends to use the Primary PE and Sport Premium Funding in meeting the 5 Key Indicators;</p> <ul style="list-style-type: none"> -Engagement of all pupils in regular Physical Activity -The profile of PE and Sport in the school -Increased confidence, knowledge and skills of staff -Broad range of sports and activities - Increased participation in competitive sport 	<p>All children within the school to undertake KOBOKO survey in order to ascertain which sports they currently play, which sports they would like to try, and their current attitude level towards sport, exercise and physical activity.</p> <p>Allocate PE leadership roles to Yr 5 & Yr 6 pupils, who will take on responsibility of the PE storage, the distribution and collection of equipment during more active break and lunchtimes; and mentor younger pupils.</p> <p>The school intends to raise the profile of PE and sport by including regular updates on the weekly newsletter. A permanent sports display area in a prominent area in the school will also be regularly updated in order to communicate more clearly with pupils, parents</p>	<p>£249.00</p> <hr/> <p>£1290.95</p>	<p>Children are each given three levels of challenge and select where they would like to focus. More able pupils are encouraged to use their non-dominant side, in order to become 'sport ready'.</p> <p>Continuation of previous year's focus: less emphasis on larger team games, leading to lower ability pupils taking full part and their attitude towards PE lessons has improved significantly.</p> <p>Parents report that their children are coming home 'talking about their PE lessons enthusiastically.' & pupils are continuing to practise skills outside the school</p>	

	and visitors. The school intends to attend an increasing number of Primary School Games Awards and is already being more proactive in communication with the area lead based at Lady Lumley's School in Pickering (cancelled due to COVID-19)		environment.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
32.3%

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:
The Acting Headteacher undertook and completed the afPE Level 5 accredited course in 2018-2019 in order to upskill and raise awareness of understanding the crucial role that all staff within the school (including support staff) play in raising standards of learning behaviour and skills in sport for every pupil. The knowledge & understanding gained on this course continues to be disseminated to all staff within the school. 'Specialist' PE teachers to work alongside class teachers with each class for one hour session per week. Renewed focus on ensuring	Continue to provide staff meeting time to disseminate information about PE & training updates to all staff. Staff provided with weekly opportunities to work alongside sports specialists to observe, plan, teach and deliver PE lessons in order to ensure continuity of approach. Joint planning day with all teaching staff in order to ensure progression of skills, approach and curriculum design coverage. Purchase of 'Complete PE'	Provision of cover for senior leadership & CPD Autumn £2666.60 Spring £597.00 Summer £2189 £750.00	All pupils within the school have access to higher quality delivery of PE lessons from all staff. Staff are more confident in being able to engage reluctant participants during lessons, who join in with every activity and have a positive learning attitude. All pupils are encouraged to work towards personal development goals, as PE lessons are more finely tuned and differentiated to meet the individual needs of all pupils.	The PE lead will continue to work closely with all teaching and support staff in staff meetings and CPD, with the focus being on effective support in all PE lessons, extra-curriculum activities and further developing positive learning behaviour across the curriculum.



progressive curriculum design and ensuring all staff have resources to implement a range of approaches and skills.	curriculum planning resource & CPD.	£6202.60		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
4.9%

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
All children within the school to undertake KOBOKO survey in order to ascertain which sports they currently play, which sports they would like to try, and their current attitude level towards sport, exercise and physical activity. Continue to introduce a wider range of sports and activities to the pupils in order to increase range of skills and opportunities to succeed.	<p>KOBOKO subscription renewal.</p> <p>Purchase of sports equipment, including: volley balls, tennis balls, netballs, bean bags, soft balls mini basketballs.</p> <p>Purchase of junior lacrosse equipment.</p> <p>Purchase of monkey bars, H crates and obstacle course equipment for Class 1 (Reception & Year 1).</p> <p>A greater range of activities, not just 'traditional games' (ie football, netball...) & continued focus on a control/mastery of different sized/shaped ball in</p>	<p>Koboca subscription previously detailed in K.I 2.</p> <p>£180.00</p> <p>£752.97</p> <p>£932.97</p>	<p>KOBOKO questionnaire/survey completed by all children which showed they continue to have a positive attitude to the sports currently taught.</p> <p>High level of requests from pupils to do more unfamiliar sports.</p> <p>Pupils have enjoyed using new lacrosse equipment to further develop ball control and catching.</p> <p>The continued purchase of more equipment has led to pupils having significantly more opportunities to work on their skills instead of 'waiting for their turn'. Pupils are active in PE lessons for significantly longer</p>
			Sustainability and suggested next steps:
			KOBOKA subscription to be cancelled in 2021-2022 and replaced with school survey as this represents more efficient spending alongside new Complete Curriculum purchase.
			Look to employ Matthew Connor Golf for summer 2022 to improve golf-based skills/confidence further (these sessions were planned but missed due to COVID-19).

Make full use of the newly renovated tennis courts which have been allocated school time throughout each day.	different ways; developing skills which can be used across all sports.		periods.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.7%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Our intentions were to participate fully in the Howardian Alliance and Ryedale sporting events, however – due to COVID-19 restrictions – this has not been achievable. Our school focus (for the Summer term) has been on setting and achieving goals in athletics events.	Purchase of extra beanbags to improve target throwing for younger/less able pupils. Purchase of sets of stopwatches to enable pupils to independently record their 'personal best' times. Purchase of tape measures for pupils to measure and record 'personal best' in throwing events.	£133.43	Many planned activities and events did not take place due to COVID-19 restrictions. Pupils now encouraged to 'Go for Goals' and strive to continually improve athletic and target skills performance.	£500 allocated from 2021-2022 PE & Sports Premium to attend Malton Community Sports calendar of events (to be included in next year's report). Key Indicator 4 identified as funding focus for 2021-2022.

Signed off by	
Head Teacher:	
Date:	27/07/2021
Subject Leader:	
Date:	27/07/2021
Governor:	Rev. Douglas Robertson
Date:	27/07/2021