

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

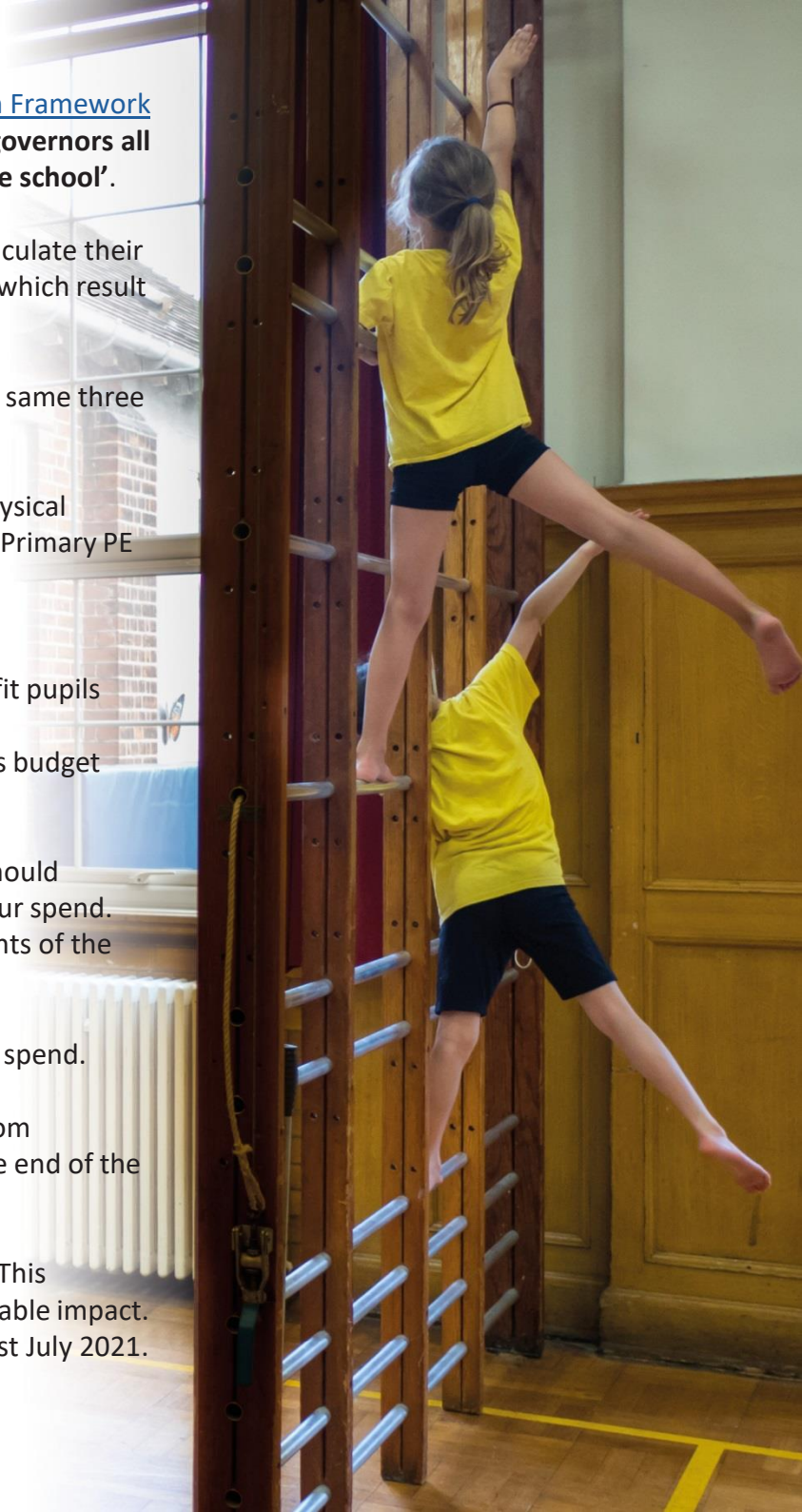
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** 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 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:
<p>Prior to lockdown, pupils participated in inter-school competitions in cross country, quick sticks hockey, multi-skills and extra-curricular sports clubs were offered daily.</p> <p>Opportunity to try new sporting activity (ice skating)</p> <p>Consistent PE tracking system initiated.</p> <p>Daily physical activity offered to all children who attended school during lockdown</p> <p>Joe Wicks daily PE encouraged to all pupils during lockdown</p> <p>Retained Sports Mark Platinum Award</p> <p>Sports coach and Forest School leader ensured a continuation of staff CPD enabling delivery of quality PE and outdoor activities.</p> <p>Playground leaders training initiated.</p>	<p>Continue to include and promote pupil voice for PE provision involving pupils, staff and governors.</p> <p>PE vision to continue to be included in SDP.</p> <p>Continued training Y5/6 children to be young leaders.</p> <p>Seek out opportunities to reintroduce participation in competitive sports with other schools</p> <p>Retain platinum sports mark award</p> <p>Promote mental wellbeing through physical activity</p>

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020	£2151.00 (to be spent by 31/7/21)
+ Total amount for this academic year 2020/2021	£16620.00
Total spent (up to 31.7.21)	£18871.00
= Amount remaining (to be spent by 31.3.22)	£2251.00

<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 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>In lieu of swimming lessons not able to take place, Fire Brigade gave a presentation to Class 2 on water safety including safe self-rescue techniques.</p> <p>The whole school had a Remote Water Safety assembly from Yorkshire Water to support knowing water dangers and being safe around water.</p> <p>NC swimming to be re-introduced in Autumn 2021</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>	<p>89%</p>
<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>	<p>89%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>89%</p>
<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>	<p>Yes/No No opportunities due to Covid and closure of local pool for upgrade</p>

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: £16620	Date Updated:8.07.2021		
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: 42.8%
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:
Physical activities are embedded into teaching and learning as part of school's offer of a broad, balanced and active curriculum enabling a wider impact and whole school approach to engage all pupils in regular physical activity.	Invest in effective teaching/learning resources to permit active lessons and encourage physical activity throughout the day (classroom interactive technology)	£900 (£3200 allocated in total) Not fully implemented due to covid restrictions	Physical activity is embedded in daily lessons and routines across all areas of the curriculum and school. Interactive technology permits reliable access to online resources enabling effective physical activities to take place. Joe Wickes PE	Active lessons are included in daily lesson plans. Sports Leaders Award Programme to continue.
Raise awareness of daily activity levels of all children and promote to reduce levels of sedentary activity. Children know there is a target of achieving a minimum of 30 minutes activity each day.	Children receive training to be young leaders encouraging participation of younger peers in activities (Sports Leaders Award Programme). Sports coach to deliver training. MSAs to assist children in setting up activities.	£99	Children are more alert in their learning by being encouraged to move more	Embed the use of new MOKI trackers. Use the data to encourage children to interpret the data and engage them more.
Older children are competent playground leaders further encouraging all children to be active during breaktimes.	Invest in new playground equipment to assist in increasing children's activity levels (skipping ropes/scooters/activity pack)	£172	Due to non-mixing of bubbles, children trained to be young leaders given limited opportunities to lead activities.	Embed next year when bubbles can mix-Current Y5s to train Y4S? Aim for 90% of children given opportunity to lead

<p>Improve children's confidence in PE and ensure they feel safe to help all children feel involved and that sessions are fun and enjoyable to all.</p>	<p>Investment in Moki bands permits children to monitor and measure their own activity levels</p> <p>Sports coach/staff to re-introduce extra-curricular sports clubs once lockdown restrictions end.</p> <p>Forest School continues to form part of the school's offer of a broad, balanced and active curriculum and is included in lesson plans.</p> <p>Resources for outdoor active learning in Early Years (active literacy and outdoor maths pack)</p> <p>New Sports Coach to focus on being inclusive during PE sessions and to deliver carefully planned sessions that involve all children and encourage all to be active.</p>	<p>£620</p> <p>foc</p> <p>£5100</p> <p>£215</p>	<p>61% have had the opportunity to lead an activity during breaktime to other peers.</p> <p>Investment made after Easter. Haven't had enough time to properly measure the impact continue into next year. Restarted Summer term 2021</p> <p>Forest schools timetabled as part of active lessons. Outdoor learning/physical activity helps pupil's mental wellbeing. Staff continue to learn new skills and gain confidence to deliver quality outdoor learning.</p> <p>Outdoor learning in EYFS sets good practice for continuation as children progress through their school years.</p> <p>Pupil Voice Survey results using Kobocca: 92% confident in PE 63% ENJOY PE all the time. 29% Enjoy PE most of the time (92 % in total) 90% feel safe in PE</p>	<p>activities.</p> <p>As above-embed the use of MOKI trackers</p> <p>Build in Gardening and environmental awareness into Forest school activity to support more links to 5 ways to well-being.</p> <p>Implement Pupil Voice every year. Ambitious target for 100% enjoyment and confidence in PE.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement;</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	<p>4.9%</p>	

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>The School's Growth Mindset philosophy is applied to physical and sporting activity. Pupils learn to be resilient in all areas of school life.</p> <p>The School Games Values link to the School Values enabling children to know that the virtues of sport can be linked to learning for improved outcomes.</p> <p>Benefits of health & wellbeing are incorporated into the School Games Values to promote healthy lifestyle choices and mental wellbeing. Achievements are celebrated.</p> <p>Continue participation in NYCC Healthy School Programme.</p>	<p>Opportunities for the mental health and wellbeing of pupils is sought.</p> <p>Spring term virtual yoga lessons</p> <p>Participate in Mental health week activities to raise awareness of importance of mental wellbeing. (mental wellbeing resources)</p> <p>Children reminded of School Games values and School Values. Sports week awards reflect the values and achievements shared in assembly. Order a trophy for each value to be awarded to nominated pupils. Order resources needed for sports day races. Timetable staff release to plan and organise events</p> <p>Use Forest Schools to promote pupil's mental health wellbeing through outdoor learning</p> <p>Continue to work on NYCC healthy school programme in preparation to</p>	<p>Foc</p> <p>£50</p> <p>£265</p> <p>See KI 1</p> <p>£500</p>	<p>Children learn new skills for mental health and benefits of meditation.</p> <p>Whole school approach to raising mental health wellbeing.</p> <p>Children understand the ethos of School Games values and how they can be applied not only to sport but also in their approach to learning in the classroom. Children can make the link to school's growth mindset philosophy.</p> <p>Children are challenged in Forest Schools to try different outdoor activities building their resilience to overcome difficult tasks. This links to the school's growth mindset ethos. Promotes mental health.</p> <p>Whole school involved as a collective approach to achieving</p>	<p>Continue to promote and link School Games Values to School Values</p> <p>Healthy Schools philosophy to become part of school culture. Continue to work through sections of Healthy Schools award</p> <p>Pupil voice used to establish PE vision through collaboration with link Governor and staff. Analyse data from Koboca Pupil Voice Survey. What are the key points</p> <p>Look at Active Lifestyles section of Healthy Schools and sit down</p>

	<p>apply for Healthy School Award. To include staff release for training, leading programme and resources to implement programme across whole school</p> <p>Appoint School Governor responsible for Healthy Schools/PE provision. Work with pupils and staff to establish PE vision.</p>	<p>Governor appt but limited opportunities to visit due to school lockdowns</p>	<p>Healthy School status. Pupils learn life skills for long-term health benefits.</p>	<p>with PSHCE lead to create actions needed and lead a staff meeting together so all staff know the next steps and which parts they are accountable for.</p> <p>Include on Federation Development Plan for next year as well as Healthy Schools so all staff and Govs are on board with the PE vision.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport:				Percentage of total allocation:
				30%
Intent	Implementation		Impact	£10010
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:
Staff are confident to deliver high quality, inspiring and modern PE lessons using specialists to provide regular CPD opportunities for both teaching and non-teaching staff.	Renew weekly sports coaching sessions for all staff (new provision Summer term 2021). Staff to observe coach to learn effective delivery of high-quality PE lessons. Sports coach to work with PE coordinator to identify gaps in both children's learning and staff skills.	£4840	Pupils access high quality PE lessons making progress in key skills.	Continue to use sports coach and forest school leader to ensure continuation of CPD for all staff.
Staff know latest guidance and expectations in PE.	Staff to evaluate PE tracking for effectiveness of identifying skills gap so that teachers know what to do to help pupils make progress	foc	Staff have clear overview of children's achievements in PE using the pupil progress target sheets. Children know what to do	Continue to use PE tracking for delivery quality PE curriculum. Work alongside sports coach: Staff to build in all children
Children achieve at least their				

<p>expected levels in PE.</p> <p>Children have the skills to compete in all sports.</p> <p>Pupils learn new skills across a wider range of activities from specialist teaching.</p>	<p>and to at least achieve expected level.</p> <p>Each class to have a minimum of 3 half terms of forest schools led by Forest School leader. Teaching and non-teaching staff to observe and learn new skills.</p> <p>One member of staff to participate in ATP Tennis coaching online course. Cascade top training tips to all staff.</p> <p>Staff signposted to NY Sports website for further CPD opportunities.</p> <p>AfPE updated guidance – staff training on good PE practice</p>	<p>See K11</p> <p>foc</p> <p>foc</p> <p>£150</p>	<p>to at least achieve expected levels</p> <p>Staff learn new skills and gain confidence to deliver effective outdoor learning throughout the year without being led by a Forest School leader.</p> <p>All staff given top tips for delivering tennis in PE.</p> <p>Access to latest training information and PE/sports updates.</p>	<p>doing a progression skill every couple of weeks with Sports coach evaluating progress and to confirm if target achieved. Gather photographic evidence and teacher assessment for PE whole school evidence book.</p> <p>Staff to pursue external training opportunities.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation:</p>
<p>13.3%</p>	

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

<p>Additional achievements:</p> <p>KS2 cycle safely training</p> <p>Introduction to safe cycling</p> <p>Bi-annual residential visit</p>	<p>Road cycle safety training for Years 5/6 & balance bike training for Rec/Y1. Delivered by trained cycle coach and former Olympic cyclist.</p> <p>Purchase balance bikes for class 1 to promote cycling confidence in a safe environment. Balance bikes & helmets.</p> <p>As part of sports week book alternative sports/physical opportunities for children to experience:</p> <p>Curve dance workshop</p> <p>Skateboard taster day</p> <p>Years 3/4 bi-annual residential gives children the opportunity to try out new and exciting outdoor activities in a safe environment, not usually available to them. E.g. high ropes, canoeing. Assist with transport costs to permit all pupils to participate. (cancelled due to Covid)</p>	<p>£595</p> <p>£1000</p> <p>£200</p> <p>£422</p> <p>£500 (cancelled)</p>	<p>Important life skills. Y5/6 Children learnt how to ride bikes confidently and cycle safety skills for cycling on the roads.</p> <p>Rec/Y1 children learned how to ride balance bikes in a safe environment. Young children have opportunity gain good balancing skills for progression to learn how to ride bikes</p> <p>Children given experience of trying new activities – dance & skateboard – that might not otherwise be available to them and broaden children’s understanding of the wide range of activities available.</p>	<p>Consider bi-annual cycle safety training for Y5/6 pupils so that all pupils are given opportunity to learn a new life skill when they leave primary school.</p> <p>Include a new and alternative sporting/physical activity into the school calendar for all children to experience.</p> <p>Residential visits to be made accessible to ALL pupils.</p> <p>Continue to look for new and exciting experiences.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.4%
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:
Inter-school competitions	<p>Traditional sports day – competitive races</p> <p>Enter Galtres Fun Run for those children who want to participate.</p> <p>Equipment for inter-competition games Sports Day (see K13) Speed bounce mat – virtual competition New Age Kurling</p> <p>Limited opportunities due to Covid restrictions.</p>	<p>£100 (cancelled due to Covid restrictions)</p> <p>£62.00</p> <p>£240.00</p>	<p>Children learn to try their hardest in a competitive field for a reward of a medal and self-satisfaction.</p> <p>Children learn what they can achieve as well their own limitations.</p> <p>Pupils also reflect school games values and show sportsmanship by encouraging everyone to do well.</p> <p>Despite Covid 80% of pupils said they participate in one or more sports clubs out of school</p>	<p>Re-introduce and seek out inter-school competitive sports</p> <p>Encourage children to participate in Galtres Fun Run each year</p> <p>Promote local park run</p> <p>Promote local sports clubs to give children further opportunities for competing in a sport in a wider field.</p>

Horse Riding opportunities to compete.	Equestrian Federation team registered and established.		Opportunity given to represent the Federation in Horse Riding events.	Continue to support individuals in competing in outside school Equestrian events.
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Signed off by	
Head Teacher:	F. Bennett
Date:	23.7.21
Subject Leader:	G Goodchild
Date:	08.07.21
Governor:	J. Walburn
Date:	27.7.21