

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](https://www.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	£1,962.50
Total amount allocated for 2020/21	£18,785.50
How much (if any) do you intend to carry over from this total fund into 2021/22?	£692.09
Total amount allocated for 2021/22	£16,780.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,472.09

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? 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. Please see note above	67%
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	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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:	33%
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>To re-establish a wide range of extra-curricular sporting opportunities again so that children have opportunities to engage in after-school sport to further develop key skills and take part in regular physical activity.</p> <p>Sports coaches and lunchtime staff to lead activities and games during lunchtimes to provide opportunities for regular physical activity.</p> <p>To introduce playground physical games/activities and challenges for children to regularly engage with and lead for other children (Play leaders).</p>	<p>After-school sport was in place each term by the PE lead. Activities were led by teaching staff as well as sports coaches.</p> <p>A sports coach continued to lead physical activities during lunchtimes and aimed to increase participation through in-school competitions.</p> <p>Children in year 5/6 were tasked with becoming play leaders, taking part in and leading playground physical challenge activities (sometimes from Complete PE) for younger children to engage with.</p>	<p>£3,362.50 Coach + £2,420 Midday Supervision/ Play leaders = £5,782.50</p>	<p>All pupils had opportunities to attend extra-curricular sports clubs across the academic year. They were able to engage with Football, dodgeball, netball, cricket, ultimate warrior and multi-skills.</p> <p>Clubs were well attended with every club having between 10-40 pupils attending.</p> <p>KS1 extra-curricular sporting opportunities were also increased this year to include additional football and dodgeball opportunities as well play leader opportunities every lunchtime.</p> <p>Girls' football was very well attended across KS2 having 20 members each session.</p>	<p>To introduce more focused physical activity challenges across lunchtimes through the use of Play leaders and activity cards. Promote this through federation assemblies to increase and engage pupils in more physical activity.</p>
				Percentage of total allocation:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				15%
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>To ensure PE resources are reviewed, maintained and used effectively across the school to support good teaching & learning.</p> <p>To ensure whole school PE has a regular health & fitness element that supports the school vision in terms of facing challenges and being the best version of ourselves.</p> <p>To ensure that the implementation and review of the Sport Premium strategy is shared and monitored by governors.</p> <p>Assess and track children's mental health and wellbeing across school to help support them in this through sport and well-being activities.</p>	<p>Money budgeted for general PE resources. Including a new orienteering resource.</p> <p>Continuation of health & fitness lessons as part of PE and PSHE.</p> <p>Investment in new 'Fit for Life' resource as part of PE lessons.</p> <p>PE Monitoring that ensured a high-quality PE curriculum was being delivered and relevant feedback to develop teachers and sports coaches was given.</p> <p>Sport Premium monitored and reviewed as part of governor meeting agendas.</p> <p>Use of the Leuven scale to assess and support children's mental health and wellbeing.</p>	<p>£659 Orienteering</p> <p>£2,000 Leadership</p> <p>=</p> <p>£2,659</p>	<p>PE and sporting opportunities continue to be well resourced to support high quality practice across school.</p> <p>Weekly fitness lessons ensure that PE provides a pathway for children to work towards and achieve the school vision.</p> <p>PE monitoring ensured that high quality fitness sessions were being delivered.</p> <p>Governors are aware of key expenditure and areas of development within PE & sport.</p> <p>Whole school Leuven scale (i.e. teacher assessing children on a 1-5 scale on their involvement and well-being and tracking and supporting them) assessment data shows the following:</p> <p>Pupil's achieving a grade 3+ and above for involvement and wellbeing continues to be high:</p> <p>Most recent assessments (summer 2022) show:</p> <p>Involvement = 100%</p>	<p>As investment in new fitness resource 'Fit for Life' is a recent development (June 2022)- support and monitor the implementation of this throughout the upcoming autumn term. Consider buying in additional CPD (if required).</p>

			Wellbeing = 100%	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				26%
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:
Provide CPD to staff in order to support the delivery of PE in school, looking to enhance the quality of PE for those with SEND needs or who need further challenge.	<p>Renew YST premium membership</p> <p>Carry out monitoring of PE lessons</p> <p>Staff to attend CPD based on monitoring outcomes/ personal confidence levels when teaching PE.</p> <p>Ensure sports coaches are consistently being used as CPD opportunity for other teaching staff.</p> <p>Staff CPD on cricket in PE (YCBA)</p> <p>Invest in Complete PE resource to support teaching & learning (particularly in EYFS)</p> <p>CPD for EYFS teaching staff to ensure they are confident when delivering complete PE sessions.</p>	<p>£1,187.50 YST</p> <p>+</p> <p>£25 Complete PE</p> <p>+</p> <p>£3,362.50 Coach</p> <p>=</p> <p>£4,575</p>	<p>Summer term data</p> <p>83% at expected level + 20% working above</p> <p>Improved confidence in teaching staff with delivery of key skills in PE through our more robust assessment system and mentoring support.</p> <p>Monitoring of PE showed that sports coaches were making an impact on PE delivery- a lot of good teaching and learning was observed. This was also having an impact on staff when teaching without sport coach support.</p> <p>Where PE was not good, CPD was provided through YST programmes.</p>	<p>Identify weaker areas of staff subject knowledge and provide appropriate support/ CPD opportunities.</p> <p>Review current academic years data and monitor provision of children working below expectation. Continue to develop practice to further improve on children working at expected level and beyond.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>To provide a broader range of sporting activities for children to engage with beyond those provided within the National Curriculum for PE.</p> <p>To engage in an intra-school, inter-school & House competitions in a wide range of sports & activities.</p>	<p>To continue to combine Crakehall's school sport week with Brompton, Leeming & Londonderry and Pickhill schools.</p> <p>Introduce a range of sporting opportunities beyond the national curriculum for PE.</p> <p>Compete in an 'intraschool' Federation competition for sport's week and sport's day.</p> <p>Budget for additional resources to provide sporting opportunities beyond the National Curriculum</p> <p>Allocate leadership and management time required for preparation.</p>	<p>£400 Transport + £251.90 Resources + £1,000 Leadership = 1,651.90</p>	<p>All children have had access to a range of new and different sporting opportunities to help engage them further with these activities. Some of these include:</p> <ul style="list-style-type: none"> - Quidditch - Ultimate Frisbee - Handball - Yoga - Badminton <p>All children have had the opportunity to take part in an intra-school competition.</p>	Continue to provide and further develop this opportunity to broaden children's experiences of sport beyond the National Curriculum.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
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:
With inter-school competitions restarting face to face, engage in the vast majority of these and ensure all children have an opportunity to represent a team and attend a competition during their time at school.	<p>Ensure sufficient budget to support the resourcing, organisation and supervision of the competitions on offer during this academic year.</p> <p>Engage in the Richmond/Bedale School SLA for all sporting competitions and increase our participation.</p> <p>Try to get 100% engagement in interschool competitions (including virtual).</p> <p>Regularly promote external sport's providers in the local area that work closely with the school (e.g. Bedale Town FC, Bedale Sports club, Richmondshire CC, Wensleydale Rugby Club).</p> <p>Ensure staffing available to attend and support events</p>	£2,800	<p>100% of children in KS2 have now taken part in competitive sport this academic year through competitions organised by the Richmond or Bedale School SLA and the inter-school sports day as part of our own school federation.</p> <p>Children excelled in a number of inter-school competitions, including: Y5/6 Girls winning the Yorkshire cup and competing in the Northern finals; Y5/6 Level 1 Boys Winners; Y3/4/5/6 Cross Country success at Richmond High School.</p> <p>All children in KS1 have competed in inter-school sports week as part of our own school federation.</p> <p>All children are made aware of local sport providers that they are able to engage with through promotion by and support from the school.</p>	<p>Continue to engage in the vast majority of inter-school competitions and ensure all children have an opportunity to represent a team and attend a competition during their time at school.</p> <p>Focus on KS1 pupils getting even more opportunities to represent the school in sporting events/competitions.</p>

Signed off by	
Executive Head Teacher:	Mr. M. White
Date:	25/07/22
Subject Leader:	Mr S. Bell
Date:	21/07/22
Governor:	Uain Reed
Date:	27/07/2022