

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

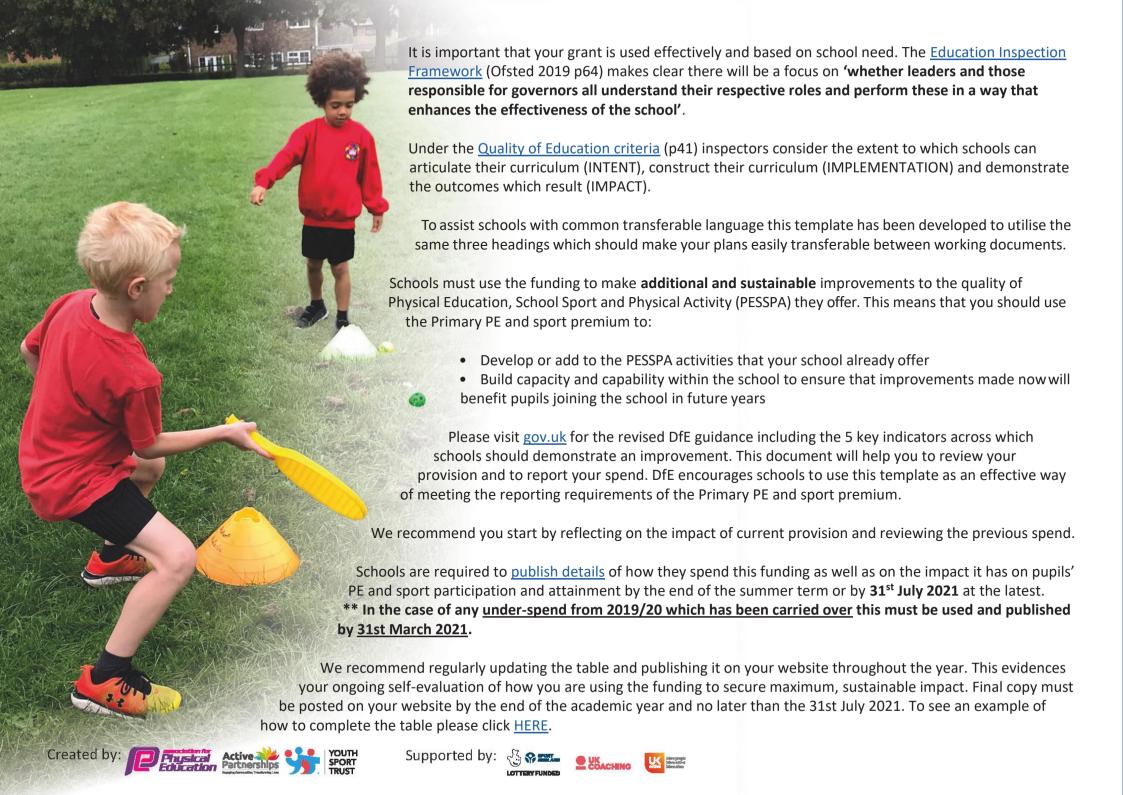


Department for Education

Created by







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:

- We have used the PE funding to enhance the broader sports that we offer as extra-curricular. This has enabled children from EYFS, KS1 and KS2 to access different sports that they have not tried before. All the clubs we ran were very popular and all the places were taken quickly.
- In order to make sustainable changes to our PE curriculum delivery, we have used a substantial amount of the funding each year in staff development. This has included upskilling teaching and TAs to ensure that high quality PE is taught throughout school. By providing teachers with opportunities to identify areas they want to develop, we have been able to team each with our SSCO who has developed the ethos and delivery of different units such as dance and gymnastics. This has led to greater confidence in our staff to teach PE.
- By using the funding, we have been able to access more sports competitions beyond our cluster. This has included various trips to sporting venues to take part in training sessions and other events. As well as this, we have been able to continue funding the transport as without this we would be unable to attend the different sport competitions due to the distance.
- Our level of participation of children in inclusion events has risen and we have more girls taking part in sporting events such as football or rugby.
- A major achievement is to ensure as many children as possible take part in extra-curricular sport and that everyone is active for at least 30 minutes daily.
- Through careful planning of our funding, we have ensured that we have a wide range of resources to enable children to take part in different sport activities at lunchtime, that the teachers are able to vary their activities during their PE lessons and that children have the opportunity to try new sports as part of our extra-curriculum activities.

Areas for further improvement and baseline evidence of need:

- In order to continue our development of high quality PE being taught throughout the school, we are going to look into training and support for staff to gain confidence and knowledge in supporting PE lessons.
- Ensure we are able to offer a wide range of extracurricular sports for all children by using our current provision in a more effective way.
- Plan and organise more cluster sport events to be held at school and use the community provision more effectively (i.e. The cricket ground).
- Allocate time for the dedicated sport coordinator in order to plan ahead, liaise with our SSCO and organise the sporting events in advance to enhance the parents participation and collaboration.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO













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?	50%
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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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?	Yes











Action Plan and Budget Tracking

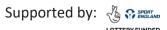
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £16,900	Date Updated: July 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				
	T			%
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:
Practice a range of sports and activities over the school year during playtimes.	Promote termly personal challenges for all year groups.	£500	every day (Health related	Keep promotion ad quality equipment. Links with new SSSCo.
Buy quality resources to enable pupils to be active.	Audit resources and replace/ purchase to promote activities.	£500		
Key indicator 2: The profile of PESSP	A being raised across the school as a t	tool for whole so	chool improvement	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:
Timetable includes 2 hours high quality PE. Remote learning promote high quality exercise. Cycling promote during key worker and vulnerable provision.	Timetable implemented when school open and during lockdowns. Curriculum ideas during remote learning Cycling days for year groups during lockdowns.	£1000	all loved the promotion of cycling to school and around school.	Promote cycling to school. Promote balance bikes. Maintain 2 hours high quality PE.













Key indicator 3: Increased confidence	, knowledge and skills of all staff in	teaching PE and s	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:
 Ensure the staff are effective in PE lessons, so that the children who need additional support can make greater progress in their abilities. Ensure resources are up to date, the staff have the correct clothing for PE lessons. Support teachers to be more confident in teaching PE in a range of ways and are competent in their foundation skills. 	support lessons. Purchase new equipment, Maintain quality clothing for PE.	£1000	Less of this due to pandemic. Pupils attend in PE clothes, much easier and more time to be active.	
Key indicator 4: Broader experience of	of a range of sports and activities of	ered 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:











Additional achievements:

- Continue the support of Local outside agencies to support in the coaching and teaching of various sports. This will give children more specialised skills as well as supporting the teacher through CPD opportunities.
- Provide additional opportunities for Y5/6 to have swimming lessons to complete the minimum requirement for those who have not achieved this through curriculum lessons.

- Wider our links, use other agencies and welcome new clubs to run tester sessions in school
- Identify which outside agencies can support teachers in lessons. This will support the class in having specialised coaching as well as offer CPD opportunities to teachers who will observe the outside agencies.
- Continue to work with community links, parents links and outside agencies to identify further sporting opportunities that we can offer for the children in extra-curricular activities

Swimming: £2500

External staff: £4000

- Kanga sports and Ji offer weekly PE sessions. The lessons are planned ahead of activities such as gymnastics, athletics, tennis or football. This happened all year.
- Hedley Verity provided high standards rugby coaching for Y5/6.
- Fire dance studio provided dancing experience and skills for children throughout the school all year.
- Our PP were able to experience climbing at High Adventure, and the Y6 are also going to take part for their end of year trip.

Engage with the external agencies post-pandemic.

so they offer a varied range Maintain the quality provision and promote externally through social media and newsletter













Key indicator 5: Increased participatio	n 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:
Continue to make links with local schools to give children more competitive opportunities to play a wider range of sports that are not currently held as competitions.	 Contact through the SSCO other schools who would be interested in setting up a rolling program of competitive events in a range of sports. 	SSCO: £2000 Meeting staff cover: £200 Transport: £5000	Pupils took part in the cross- country then most didn't take place because of pandemic. Attended an event at Skipton Tennis Centre. Y3-Y6.	
Hold year phases competitions as part of a running program to introduce all children to competitive sport at all year groups. This will encourage a long term involvement in competitive sport from KS1 onwards.	 Identify sports that we don't currently have as part of our cluster and organise them in school. Organise half termly opportunities for phases to hold competitions between themselves focusing on 			
Create a website page to showcase the competitive sport that children have been taking part in. Through highlighting the success of our children, more children will aim to succeed in their own interests.	sports the children will			

Signed off by

Sarah Peel Head Teacher:











Date:	July 2021
Subject Leader:	Sarah Peel
Date:	July 2021
Governor:	
Date:	











