

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

# Commissioned by



Department for Education

# Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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.

 $Please visit \underline{gov.uk} for the revised DfEguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.$ 

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> 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.** 

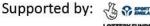
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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## **Details with regard to funding**

Please complete the table below.

Total amount carried over from 2019/20	£1669
Total amount allocated for 2020/21	£16910
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16910
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16910

## **Swimming Data**

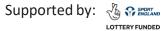
Please report on your Swimming Data below.

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 2020.  Please see note above	94%
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	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<del>Yes</del> /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:		
<b>Key indicator 1:</b> The engagement of <u>a</u>	Percentage of total allocation:			
primary school pupils undertake at le	ast 30 minutes of physical activity a d	ay in school		24%
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:
minutes across the school	All children in school to receive a Moki step tracker. Careful research went into the purchase of this produce after using other fitness trackers in school through our Sports Partnership.  Worked with staff to increase buy-in across the school, and to provide CPD as leader on how to use equipment effectively.  Launched the bands across school through assembly to create ownership and accountability for children.	£2832	Children across the whole school are more aware of movement and its importance. This is evidenced through pupil voice opportunities where children have said "it is important to move in lessons" and "moving more keeps you healthy".  The use of the Moki bands was impacted due to the lockdown in January so data may be impacted slightly by this, however for the academic year, children in school were active for an average amount of 25 minutes each day and recorded an average of 6022 steps per day.  As a whole school, we walked	over their movement data.  The data can be monitored throughout the year to provide us with groups of children to













			Player Daily Average  Moki Grade  6,022  steps  25m  MVPA	
Investment in EYFS motor skills and moving and handling equipment	Discussions with EYFS lead identified a need for some investment in the EYFS provision for early sports, moving and handling and motor skills.  In EYFS, there is a great emphasis on outdoor learning and children learning through play. We found that children were not having the best opportunities given to them in the areas of sports and moving and handling due to restrictions with equipment.		chis purchase was made quite ate in the academic year (July 2021). As a result of this, measurable impact has not yet been possible, however I have discussed where this provision will be improved as a result of our investment of this sports bremium.  Children will have more apportunities to use more cophisticated equipment in their earning (e.g. shovels, batons and natural resource targets) and this will allow them to explore earning whilst developing their moving and handling, and motor skills.	As PE lead, I will monitor the impact in 2021/22 by carefully looking at EYFS data and how the investment is improving certain skills.  I will look at CPD opportunities and work alongside EYFS staff to embed the equipment and provide advice on its use.
<b>Rey indicator 2:</b> The profile of PESSP	A being raised across the school as a to	ou for whole scho	oi improvement	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:
Continued to be part of the Holderness School Sports Partnership	It is important as a small, village school that we have opportunities to network with both neighbouring primary schools and the secondary school in the area.  By joining up with the SSP once more, we were gaining the opportunity to be involved in a healthy competition calendar, gain CPD opportunities for all and build network relationships for the subject leader.	£3500	the opportunities for us to visit other schools and compete with the cluster were unavailable.  The SSP did however provide some alternatives during lockdown. Online learning materials were provided weekly as we developed our home	We will continue to be part of the SSP in 2021/22 and continue to take advantage of the opportunities presented to us.  As a next step, I will look to gain more feedback and evaluation on the CPD opportunities given to us through the SSP.
Work alongside the Ebor Academy subject specialist for PE	In a similar way to the SSP listed above, we are lucky to be part of an academy trust that spreads across Yorkshire. This provided different opportunities for networking and interaction due to the contrasting schools we are able to work with.  There are also regular opportunities to work with PE specialists	£1000	schools to provide support for	In 2021/22, there are plans to introduce more face to face opportunities now restrictions are lifting.













<b>Key indicator 3:</b> Increased confidence,		eaching PE and sp	port	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:
CPD opportunities provided to staff as part of the SSP	All staff given opportunity for online CPD  As a school, we took advantage of the tennis CPD that was made available to schools across the country by the LTA.	£N/A Funding accounted for in KI2	Year 3/4 staff used tennis CPD to directly impact their class teaching in the summer term. As a result of the tennis CPD, some equipment was made available to the school.	The tennis CPD will allow all staff to be upskilled by providing in house CPD through staff meetings.  The quality of not only teaching and learning, but subject leadership will develop and improve due to the CPD opportunities that were taken.
Key indicator 4: Broader experience o	f a range of sports and activities offe	red to all pupils		Percentage of total allocation: 50%
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:











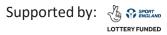


When schools reopened in the summer term, pupils and parents identified a need for opportunities for sports and clubs.	We brought in two coaches from First Steps Sports Group and one member of staff from in school ran a KS1 sports club.  KS2 children were offered sports opportunities through these after school clubs in line with their curriculum teaching.	£1170	in the after school clubs that were provided for the full 13 weeks of	healthy after school sports calendar including table tennis, rugby and football as we have previously offered.
To make up for lost time, we looked to hold a "Summer of Sport" at the school, to offer a wide range of provision. We made the decision that the children would not miss out on regular events, despite the fact that restrictions provided logistical hurdles.	different in-school events were	£5000	success, with all events taking place as desired.	In 2021/22, we should be able to run sporting events as normal and not need to rely on additional staffing or calendar opportunities to fulfil our sporting events.













	Inter-house football and rounders events took place but once again, bubble mixing was prohibited so this required further staffing.			
Outdoor electrical audio equipment purchased for outdoor PE opportunities	Bubbles not being able to mix meant that our hall space was restricted to one class.  To combat this, we purchased an outdoor speaker system for portable music usage during PE sessions.	£500	were able to take place outdoors with the use of the speaker, meaning that classes' PE sessions	We will look to evolve the use of this speaker in future events and move more PE and general learning outdoors where possible.
Year 5/6 attended swimming sessions at the local secondary school.	Children in Year 5/6 attended the local secondary school for 10 weeks of swimming sessions.	11286	lockdowns, children in Year 5/6 were able to complete their initial	We will continue to monitor and provide swimming provision where appropriate moving forward.
Transport to any off-site events		£1100	Children were able to attend additional off site events such as Year 5/6 swimming.	











Year 5/6 took part in initial first-aid	As part of our SSP package, the Year 5/6 children took part in	I + ΝΙ / Δ	Children were provided training in an important skill and took part in	
training	some first-aid training in site.		some follow up activity on the	doing further follow up work
		Included in SSP	back of this.	or making material for other
				classes based on their learning.











Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
	0% (Spending accounted for in other KIs)			
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:  To make up for lost time, we looked	Make sure your actions to achieve are linked to your intentions:  Staff were used to cover PE lead	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  The "Summer of Sport" was a	Sustainability and suggested next steps:  In 2021/22, we should be able
to hold a "Summer of Sport" at the school, to offer a wide range of provision. We made the decision that the children would not miss out on regular events, despite the fact that restrictions provided logistical hurdles.	and other involved staff, while different in-school events were	(Accounted for	success, with all events taking	to run sporting events as normal and not need to rely on additional staffing or calendar opportunities to fulfil our sporting events.













·	We brought in two coaches from First Steps Sports Group and one	I NI/A	Over 50% of the school took part in the after school clubs that were	, ,
identified a need for opportunities for sports and clubs.		(Accounted for in KI4)	provided for the full 13 weeks of the summer term.  In KS2, children gave extremely positive feedback about the clubs from the external coaches and we may look to bring these coaches back in the future.  In KS1, the class teacher was the member of staff running their club for familiarity reasons, and the engagement and enthusiasm was	healthy after school sports calendar including table tennis, rugby and football as we have previously offered.
			member of staff running their club for familiarity reasons, and the	









