

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	£0
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16870
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16870

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 2022. Please see note above	70%
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	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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/ <u>No</u>

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: 2021/22		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: £7642 45%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To improve children's physical activity levels during break times and lunchtimes. To provide children with access to a range of opportunities to be physically active.	In conjunction with school wide fund raising, a new set of climbing and adventure equipment to be installed on the field adjacent to the playground. Worked with FOSSA group to promote the project and to raise awareness of fundraising opportunities in the community. Children across school had an input into design choices for the equipment based on what they felt would be best suited to our current provision.		£6000 Since its installation in the summer term, all children have had an opportunity to access the new equipment and the level of engagement is very promising in terms of number of children. Early pupil voice highlighted the following things: "It has given the children something extra to do on a break time." "It makes everyone happy when they are playing different games." "It is fun. It gives me a place to practice my balancing and jumping." "I can be more active and even when I am on my own, I can be active."	In the autumn term 2022/23, we will conduct a case study on a sample of children by analysing the data from their Moki activity trackers. When this is compared with their engagement with the new equipment, we will be able to further explore its impact and respond accordingly. Rotas may be put in place if needed to allow maximum usage of the equipment. Challenges to be implemented alongside play leaders group to promote more active behaviours.

<p>To improve children's physical activity levels during break times and lunchtimes.</p> <p>To provide children with access to a range of opportunities to be physically active.</p> <p>To create a positive, active culture at break times and lunch times.</p>	<p>A pupil voice survey was carried out post-lockdown about children's thoughts on break times and lunchtimes.</p> <p>Children enjoyed: "Moving around." "Playing with friends." "Being outside."</p> <p>Concerns raised were: "It feels like the same day over and over again." "Ball games sometimes get in the way of my games." "Not knowing what we are allowed to do and when."</p> <p>Based on this feedback, plans were devised for "playground zones" with different styles of activities available in each zone.</p>  <p>An audit was carried out on the equipment that we have available for break times and lunchtimes.</p>	£1600	<p>All of the equipment has now arrived and is organised for the different zones.</p> <p>An assembly has been carried out to discuss the expectations in line with the new zones and their purpose.</p> <p>Anonymous pupil voice data shared with the children to help them understand the reasons behind the choices.</p> <p>Current year 4 and year 5 children undergoing an application stage to be part of the monitoring team for this project moving into the new school year.</p>	<p>The children's wellbeing was at the heart of the project as much as their active opportunities. By creating a positive, active culture at school, more children will be able to be physically active in a variety of ways by mixing up their active choices throughout the week.</p> <p>Early pupil voice feedback stated:</p> <p>"The new zones will allows us to explore different ways to be active and choose how we want to move."</p> <p>"It helps me be more active with more options".</p> <p>"There is more space for everyone to be active."</p> <p>"There are more opportunities to jump. When we didn't have the play equipment, we didn't want to move around."</p>

	We worked alongside the children to create equipment sets for the different areas.			
To ensure the regular accurate tracking of movement of all pupils across the school.	Replacement batteries were purchased for the whole school Moki trackers, to provide the most accurate data when tracking pupils activity levels.	£42	All watches across school now have batteries as well as a range of spares for all classes.	By having the data from these activity trackers as accurate as possible, it will allow us in 2022/23 to continue to monitor activity engagement levels of all children. This will allow us to target specific groups of children where possible, based on low activity levels.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £5370 32%
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 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	All Year 3/4 children have taken part in athletics sessions led by the Holderness SSCO. This was a targeted year group by the SSP as part of their post-lockdown priorities. Lots of opportunities for subject leader to share experiences and take on board the views of other	We will continue to be part of the SSP in 2022/23, building further on the good relationships we have formed. As part of this partnership, we have chosen the following options for whole school improvement: <ul style="list-style-type: none"> The Active Hub – Access to an online PE support portal for leaders and teacher

	There have been two opportunities this year where our SSCO has carried out events with our Year 3/4 class as part of the effort to raise the profile across the school.		<p>leaders as we continue to shape our PE provision.</p> <p>Positive experience during Ofsted deep-dive (Nov 21) in PE reassured of the positive impact being part of the SSP has had on our school.</p>	<ul style="list-style-type: none"> • “First Aid in Schools” – CPD for staff to be able to train children in basic first aid • “Mini-Fit” – Access to full day CPD targeting Year 3/4 children, leading to extra curricular opportunities.
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 can work with. There are also regular opportunities to work with PE specialists throughout the year.	£500	<p>A return to face-to-face network meetings allowed us to access a different level of networking and CPD.</p> <p>Guest speakers provided an insight into different PE schemes that we could adopt, as well as ways to improve our assessment system in PE.</p>	<p>The level of assessment in the subject is a high priority for 2022/23, so there will be some elements of this year’s networking that will be help guide decisions made.</p> <p>PE leader will have discussions with PE specialist for the Trust regarding action plan for the year.</p>
Continue to provide wider opportunities through our curriculum offer (Forest Schools)	<p>A key part of the curriculum offer at Sproatley is our Forest Schools provision for all ages.</p> <p>An audit of resources was made by HP (Forest Schools lead) and it was identified that there some equipment needed replacing.</p>	£70	Through the purchase of 10 sets of waterproofs, there is now enough equipment to be able to carry out the desired lessons for all age groups across school.	Will work alongside Forest Schools leader to ensure any future equipment can be adequately replaces if required.
Provide a high quality of PE teaching across the school, in a wide range of sports for all children	<p>Monitoring of the subject identified gaps in resources or impacted PE delivery due to older PE equipment or lack of availability of certain equipment e.g. quoits for early throwing/catching development.</p> <p>An audit of all PE resources was carried out by PE leader during</p>	<p>New equipment - £800</p> <p>Essential hall equipment maintenance - £500</p>	<p>All areas of our PE curriculum are now sufficiently resourced, allowing for staff to be able deliver lessons effectively.</p> <p>Careful considerations were taken over some of the equipment such as ensuring there were two different sizes of</p>	<p>Early observations indicate that staff are more confident delivering some of the lesson content due to the increase in resources/quality of resources.</p> <p>Children are more engaged in lessons due to improvements in equipment.</p>

	spring term 2022. Discussions were held with staff to determine any issues they had had with PE delivery that hadn't come to light during monitoring.		footballs (size 3 for ages 6-9, size 4 for 9-14) to ensure the appropriate development of skills.	Monitoring in the next academic year will further evidence the consistency of teaching across the whole school alongside the continued monitoring and evaluation of the suitability of our PE resources.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Unique spending for KI3 £510 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:
Provide CPD opportunities for all teaching staff and leadership through the SSP	All staff given access to CPD opportunities through the School Sports Partnership.	N/A (Accounted for in KI2)	A range of CPD has been undertaken this year. The Year 3/4 teacher has taken part in athletics CPD, support staff in KS2 were part of cross country CPD and the PE lead has fed back to the whole staff some of the CPD from networking opportunities throughout the year.	There will be a new member of the teaching and learning staff in 2022/23, so this will be an area of priority in terms of targeted CPD. All staff will continue to have access to online CPD through the SSP and a specific first aid CPD option linked to basic first aid for children has been selected for the upcoming year. PE leader will work with the staff who received specific CPD to draw upon new learning or expertise e.g. support staff to

				help organise and attend cross country events.
Provide networking opportunities for staff and subject development	PE lead to attend two online networking sessions and one face to face session.	N/A (Accounted for in K12)	Different CPD opportunities provided for subject lead during these network meetings. Where appropriate, feedback of these CPD sessions was provided to all staff.	In 2022/23, the face to face sessions are due to increase due Covid restrictions being removed. This will provide an opportunity for more practical opportunities during these sessions. A staff audit will be carried out to identify any areas of need across the school. There may be opportunities for staff to attend these network meetings alongside the PE subject lead if they meet specific needs.
Implement and draw upon previous year's CPD by embedding different sports within the curriculum	Purchase tennis equipment and lesson packs to embed tennis CPD from Year 3/4 teacher.	£170	Year 3/4 teacher has completed the tennis coaching CPD and we now have the resources recommended as part of the training.	Tennis/racket skills will be embedded further within our PE curriculum. Year 3/4 teacher to provide feedback on CPD during staff meeting. Tennis CPD to be offered to other members of staff throughout the year.

<p>Introduce orienteering into our curriculum for all children in Key Stage Two.</p> <p>Provide orienteering CPD for all teaching staff and HLTA support staff.</p> <p>Arrange the orienteering mapping of the school grounds.</p>	<p>Local links to Burton Constable have previously provided orienteering opportunities for children as part of our competition calendar.</p> <p>Discussions with leadership staff identified this as an area to introduce into our curriculum.</p> <p>Discussions with staff highlighted inexperience in this area.</p> <p>Worked with SSCO to arrange the orienteering mapping of the school grounds.</p> <p>CPD provided for all staff: <i>The course is aimed at Primary school Teachers and the course objectives are:</i> <ul style="list-style-type: none"> • <i>To understand what Orienteering is and how to introduce it in a fun and exciting way.</i> • <i>To be able to introduce progressive group learning activities across varied learning environments</i> • <i>To be aware of safety requirements.</i> • <i>To be aware of the opportunities for exit routes for young people and Leaders</i> </p> <p>Purchase resources linked to primary school orienteering</p>	<p>CPD - £180</p> <p>Resources - £160</p>	<p>All teaching staff and two HLTA completed "The British Orienteering eLearning Introducing Orienteering Course".</p> <p>Orienteering equipment and maps prepared ready for teaching opportunities.</p>	<p>As we move into 2022/23, orienteering will become a larger part of our PE curriculum. Monitoring of delivery and regular feedback from staff and pupils will help guide its implementation and development.</p> <p>Staff audits throughout the year to gain feedback on session deliveries and work with HLTA staff to upskill if required.</p>
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	delivery			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: Unique spending for KI4 £2686 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:
Provide opportunities on school grounds for orienteering to become an integral part of our PE curriculum	Embed orienteering in our PE curriculum (see Key Indicator 3)	N/A (Accounted for in KI3)	See Key Indicator 3	Track the engagement and enjoyment levels of the subject through pupil voice and activity tracker data for those sessions. Look to provide extracurricular opportunities or play leader links with younger children as the orienteering provision develops across school.

Embed active learning in other areas of the curriculum with themed days/activities	<p>Wider curriculum opportunities were explored across the school. An opportunity for a drama workshop for all children was identified.</p> <p>Discussions with drama staff highlighted the active nature of the planned session and how it would aim to provide active learning opportunities for children and staff.</p>	£300	<p>Children are more confident using movement and being active in lessons outside of PE.</p> <p>Literacy links have been established with PE/movement through the activities carried out during the day.</p> <p>Further opportunities to work together with the drama group have been identified e.g. careers fair</p>	<p>Explore alongside staff other opportunities to link up with the drama workshop group to provide different active learning opportunities.</p> <p>Alongside other leaders, monitor teaching and learning and identify active learning opportunities that have been provided.</p>
Provide transport to off-site sport events	Assess calendar of events for the academic year and identify where transport will be required.	£1100	Children were able to attend additional off-site events such as Year 5/6 swimming.	Continue to ensure all children can take part in off-site events.
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.	£1286	Children were able to receive their initial swimming lessons.	As we continue to catch up post-covid, we will monitor and provide swimming provision where appropriate.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Unique spending for KI5 £0 0%
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 opportunities for children to compete in a wide range of sporting events and activities through SSP	<p>As part of the School Sports Partnership, an extensive calendar of events is offered.</p> <p>The calendar was made more inclusive post-covid by categorizing the events in the following way:</p> <p>engage</p> <p>develop</p> <p>compete</p> <p>This allows certain groups of children to be targeted for events and inform children of the nature of the event they are attending.</p>	<p>N/A</p> <p>(Accounted for in KI2)</p>	<p>Four inter-school events attended this year across a range of event types.</p> <p>Children attended zoneball for the first time (a new event added to the calendar) and demonstrated high levels of engagement and enjoyment.</p> <p>In all events a mix of genders participated plus SEND children involved in “develop” events.</p> <p>27 different children took part in one or more of our inter-school events (~40% of KS2).</p>  <p>Quad Kids Athletics</p>	In 2022/23, we will aim to build on the positive levels of engagement in extracurricular activity by targeting more groups of children and an even wider range of events and activities.



Year 5/6 Football Tournament



Year 3/4 Football Tournament



Zoneball

Signed off by	
Head Teacher:	Mrs V Tippet
Date:	20/7/22
Subject Leader:	Mr S Marshall
Date:	19/7/22
Governor:	Mr C Smith
Date:	20/7/22