

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

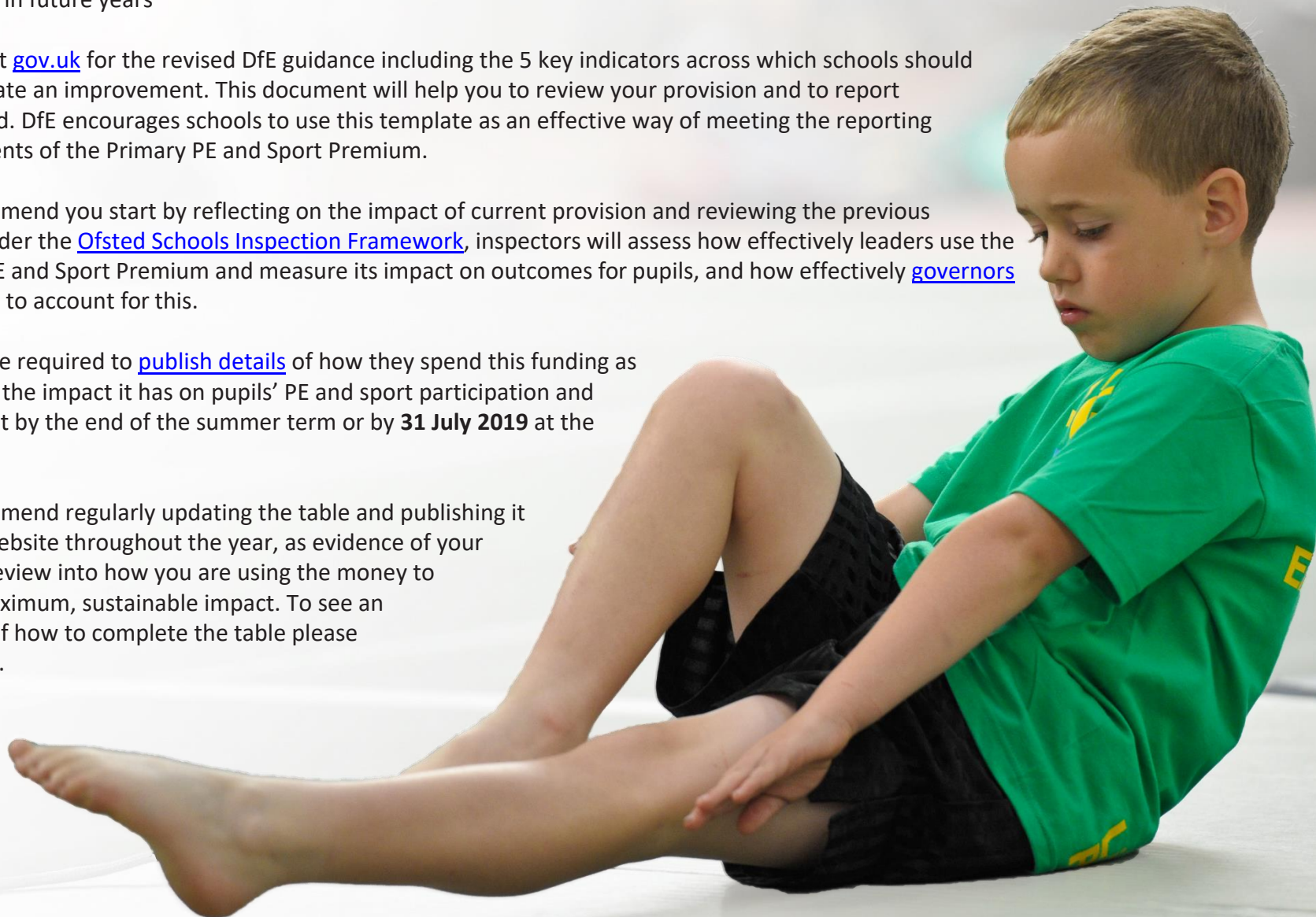
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding 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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Post covid we have been keen to re build our links in the community and with the North Yorkshire SSSP so that our students can access and experience a range of opportunities both on and off site.</p> <p>We are the highest attending school for this year with our SSSP festivals – our students gaining a great deal – physically, socially and emotionally by taking part in a variety of different sports and activities – both competitive and non competitive</p>	<p>Swimming has been a challenge with restrictions and COVID related staffing issues at the start of the academic year.</p> <p>As such we will be looking to increase our pool time with additional swimming sessions for primary students.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	<p>0%</p> <p>All though all primary students had swimming sessions it was at times restricted due to home learning/covid regulation.</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>0%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>0%</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?	Yes
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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 students today and for the future.

Academic Year: 2021/22		Total fund allocated: £16 350 plus carry over of £9000 from last year		Date Updated: July 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Provide students with outdoor gym equipment to enhance the morning and afternoon wake and shake, movement breaks and promote physically active break and lunchtimes in line with the government guidelines – at least 30mins of physical activity in a school day.	Source and purchase a range of engaging outdoor gym equipment to motivate and encourage active minutes during the school day	£12 700	Access to this type of outdoor gym equipment is very motivating for our students and will encourage them to be active during the day – both with movement breaks, sensory regulation and more independently at breaktime and lunchtimes.	Continued development including programmes can be factored into morning routines, breaktimes and PE lessons	
Provide the less able students with a cycling experience, helping to motivate and keep them active	Source and purchase trike/bike activities for less able	£215	Less able students are engaged in active learning and playing during outside lessons/playtimes		
Students able to practice or learn to ride a bike allowing them to gain confidence and hopefully encourage them to be more active both at school	Complete the new set of bikes and cycling equipment	£1920	Final payment for a new fleet of mountain bikes has enabled an increasing number of students to access learning of new skills on site including cycling proficiency	Arrange whole school bike training for staff to upskill and ensure maximum safe usage.	

<p>and at home</p> <p>Provide each class with a Sports tool kit so that they have equipment available at all times of the day to take part in movement/games/sport activities.</p>	<p>Purchase a range of easily stored equipment including footballs, rugby balls, hoops, skipping ropes etc for students to use during movement breaks/ playtimes etc</p>	<p>£378</p>	<p>activities increasing their safety when at home and out in the community. Biking on site is a very effective method of engaging more challenging/ less active students in a positive physical activity</p> <p>Student were actively using equipment during free time and break times – increasing physical activity, social interactions and communication</p>	<p>Maintain equipment and provide game ideas to allow staff and students to facilitate physical activities and games</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Celebration of achievements and awards in weekly assembly to inspire students to want to be part of the variety of sporting activities across the school and to achieve within PE lessons	Continue with the BGA proficiency awards in PE lessons – ensuring staff are confident in process	£15	The BGA proficiency awards have proved popular and classes have been working towards them as part of their curriculum PE. To date 10 students have completed their Level 7 award	Continue to roll out awards to the remaining classes to support progression in PE and celebration of achievements in assembly on and on School social media.
Raise the profile of school teams with a new kit to be used for matches/ off site events (develop pride in their team/ school/ self perception)	Buy a team kit for use when competing/ accessing sport offsite	£230	Student have commented on how much they are proud to wear the kit and how they feel like they are much more of a team.	Continue to run Sports council meeting to ensure there is a 'student voice' in the provision of PE in school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To hold REAL PE training for all staff leading/supporting PE sessions to enable students to engage and progress with their fundamental movement skills in a fun and holistic way.</p> <p>To subscribe to the REAL PE resource website so staff can access the lesson plans and resources, tailored to their class</p>	<p>Book REAL PE – 3 sessions to target the range of different abilities</p> <p>Book Real PE Jasmine licence renewal for all staff leading on PE</p>	<p>£3210</p>	<p>Staff understand the ethos around the holistic skills and student progress can be made in all 6 areas – physical, personal, social, cognitive, health and fitness and creative.</p> <p>The Real PE ethos is built into the assessment for PE so the holistic skills are addressed in PE sessions and progress is made in the 6 areas as well as skill building over time.</p>	<p>Continue to support new staff to access and use Real PE within their lessons – supported by training more staff this year.</p> <p>Continue to embed the Real PE approach to PE supported by high quality lesson plans and training sessions to raise confidence and skills set</p>
<p>To access off site mountain bike opportunities for the more able students</p>	<p>Mountain bike leaders course x 6</p>	<p>£1950</p>		
<p>To enable and empower staff to have the confidence and necessary qualifications to support students to access physical activities off site – increasing students’ opportunities and the variety of physical activities in different environments</p>	<p>Outdoor first aid course (to support offsite physical activities including orienteering, biking, walking, running, beach school and forest school activities) x 12</p>	<p>£1440</p>	<p>Student have been able to access off site trips and experience physical activities in their community and beyond. Increasing the outcomes for those students and their families.</p>	<p>The aim is for students to feel confident in the community so that they can access physically activities after school/ in holidays.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To provide a range of physical and developmental experiences for all students to suit all abilities and interests	Special School Sports Partnership Buy in	£250	Over half the students were able to access sports festivals and competitions this year increasing their experiences of new activities	Most students to participate in the off site activities next year – the social interactions and holistic developmental experiences gained from these activities are extremely valuable in addition to the physical challenges and skill acquisition
	Compass Gym	£200	34 students were able to access off site gym sessions in the summer term. This allowed the students to become familiar with what the gym had to offer and experience an activity to hopefully continue in their own time in the future	
	Purchase Kinballs, gymnastic equipment and rugby and tag rugby resources	£1500	Engagement of those usually less motivated by PE sessions. Staff witnessed an increase in time students were active and engaged in the PE sessions over the term	
Introduce different and inclusive game and PE ideas.				
Additional swimming sessions to promote water confidence and continue with progress in statutory swimming sessions	Book Braeburn Pool Nov-Feb	£500	Increase in water confidence, especially noticeable with the gap in swimming during COVID	

			restrictions	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to promote competitive sporting activities including virtual inter school competitions in addition to competitive activities within 'bubble' groups	<p>Buy in to the Special School Sports Partnership - this ensures we can attend a range of competitive events with other schools across North Yorkshire suited to our abilities and physical needs.</p> <ul style="list-style-type: none"> • Access to all central venue inclusive events on the SSSP calendar: Netball, Tag rugby, football, boccia, kurling, multi skills, swimming sportshall athletics, cycling, athletics, ASC sensory event, commonwealth games event, bowling • Qualified coaching and facility costs 	£550	<p>Woodlands attended the most festivals/ events of the Special schools in NY. Student were able to go offsite and participate in football, bowling, commonwealth games festival (including wheel chair rugby/ basketball, kinball, boccia and kurling)</p>	<p>Continue with the buy in next year to participate in future off site events/ competitions Investigate pathways to national competitions eg Netball (as in previous years pre COVID)</p>

To enable students to access off site activities	Hire minibuses to transport students to festivals and offsite sporting activities.	£60		
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