



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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SPORT
TRUST

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:

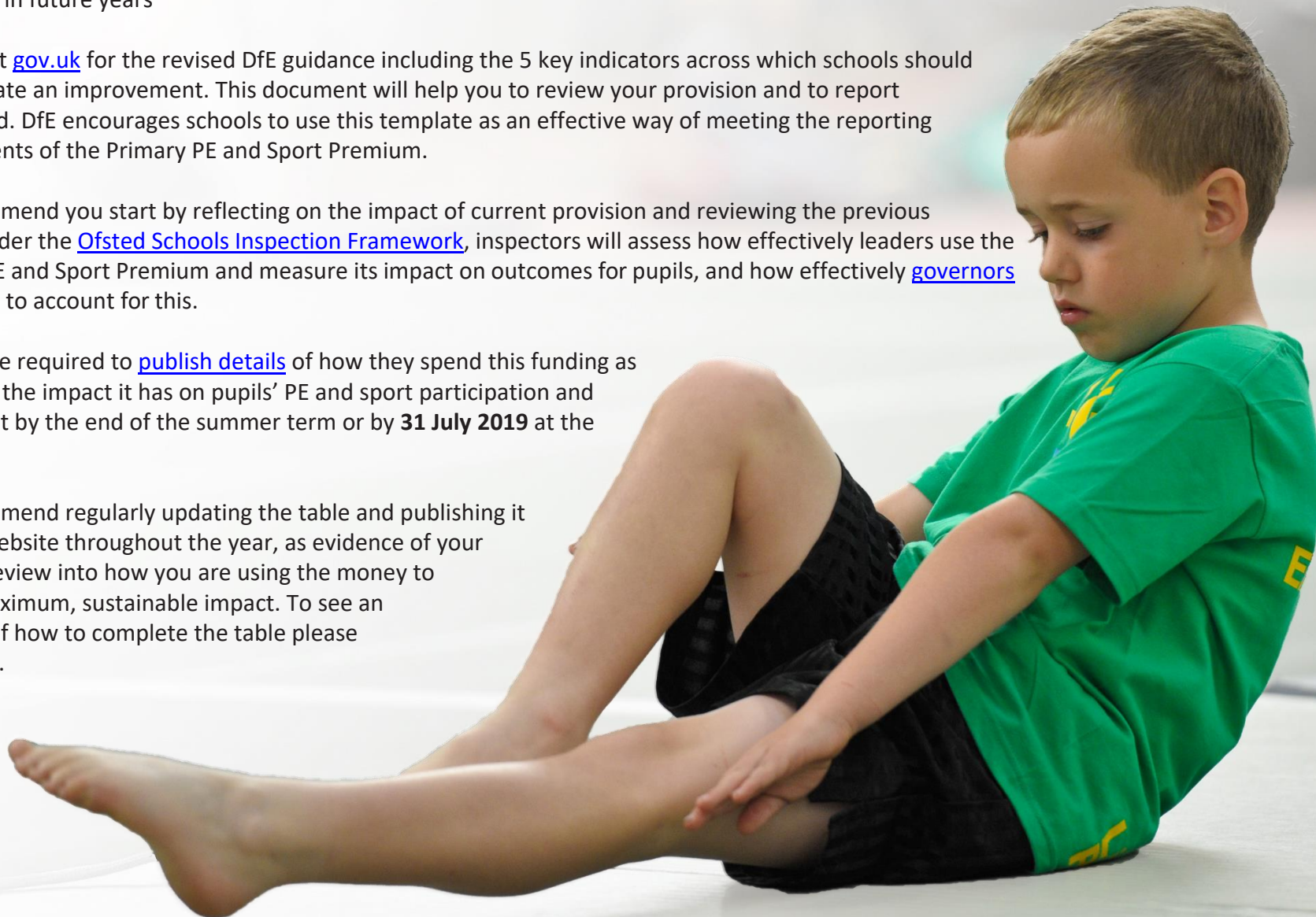
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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>During COVID restrictions students were still able to take part in a number of activities on site, and when able, off site (with COVID measure in place). Students were able to take part in virtual (personal best) competitions.</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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	N/A this year as swimming was not able to run due to COVID restrictions
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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?</p>	N/A

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: 2020/21	Total fund allocated: £16 350	Date Updated: July 2021		
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:
<p>Increase the range of outdoor play provision to develop the students enthusiasm for physical activity and engagement, both in curriculum time, playtime and extra curricular</p> <p>Increase equipment/ facilities for regular morning 'wake and shake' activities, movement breaks.</p>	<p>To develop the playground markings to facilitate the active 30 minutes during playtime/lunchtimes/ curriculum and extra curricular activities with a focus on netball/ football marking.</p> <p>To provide ideas and training for playtime/lunchtime activities to encourage physical activity</p> <p>New football target goals for independent PE.</p> <p>Purchase strider and recumbent bikes to allow all abilities to access cycling activities.</p> <p>Purchase an new fleet of 12 mountain bikes to replace present damaged/unsalvageable bikes.</p>	<p>£304.00</p> <p>£878</p> <p>£4000</p>	<p>The additional equipment has been widely used in both curriculum time and playtimes. Although things have been very different since March 2020, due to the Covid19 restrictions, the pupils who have been in school have generally been much more active.</p> <p>The playground markings have been put on hold due to the exploration of extensive renovations to the school over the next year.</p> <p>2 new recumbent bikes and 2 trikes have been bought which have increased the range of abilities able to access cycling activities</p> <p>A new fleet of mountain bikes has enabled an increasing number of students to access learning of new skills on site including cycling proficiency activities increasing their safety when at home and out in the community.</p> <p>Biking on site is a very effective</p>	<p>Temporarily develop original markings to encourage fitness circuits/ games during curriculum and extra curricular activities</p> <p>Arrange whole school bike training for staff to upskill and ensure maximum safe usage.</p>

To increase the access and use of practical learning in curriculum time. (Yearly Maths of the Day subscription)	Ensure staff are familiarised with the Maths of the day programme – provide training sessions.	£330	method of engaging more challenging/ less active students in a positive physical activity	
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	<p>To implement the BGA proficiency awards into PE lessons – ensuring staff are confident in process</p> <p>To develop progressive swimming awards for the whole school in line with the skills progression tracker (design and buy in)</p> <p>Buy medals for Gamesmark sports day in Summer Term to celebrate success</p>	£800	<p>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</p> <p>The swimming awards have not been issued due to the restrictions in using the local swimming pools</p>	<p>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.</p> <p>Continue to run Sports council meeting to ensure there is a ‘student voice’ in the provision of PE in school.</p>

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:
Increase knowledge and confidence for staff offering Rebound Therapy to more semi formal students.	Book Online Rebound Therapy refresher course x1	£189	Unfortunately due to COVID restrictions as the RT training was online the member of staff involved felt that it would not be suitable and that she would prefer a practical refresher.	Continue to review the staff needing training for 21/22 academic year.
Continue to embed the Real PE approach to PE supported by high quality lesson plans and training sessions to raise confidence and skills set	Real PE Jasmine licence renewal and training (tbc)	£174	RT continued in lesson times with qualified staff.	To train at least 2 members of school staff to ensure students are able to benefit from regular rebound therapy sessions
To access off site mountain bike opportunities for the more able students	Mountain bike leaders course x 2		The Real PE ethos is built into the assessment for PE so the holistic Due to COVID restrictions and the closure of the Outdoor centre the bike leaders course did not take place.	Continue to support new staff to access and use Real PE within their lessons To rebook the mountain bike course so that students will be able to access OAA such as mountain biking at Dalby forest.
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:

<p>To provide a range of physical and developmental experiences for all students to suit all abilities and interests</p>	<p>Special School Sports Partnership Buy in (virtual events in the Autumn Term)</p> <p>Additional swimming/ water confidence/ sensory regulation</p> <p>Indoor rock climbing sessions (The Street)</p> <p>Horse riding (if available)</p> <p>Compass Gym</p> <p>Skipping schools Day (one day event – rearranged from last year)</p>	<p>£220 (from 1920 buy in)</p>	<p>Student took part in some of the virtual competitions – focusing on personal bests.</p> <p>Due to COVID the indoor climbing wall was not opened this year.</p> <p>28 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</p>	<p>To participate in the off site activities as soon as they are offered again – the social interactions and holistic developmental experiences gained from these activities is extremely valuable</p> <p>To restart the water confidence/swimming sessions for primary students once the pools reopen.</p> <p>To restart indoor climbing sessions as soon as COVID restrictions allow.</p>
<p>Increase the knowledge and awareness of out of school physical activities and sports</p> <p>To develop the young leaders</p>	<p>We Can Dance – promoting both HA and LA opportunities</p> <p>Progress to Dance awards (ensuring evidence of progression)</p> <p>Equipment and dance exam fees</p> <p>Develop a directory of physical activities for parents/ carers to</p>	<p>FREE (dance teacher)</p> <p>£200</p>	<p>6 students successfully achieved a Contemporary dance award, learning new skills, choreographing parts of their own dance routine and performing to others and via video.</p>	<p>Continue to develop the opportunity for others to take part in qualifications.</p> <p>Continue to give opportunities for others including semi formal to experience movement to music.</p>

accreditations/qualifications so that students can participate in different roles within physical activities	support access to activities out of school and for the future Ensure staff are confident to deliver appropriate leader qualifications eg Young Leaders, Playmakers			
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	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. In the Autumn term this will be virtual competitions due to COVID constrictions. From January this hopefully will give students: <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, 	£250	Due to COVID only virtual competitions took place. These were focused around personal best scores – competing against other schools in the SSSP	Continue with the buy in next year to hopefully take part in future off site events/ competitions Investigate pathways to national competitions eg Netball (as in previous years pre COVID)

	<p>swimming sportshall athletics, cycling, athletics, ASC sensory event</p> <ul style="list-style-type: none"> • Qualified coaching and facility costs 			
	<p>We Can dance – continue to promote a range of opportunities including taking part in the Eskdale Festival.</p> <p>Additional transport costs to sporting festivals and fixtures</p>	<p>FREE</p>	<p>The performing arts competition didn't take place due to COVID but dance class continued in the summer term in school</p>	<p>Enter Eskdale Festival 2022</p>