

# 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](http://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](#).



## Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/2023	£17,640
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,640

## 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. <b>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</b>	Year 6 pupils completed self-rescue training as part of their swimming lessons at Norton Pool.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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 2023. Please see note above	84%
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	84%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	84%
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?	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: 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</b>			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:
Children will understand the importance of physical and mental wellbeing.	<ul style="list-style-type: none"> <li>Play Leader Training for Year 6 pupils</li> <li>Research effective playground equipment which will develop collaborative play and learning</li> <li>Invest in a wireless sound system which can be used outside to encourage movement and dance</li> <li>Invest in good quality equipment to offer games during lunchtimes supported by additional staff on duty</li> </ul>	£6000	<ul style="list-style-type: none"> <li>Year 5 and 6 pupils trained as play leaders and able to run games with other pupils.</li> <li>Play equipment that has been purchased has opened up a range of open ended activities that the children can play including games such as football and basketball on a rota basis.</li> </ul>	<ul style="list-style-type: none"> <li>Timetable for Year 5 pupils to be put in place quickly to make effective use of play leader training.</li> </ul>
Adequate staffing to engage pupils in physical activity during lunchtimes.	<ul style="list-style-type: none"> <li>PE lead to provide training to staff to enable them to lead games during playtimes.</li> </ul>	£500	<ul style="list-style-type: none"> <li>Additional staffing at lunchtime has allowed more outdoor space to be used and supervised allowing game such as basket ball to be played.</li> </ul>	<ul style="list-style-type: none"> <li>Reassess equipment for the new term so that playtimes continue to be active when the field is not in use.</li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school 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:
PE scheme is fully embedded	<ul style="list-style-type: none"> <li>• Staff feel confident with the new PE scheme of work Get Set for PE</li> <li>• Staff have time with the PE subject lead to ensure progression of skills using Real PE and Get Set for PE</li> <li>• Subject Lead has time out to meet with staff and to observe PE across the school for monitoring and training purposes</li> </ul>	£1140	<ul style="list-style-type: none"> <li>• Planning is now in place for PE and staff are confident in teaching the scheme.</li> <li>• PE lead acts as a point of contact for questions regarding the scheme.</li> <li>• Scheme meets the needs of the pupils better than previous scheme and allows the teaching and development of games.</li> <li>• PE lead has definite areas of development for coming year.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer time for subject lead to monitor subject.</li> </ul>
Youth Sports Trust	<ul style="list-style-type: none"> <li>• Allows support and continued development of PE lead.</li> </ul>	£210	<ul style="list-style-type: none"> <li>• Support for subject lead</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with subscription</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
PE scheme is fully embedded	<ul style="list-style-type: none"> <li>• Staff feel confident with the new PE scheme of work Get Set for PE</li> <li>• Staff have time with the PE subject lead to ensure progression of skills using Real PE and Get Set for PE</li> </ul> Subject Lead has time out to meet with staff and to observe PE across the school for monitoring and training purposes	£ see above	See above	

**Key indicator 4: Broader experience of a range of sports and activities offered 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:
Pupils have access to specialist teaching through the Malton Sports Centre package.	<ul style="list-style-type: none"> <li>• Children are able to access clubs</li> <li>• Children are able to access competitions</li> </ul>	£5320	<ul style="list-style-type: none"> <li>• Children have accessed a range of clubs. Intake in the club improved over the course of the year.</li> <li>• Children from Year 1 – Year 6 have accessed specialist setting for sports.</li> <li>• Children from Reception to Year 6 have accessed many opportunities for sporting activities and competitions allowing children to try different sports and developing a love of sports</li> </ul>	<ul style="list-style-type: none"> <li>• Re-evaluate Malton Sports Centre offer.</li> </ul>

			and competition.	
Pupils have access to after school clubs which offer alternative sports e.g. archery, tennis, volleyball through Simon Carson	<ul style="list-style-type: none"> <li>• Monitor access to the clubs and offer to other pupils to encourage participation.</li> </ul>	£750	<ul style="list-style-type: none"> <li>• Children were introduced to a range of different sports such as archery and golf showing them sports beyond the normal range offered within school.</li> </ul>	
Opportunities for pupils to participate in alternative sporting provisions e.g. climbing wall/skipping through accessing specialists	<ul style="list-style-type: none"> <li>• Specialists sourced to provide additional activities for pupils in addition to curriculum sport</li> </ul>	£950	<ul style="list-style-type: none"> <li>• Climbing wall onsite to again show pupils that sporting activities vary. Children's enjoyment of the climbing wall was evident with children reaching higher than in previous years and developing confidence.</li> </ul>	
KS1 pupils access balance bike training	<ul style="list-style-type: none"> <li>• Pupils are taught how to use a balance bike correctly</li> <li>•</li> </ul>	£313	<ul style="list-style-type: none"> <li>• Children more confident with balance bikes</li> </ul>	

Key indicator 5: Increased participation 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:
Pupils have access to specialist teaching through the Malton Sports Centre package.		£as above	See above	
Transport to competitions at Malton Sports Centre		£2000		<ul style="list-style-type: none"> <li>Increased cost of coaches – Malton Sports Centre to conduct tuition within school.</li> </ul>

Signed off by	
Head Teacher:	R Wanless
Date:	July 2023
Subject Leader:	G Welburn Kelly
Date:	July 2023
Governor:	

Date:	
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