

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

2021-22 SPEND

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 <u>Quality of Education</u> 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.

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

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.**

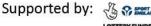
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	£3 866
Total amount allocated for 2020/21	£17 923
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3 921
Total amount allocated for 2021/22	£17 923
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21 844

Swimming Data

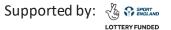
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Year 6 July 2022
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?	100%
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	
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	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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













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: £21,844 £21563 £281 1%	Date Updated: July 2022		
-	all pupils in regular physical activity— (east 30 minutes of physical activity a c		ficers guidelines recommend that	Percentage of total allocation: 17%
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: £3715	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure maximum number of children are active and engaged in physical activity during the school day	Questionnaires / Observations/ tracking system for: KS2 pupils to ensure they are all as fully engaged as possible. *Use results from questionnaire to plan in activities pupils ask for to engage less active pupils. Host one off days to promote new playtime crazes (Skipping/ Street Dance) *Whole school Daily exercise (20 min) (Autumn Daily Mile/ Spring Wake Up Shake up/ Summer Daily Skip) *Teachers to analyse timetables/ plan active learning (10 min) Research / Share ideas for activities could use.	£300 £865 £100	Parents who reported that their child does over 30 minutes of exercise out of school: June 2022: 95% (weekdays)	Sustain 30 mintues activity per day: Use Kanga Sports to introduce Active Maths/ Active English/ Mental Health and behaviour mentor sessions that staff can then learn from/ follow on. Target inactive pupils with playground challenges/ small group activities/ leadership roles to engage them. (Equipment/ Caps or bibs) Increase number of families walking to/from school: 10 minute walk zone set up/ scooter park. Online tracking system (replace paper copies)













ti Ti	Continue developing active lunch- imes / playtimes: rain pupils to become Playtime eaders. Supported by: PE co-ordinator		lockdown.	Whole school workshops (eg skipping) to promote active play.
p is	lan a rota of activities, ensure that it properly resourced and equipment is well maintained.		activity per day within school.	Playtime equipment updated/ replaced.
e	nsure pupils are as active as possible.	£500	(Supermovers/ Go Noodle/ active lessons planned for: being regularly used)	
sl	consolidate implementation of kipping at playtimes. Skipping vorkshops delivered again to each	£100	Playground squad have a rota of	
cl	lass. / skipping activity boxes for each lass.		activities for each class/ well equipped/ range of games, resources, activities.	
	Employ specialist sports specialists to eliver after school clubs.	£1600	During playtimes and lunchtimes, 100% of our children are actively taking part in additional structure	
*S	scooter parking spot.		sport opportunities. Ride a scooter to school 13% of	
			pupils Number of pupils who walk	
			compare to car/ compare to last time.	
			June 2022 67% of parents reported that their child walks to school most days. (work/ distance: reasons for	
			not) June 2021 77% (More parents working from home so the time too)	
			After-school clubs well attended: % of pupils attending an after school sports club Y6: 62%	















			Y5:55% Y4:61% Y3:76% 29% KS2 SEND pupils 57% KS2 Pupil Premium pupils	
Key indicator 2: The profile of PESSPA	being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation: 5%
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: £1000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
 To use PE and sport as a tool to promote resilience and to improve mental health and wellbeing. Provide sporting role models that pupils can identify with (including staff) Ensure the profile of PE and sport across school remains high 	*Assembly time / class show and tell time to celebrate successes/ display board/ school news (staff and pupils) *Staff dress appropriately for PE and share their own physical achievements/ healthy choices with pupils. *Continue with Sports News/ PE and physical activity on classes weekly news/ Monthly News. *Buy in resources/ staff to deliver Mental Health and Being activities. *Physical activity as part of other lessons to become the norm. *Promote local sports clubs/ events/ holiday clubs etc	£1000	PE. We do not have any pupils trying to avoid taking part. Yoga was a success with EYFS, Year 1/2/3. Staff noticed calmer behaviour in class. Pupils enjoyed the sessions.	Wide range of after-school clubs. Use Kanga Sports to introduce Active Maths/ Active English/ Mental Health and behaviour mentor sessions. Provide an increased outdoor education program that provides a wide range of opportunities that go beyond the curriculum. Focus: children's health and wellbeing / resilience/ self-esteem/ teamwork.













Continue
Cycling
OAA (canoeing/ abseiling/ climbing/
gorge walking/
walking/scrambling/orienteering/
team building, problem solving
games)
Football
Hockey
Handball
Dodgeball
Cricket
Rounders
Table-Tennis
Rugby
Tennis
Parental Questionnaire showed that
many of these are followed up out
of school.
Behaviour within school is good.
Staff use physical activity/
movement breaks throughout the
day/ all subjects to maintain this
(whole class and individuals as
necessary)
81% of families reported that they
regularly exercise together.
82% of children attend an organised
sports club out of school.
71% of children usually attend a
sporting holiday club.
-1

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested











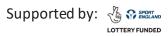


what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated: £5490	pupils now know and what can they now do? What has changed?:	next steps:
alongside specialist coaches and attending courses where	*Subject Co-ordinator continue to support staff and keep them updated with new ideas.	£320	Active Kids For All, Inclusive PE training: Online course: 3 hours	Teachers/ TAs/ Mid-day supervisors to attend CPD and opportunities to work alongside qualified coaches (playground
 Staff to have a wider range of ideas for how to adapt lessons to ensure fully inclusive 	*Training: Focus on PE being inclusive for all *High quality PE coaches work alongside staff used to teach PE.	£160	Occuptaional therapist: Ways to make PE lessons inclusive for all.	Sports Lead to continue working alongside other local teachers/ coaches (Sports
	Regular monitoring that it is high quality.	£4570	coaches with different specialisms to learn more about how to adapt to be	Partnership) to continue sharing good practise.
	*PE Co-coordinator to attend locality meetings and training days in order to identify and address development areas. To work with locality colleagues to competitive opportunities for all children		Knowledge/ ideas passed on to staff. PE Scheme checked and up to date. Progression documents appropriate/ yearly rota to ensure range of sporting focus. (though skills the same). Staff INSET to recap on it /	NQT: team teach alongside PE lead and coaches to ensure confident PE delivery and to provide ideas for active learning.
	*PE Scheme to be checked to ensure progression.	£160	ensure all staff secure Coaches/ instructors from: Fire House Dance Studio/ Skipton Tennis Centre/ Skipton Cricket Club/ Upper Wharfedale Rugby Club/ specialist PE teacher used to help teach PE alongside staff. Each class receives 2 High quality PE lessons with good progression for all. Staff able to adapt lessons/ support pupils so fully inclusive. PE co-ordinator regularly monitors	













			relevant to our scheme of work/ our progression documents.	
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation: 24%
Intent	Implementation		Impact	2470
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: £5170	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
 Additional achievements: To increase the range of sports and extra-curricular physical activities which are available. Identify which activities pupils would like to try by year group, gender and least active groups. Ensure our school are providing activities that will engage the most pupils including the least active. Develop opportunities for pupils to access community sport in order to develop social skills and resilience. 	*Use pupils confident riding a bike) *Use pupil voice/ questionnaires to gain ideas for new sports. *Continue to promote links with local clubs/ take part in the Skipton Schools	£1950	Multi-Sports (32: 16 girls 16 boys 3 SEND) Cricket (22: 7 girls 15 boys 3 SEND) Rounders (30: 9 girls 21 boys 3 SEND) 36% of KS2 SEND pupils attended an after-school sports club. 76% y3 61% y4 56% y5 62% y6 attended an after-school club. 100% of EYFS received 2 days of Pedal	(wider range of activities to find something for everyone). Wide range of after-school clubs
Ensure all sporting activities are inclusive so SEND can attend created by: Physical Physical Partnerships Physical Partnerships	*Opportunities for ALL Y3, Y4 and Y6 SPORT Supported by: LIGHTER *Option Supported by: LIGHTER **DITTER **Option Supported by: LIGHTER **DITTER **D		and Scoot training. Outstanding feedback from parents.	esteem/ teamwork.

to take part in OAA (residential June 2022 compared to (June 2021) £1250 trip/daytrips) Parents reported that: 78% **(72%)** KS1 *Enter pupils into inclusive events 87% **(91%)** LKS2 100%(86%) UKS2 (extra staff) can confidently ride a bike Swimming delivered across the year groups Term 1 – Year 5 PE Scheme checked and up to date. Term 2 – Year 4 £1560 Term 3 – Year 3 Progression documents appropriate/ yearly rota to ensure range of Year 6 extra water safety sessions to recap what sporting focus. (though skills the same). Staff INSET to recap on it / achieved in previous year ensure all staff secure. groups. 1:1 instructor for pupils with ECHPs Year 3/ Year 4 each attended an OAA Day at Nell Bank, Ilkley. Extra staff sent and activities adapted so SEND pupils fully included. (Orienteering and team building / problem solving) Year 6 attended 5 day residential at Bewerly Park. Extra staff sent/ activities adapted so SEND pupils fully included (canoeing/ abseiling/ climbing/ gorge walking/walking/scrambling/orientee ring/ team building, problem solving games) Questionnaire sent to all parents/ Pupil voice/ pupil questionnaires used: data analysed to inform PE/ Sports planning for now/ future. Close links made with local clubs: Coaches come into school/ fliers sent out/ events ad clubs advertised regularly. A directory of all the local







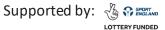


sports clubs emailed to all parents. 82% of parents questioned reported that their child attends a local sports club. 1:1 swimming instructor / extra school staff ensured ALL pupils (including those with ECHPs could fully access swimming in each year group) Year 6 attended extra sessions to recap water safety taught in previous year groups and to find out about different activities that take place at the pool not just swimming lessons. Girls only cricket session with a qualified coach to further promote the sport / local clubs to girls. Good uptake and very successful school team which has inspired even more interest for future. June 2021 parental questionnaire highlighted a common concern about pupils missing swimming during lockdown. June 2022 compared to (June 2021) Parents reported that: 25% (**15%**) of KS1 77% (**58%**) of LKS2 96% (**77%**) UKS2 can confidently swim 25m













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				28%
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 take part in Skipton Schools	*Use pupil voice/ parents	Funding allocated: £6188 £2544 Sports	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Member of the Skipton School	Sustainability and suggested next steps: Continue to buy into Skipton
cluster competitive sporting events and strive to ensure all pupils receive the opportunity to represent school Continue to develop links with local sports clubs. Organise Intra-School competitions between houses Attend Craven events/ North Yorkshire events Take part in virtual competitions	*Maintain links with local clubs *Organise intra-school competitions within classes (house competitions) *Attend sports festivals / competitions organised by Skipton Schools Partnership and Craven Partnership. -Craven Schools level enter A/B/C teams when possible -Aim to get teams through to North Yorkshire Games level *Take part in virtual competition organised by Skipton Schools Partnership	partnership	Partnership: Gold Level Membership: *Whole Class Festival / competition Events *Virtual Challenges/ competitions *CPD *Equipment Share scheme *PE Lead links across schools Members of the Craven Partnership *Team competitions at Skipton/ Craven/ North Yorkshire level. 100% of KS2 pupils (including SEND) have competed in at least 2 interschool sports events (Skipton Schools) 100% of KS2 pupils (including SEND) have competed in at least 2 virtual sports competition 15 inter-school competitions entered at local Skipton Schools Level (cross-country/ football: girls and mixed/basketball/tennis/cricket: girls and mixed/ handball/ hockey/ dodgeball/ rugby)	









Cross-Country: Inclusion race (Skipton
Schools and Craven Schools)
2 events competed in at North
Yorkshire Level representing Craven
(cross-country: all age groups and
inclusion race/ girl's cricket)
1 event competed in at County Level
represented North Yorkshire (girl's
cricket)
3 intra-school house competitions.
100% of pupils entered including
SEND.
Weekly Skipton Schools football
matches attended: Mixed/ Girls
teams.
Description of the Land Cook of the Land
Parents reported that 82% of pupils
attend at least one out of school
organised sports club following links
made through school.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	













Governor:	
Date:	











