



# 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



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](#).

Created by:



Supported by:



## 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.

|  |                  |
|--|------------------|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><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></p> | Year 6 July 2022 |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2020.</p> <p>Please see note above</p>  | 100%             |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>  | 75%              |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 75%              |
| <p>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?</p>   | 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<br>£21563    £281    1%  |                                       | Date Updated: July 2022   |   |
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| <b>Key indicator 1:</b> 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:<br>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:<br>£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.<br><br>*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...)<br><br>*Whole school Daily exercise (20 min) (Autumn Daily Mile/ Spring Wake Up Shake up/ Summer Daily Skip)<br><br>*Teachers to analyse timetables/ plan active learning (10 min) Research / Share ideas for activities could use. | £300<br><br><br>£ 865<br><br><br>£100 | Parents who reported that their child does over 30 minutes of exercise out of school:<br>June 2022: 95% (weekdays)<br>100% (weekends)<br>No change from 2021<br>June 2021: 95% (weekdays)<br>100% (weekends)<br><br>Parents who reported that they would describe their child as inactive:<br>June 2022: 2%<br>June 2021: 4%<br><br>Suggestions from Parental Questionnaire June 2021 we have followed up this academic year:<br>- Riding scooter to school<br>- Orienteering | Sustain 30 mintues activity per day:<br>Use Kanga Sports to introduce Active Maths/ Active English/ Mental Health and behaviour mentor sessions that staff can then learn from/ follow on.<br><br>Target inactive pupils with playground challenges/ small group activities/ leadership roles to engage them. (Equipment/ Caps or bibs)<br><br>Increase number of families walking to/from school: 10 minute walk zone set up/ scooter park.<br><br>Online tracking system (replace paper copies) |

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|  | <p>*Continue developing active lunch-times / playtimes:<br/>Train pupils to become Playtime leaders. Supported by: PE co-ordinator plan a rota of activities, ensure that it is properly resourced and equipment is well maintained.</p> | £250  | <p>- Lack of swimming progress in lockdown.</p> <p>All pupils achieving 30 minutes activity per day within school.</p> <p>-Playtimes active</p> <p>-Whole Class daily physical activity</p> <p>-Increase in active lessons (Supermovers/ Go Noodle/ active lessons planned for: being regularly used)</p>   | Whole school workshops (eg skipping) to promote active play. |
|  | Restock playground resources to ensure pupils are as active as possible.   | £500  |   | Playtime equipment updated/ replaced.                        |
|  | Consolidate implementation of skipping at playtimes. Skipping workshops delivered again to each class. / skipping activity boxes for each class.   | £100  |   |  |
|  | *Employ specialist sports specialists to deliver after school clubs.   | £1600 | <p>Playground squad have a rota of activities for each class/ well equipped/ range of games, resources, activities.</p> <p>During playtimes and lunchtimes, 100% of our children are actively taking part in additional structure sport opportunities.</p>  |  |
|  | *Scooter parking spot.   |       | <p>Ride a scooter to school 13% of pupils</p> <p>Number of pupils who walk compare to car/ compare to last time.</p> <p>June 2022 67% of parents reported that their child walks to school most days. (work/ distance: reasons for not)</p> <p>June 2021 77% (More parents working from home so the time too)</p> <p>After-school clubs well attended: % of pupils attending an after school sports club</p> <p>Y6: 62%</p> |  |

|   |  |                             | Y5:55%<br>Y4:61%<br>Y3:76%<br>29% KS2 SEND pupils<br>57% KS2 Pupil Premium pupils  |   |
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| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>   |  |                             |  | Percentage of total allocation:<br>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:<br>£1000 | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:  |
| <ul style="list-style-type: none"> <li>To use PE and sport as a tool to promote resilience and to improve mental health and well-being.</li> <li>Provide sporting role models that pupils can identify with (including staff)</li> <li>Ensure the profile of PE and sport across school remains high</li> </ul> | <ul style="list-style-type: none"> <li>*Assembly time / class show and tell time to celebrate successes/ display board/ school news (staff and pupils)</li> <li>*Staff dress appropriately for PE and share their own physical achievements/ healthy choices with pupils.</li> <li>*Continue with Sports News/ PE and physical activity on classes weekly news/ Monthly News.</li> <li>*Buy in resources/ staff to deliver Mental Health and Being activities.</li> <li>*Physical activity as part of other lessons to become the norm.</li> <li>*Promote local sports clubs/ events/ holiday clubs etc</li> </ul> | £1000                       | <p>Staff all have a Water Street School Hoodie to wear for PE lessons. Parents are aware of the PE / Sporting achievements that take place in school. Pupils all come dressed appropriately and ready for PE. We do not have any pupils trying to avoid taking part.</p> <p>Yoga was a success with EYFS, Year 1/2/3. Staff noticed calmer behaviour in class. Pupils enjoyed the sessions.</p> <p>Range of sports activities in a hope to find something for everyone:<br/>Yoga<br/>Street Dance<br/>Skipping<br/>Athletics<br/>Swimming<br/>Gymnastics</p> | <p>Wide range of after-school clubs.</p> <p>Use Kanga Sports to introduce Active Maths/ Active English/ Mental Health and behaviour mentor sessions.</p> <p>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.</p> |

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|  |  |  | <p>Cycling</p> <p>OAA (canoeing/ abseiling/ climbing/ gorge walking/ walking/scrambling/orienteering/ team building, problem solving games)</p> <p>Football</p> <p>Hockey</p> <p>Handball</p> <p>Dodgeball</p> <p>Cricket</p> <p>Rounders</p> <p>Table-Tennis</p> <p>Rugby</p> <p>Tennis</p> <p>Parental Questionnaire showed that many of these are followed up out of school.</p> <p>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)</p> <p>81% of families reported that they regularly exercise together.</p> <p>82% of children attend an organised sports club out of school.</p> <p>71% of children usually attend a sporting holiday club.</p> |  |
|--|--|--|---|--|

| 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:<br>£5490  | pupils now know and what can they now do? What has changed?:   | next steps:  |
|--|---|--|--|--|
| <ul style="list-style-type: none"> <li>To improve the skills and knowledge of all staff by working alongside specialist coaches and attending courses where necessary.</li> <li>Staff to have a wider range of ideas for how to adapt lessons to ensure fully inclusive</li> </ul> | <p>*Subject Co-ordinator continue to support staff and keep them updated with new ideas.</p> <p>*Training: Focus on PE being inclusive for all</p> <p>*High quality PE coaches work alongside staff used to teach PE. Regular monitoring that it is high quality.</p> <p>*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</p> <p>*PE Scheme to be checked to ensure progression.</p> | <p>£320</p> <p>£160</p> <p>£4570</p> <p>£380</p> <p>£160</p> | <p>CPD attended by PE Lead: Sainsburys Active Kids For All, Inclusive PE training: Online course: 3 hours</p> <p>PE lead researched online / talked to Occupational therapist: Ways to make PE lessons inclusive for all. Shared with staff.</p> <p>PE lead worked alongside a range of coaches with different specialisms to learn more about how to adapt to be fully inclusive. Knowledge/ ideas passed on to staff.</p> <p>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 / ensure all staff secure</p> <p>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 lessons to ensure high quality and</p> | <p>Teachers/ TAs/ Mid-day supervisors to attend CPD and opportunities to work alongside qualified coaches (playground activities/ active lesson focus)</p> <p>Sports Lead to continue working alongside other local teachers/ coaches (Sports Partnership) to continue sharing good practise.</p> <p>NQT: team teach alongside PE lead and coaches to ensure confident PE delivery and to provide ideas for active learning.</p> |



|   |  |                                      | relevant to our scheme of work/ our progression documents.  |   |
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| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |  |                                      |   | Percentage of total allocation:<br>24%  |
| 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:<br><b>£5170</b>   | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  | Sustainability and suggested next steps:  |
| <p>Additional achievements:</p> <ul style="list-style-type: none"> <li>To increase the range of sports and extra-curricular physical activities which are available.</li> <li>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.</li> <li>Develop opportunities for pupils to access community sport in order to develop social skills and resilience.</li> <li>Ensure all sporting activities are inclusive so SEND can attend</li> </ul> | <p>*PE Scheme to be checked to ensure progression. Curriculum rota of activities to be followed to ensure range of activities.</p> <p>*A variety of after school clubs. High quality PE coaches used to deliver after school activities. Regular monitoring that it is high quality.</p> <p>*Pedal and scoot for FS (to get all EYFS pupils confident riding a bike)</p> <p>*Use pupil voice/ questionnaires to gain ideas for new sports.</p> <p>*Continue to promote links with local clubs/ take part in the Skipton Schools Partnership.</p> <p>*Opportunities for ALL Y3, Y4 and Y6</p> | <p>£160</p> <p>£1950</p> <p>£350</p> | <p>10 after-school sports clubs all at full-capacity.</p> <p>Street Dance (30: 20 girls 4 boys 4SEND)</p> <p>Hockey (28:15 girls 13 boys 2 SEND )</p> <p>Athletics (24: 13 girls 11 boys 2 SEND)</p> <p>Table-tennis (35: 19 girls 16 boys 2 SEND)</p> <p>Multi-Sports (32: 16 girls 16 boys 3 SEND)</p> <p>Cricket (22: 7 girls 15 boys 3 SEND)</p> <p>Rounders (30: 9 girls 21 boys 3 SEND)</p> <p>36% of KS2 SEND pupils attended an after-school sports club.</p> <p>76% y3 61% y4 56% y5 62% y6 attended an after-school club.</p> <p>100% of EYFS received 2 days of Pedal and Scoot training. Outstanding feedback from parents.</p> | <p>Whole class/ school activity days ( wider range of activities to find something for everyone).</p> <p>Wide range of after-school clubs using range of coaches/ links to local clubs.</p> <p>Pedal and Scoot for the new EYFS pupils.</p> <p>Bikeability for Year 6 pupils.</p> <p>Provide an increased outdoor education program that provides a wide range of opportunities that go beyond the curriculum.</p> <p>Focus: children's health and wellbeing / resilience/ self-esteem/ teamwork.</p> |



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|  |  |  | <p>sports clubs emailed to all parents. 82% of parents questioned reported that their child attends a local sports club.</p> <p>1:1 swimming instructor / extra school staff ensured ALL pupils (including those with ECHPs could fully access swimming in each year group)</p> <p>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.</p> <p>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.</p> <p>June 2021 parental questionnaire highlighted a common concern about pupils missing swimming during lockdown.</p> <p>June 2022 compared to <b>(June 2021)</b><br/>Parents reported that:<br/>25% <b>(15%)</b> of KS1<br/>77% <b>(58%)</b> of LKS2<br/>96% <b>(77%)</b> UKS2<br/>can confidently swim 25m</p> |  |
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|  |  |  | <p>Cross-Country: Inclusion race (Skipton Schools and Craven Schools)</p> <p>2 events competed in at North Yorkshire Level representing Craven (cross-country: all age groups and inclusion race/ girl's cricket)</p> <p>1 event competed in at County Level represented North Yorkshire (girl's cricket)</p> <p>3 intra-school house competitions. 100% of pupils entered including SEND.</p> <p>Weekly Skipton Schools football matches attended: Mixed/ Girls teams.</p> <p>Parents reported that 82% of pupils attend at least one out of school organised sports club following links made through school.</p> |  |
|--|--|--|---|--|

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

|           |  |
|-----------|--|
| Governor: |  |
| Date:     |  |