



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting To

Academic Year
2020-21

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Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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](https://www.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. We recommend regularly updating the table and publishing it on your website 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: Based on 2019-20 Data/ Action Plan / Spend	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Engagement of all pupils in physical activity: <p>*Tracking system in place and introduced to staff. Started to use Autumn Term but due to COVID not a full year's results and no time to evaluate.</p> <p>*Least Active Pupils identified and joined an Active 30 group LKS2 pupils 10 weeks (8 pupils) UKS2 pupils 5 weeks (8 pupils) Due to COVID impact unknown but 10 (63%) volunteered to compete in cross country event and 9 (56%) attended after-school sports clubs during Aut / Sp1</p> <p>*Staff introduced to ways of making lessons more active. All were planning an extra 30 Active minutes per day into daily time-table. All added these sessions onto their Home-Learning where it was highlighted as a key part of each day</p> <p>*During COVID an email sent to all parents explaining importance of Active 30 and full of suggestions. A Physical Activity sent out on all daily lesson plans during this time.</p> <p>*Active lunchtimes in place. 33 x Y5 trained as playground leaders. Rota of activities in place. 5x Y5 pupils (1 identified as inactive) went on to train as Change4Life Champions and were starting to implement these ideas.</p> <p>*July 2019 questionnaire results analysed. Frisbee offered to Active 30 group. Volleyball and Street Dance timetabled into KS2 PE lessons and successfully delivered Autumn/ Spring 1. Archery/ Fencing was planned for Y3 but COVID cancelled.</p> <p>*Key Worker/ Vulnerable pupil bubbles daily physical activity when in school during COVID. (Joe Wicks workout/ Skills challenges)</p>	<p>*Monitor the use of the tracking system to ensure used consistently throughout school. Evaluate its use.</p> <p>*Identify inactive pupils / SEND / Pupil Premium/ BAME and track to ensure they are all as fully engaged as possible.</p> <p>*Identify those pupils who are least active / become less active due to lockdown restrictions by putting in planned activities to try and engage them (Less than 1 hour per day)</p> <p>*Remind all teaching staff in looking at their daily time-table to identify activity levels throughout the day and plan in ways of increasing them when there has been a period of sitting. Share ideas for activities could use. Lots new found during COVID so time to share.</p> <p>*Continue developing active lunch-times / playtimes (train pupils/ staff/ buy equipment/ monitor who joining in and who isn't: If not why? What can we do to improve? How will COVID guidelines affect this? What can we do?</p> <p>*Buy a set of class pedometers to set personal challenge and motivate increased activity.</p> <p>*Research ways / gather advice on how to deliver fully inclusive PE sessions/ equipment that could be used to help/ adaptations that could be made for pupils with physically disabilities.</p> <p>*Plan for physical activities that can be carried out during home-learning (if occurs)</p>

<p>*Timetabled Mindfulness / Yoga sessions implemented throughout school. Cosmic Yoga used as a COVID Home-learning activity and with the bubbles in school.</p>	
<p style="text-align: center;">Raise the Profile of PE and Sport</p> <p>*Sports News as part of Monthly News to celebrate successes. Continued to send out during COVID.</p> <p>*Sports Board used to evidence successes (staff and pupils)</p> <p>*Assembly time / class show and tell time to celebrate successes (staff and pupils)</p> <p>*During COVID each class sent out PE lessons to carry out at home. Staff emailed pupils discussing their own exercise routines.</p> <p>*Wimbledon and Ilkley Tennis tournament were booked but cancelled due to COVID</p> <p>*Park Run date was set but cancelled due to COVID</p> <p>*During COVID Sport / Keeping Active kept at forefront (daily emails/ PE lessons/ Skills Challenges/ Active 30 ideas/ Staff setting good example with own keeping active news)</p> <p>*All classes receive at least 2 hours of planned PE per week delivered by highly trained staff and covering a wide range of sports. Ensuring National Curriculum Objectives are taught and met.</p> <p>*Links made with 10 local sports clubs (6 deliver PE lessons to the pupils)</p> <p>*All pupils offered weekly after school sports clubs (During Aut / Sp1 included; Running/ Street Dance/ Dodgeball/ Football/ MultiSkills/ Athletics 71 KS2 pupils attended a club during Aut term.</p>	<p>*Plan in time for pupils to share their out of school sporting achievements.</p> <p>*Make another display where out of school sporting achievements can be shown off.</p> <p>*Buy a trophy cabinet.</p> <p>*Continue to encourage staff / parents to share their sporting achievements (display board/ assembly visits)</p> <p>*Visitors invited into school (or virtual appearance) to inspire/ share their achievements.</p> <p>*Try to get our sporting achievements into the local media.</p> <p>*Wimbledon trip again but try to organize a trip to another sporting event too (Ilkley Tennis).</p> <p>*Encourage Sports Leaders to write for the newsletters</p> <p>*Look into ways of delivering after school clubs / sporting events / activities with new Covid guidelines In place.</p>

<p>*Regular mindfulness / mental Health and well-being activities delivered in school and sent out as Home-Learning. The benefits of physical activity emphasised during this.</p> <p>*Autumn / Spring 1 we offered a range of after-school sports clubs. This has enabled children from EYFS, KS1 & KS2 to access new sports that they have not tried before. For all clubs we ran, all places were taken and, in some cases, we ran the club for a second time to ensure all children who wanted to take part in the club had the opportunity.</p>	
<ul style="list-style-type: none"> Increased confidence, knowledge and skills of all staff in teaching PE and sport. <p>*Kirsty Rimmington PE course at Skipton Tennis Centre (18th Oct)</p> <p>*Sally Reed / Kirsty Rimmington: Attended small spaces workshop (11th March)</p> <p>*TAs worked alongside Coaches to develop their confidence delivering PE sessions and to gain knowledge/ ideas. They have worked alongside (Adam Cox : Skipton Tennis Club, Ji Mukherjee Skipton Cricket Club, Hedley Verity Wharfedale Rugby Club, Mark Gunn Basketball, Howard Fire House Dance)</p> <p>*Regular audits of equipment. Extra equipment ordered to enable social distancing lessons / pupils own labelled equipment.</p>	<p>*Keep all staff updated with new COVID guidelines</p> <p>*Look into buying a Scheme of Work that staff can follow confidently but also ensures progression.</p> <p>*Carry out staff questionnaire to identify areas for future professional development</p> <p>*Use Katie Hoggarth (provide staff INSET or team teach with individuals with particular needs.</p> <p>*Encourage more TAs / HLTAs/ mid-day supervisors to deliver sporting activities. Look into training and support for TAs so they can be utilized in an effective way during PE lessons. By giving them the confidence and knowledge to support effectively in PE lessons, children will make greater progress in their learning</p>
<ul style="list-style-type: none"> Provide a broader experience of a range of sports and activities offered to all pupils. <p>*Fully Qualified Coaches used to deliver High Quality PE lessons after school clubs. They have worked alongside (Adam Cox : Skipton Tennis Club, Ji Mukherjee Skipton Cricket Club, Hedley Verity Wharfedale Rugby Club, Mark Gunn Basketball, Howard Fire House Dance/ Sports Cool) Coaches continued to plan / send out activities during COVID to pupils at home.</p>	<p>*Carry out a pupils voice / questionnaire and use data to plan PE lessons/ after school clubs and playtimes.</p> <p>*Keep up to date and research ways of delivering PE / Physical activity with new COVID guidelines</p> <p>*Use SSCO to deliver activities if possible with new COVID guidelines.</p>

*Y6 Bewerley Park: OAA Residential took place. 100% attendance.

*Y4: Nell Bank: OAA Residential cancelled due to COVID

*Booster Swimming (9 pupils) and Y4 / Y5 sessions took place.
Y3/6 Cancelled due to COVID

*July 2019 questionnaire results/ pupil voice used to plan new activities. Frisbee offered to Active 30 group. Volleyball and Street Dance timetabled into KS2 PE lessons and successfully delivered Autumn/ Spring 1.
Archery/ Fencing was planned but COVID cancelled.

*Fully planned long term plan in place (successfully delivered Autumn / Spring 1).

*During COVID Sport / Keeping Active kept at forefront (daily emails/ PE lessons/ Skills Challenges/ Active 30 ideas/ Staff setting good example with own keeping active news. A wide range of activities included)

*Links kept with Skipton Tennis Club / Skipton Cricket Club during COVID (activities / links emailed out)

*We do not have the most accessible playground and the school has no grassed area so whenever possible we make use of local facilities (Sandylands/ Aireville Park/ Skipton Academy / Ermysteds)

*Physical activity is embedded throughout as much of our school day as possible (Maths of the Day/ Go Noodle/ Super Movers)

*Y6 Bikeability / FS Pedal and Scoot

Increased participation in Competitive sport

*During COVID entered A / B team into Virtual Athletics and Virtual Tennis competition (North Yorks Games) 16 pupils tennis / 24 athletics

Y3 = 100% attended Orienteering festival

Y5 = 100% attended Orienteering festival

*Use Physical Activity to help with pupils mental health and well being

*Use pupils voice / questionnaires to plan in some new experiences

*Use SSCO to help plan, deliver and organise sporting opportunities especially if new socially distancing guidelines in place.
Virtual competitions?

<p>KS2: 84 (65% KS2) pupils represented Water Street at cross country competition A/B/C Teams. (this included 1 SEND, 10 identified as inactive) 12 pupils represented Skipton. (1 SEND) 3 pupils represented Craven (1 SEND)</p> <p>LKS2 Basketball A team LKS2 Football A team UKS2 Football A/B/C teams UKS2 Sports Hall Athletics A team LKS2 / UKS2 Swimming Gala A team (6 pupils went on to represent Skipton) C team entered (Aqua Splash)</p> <p>Virtual Sports Day planned and delivered to Whole School as part of Home-learning during COVID.</p>	
<p>Total amount carried forward from 2019/2020 £ 3866 + Total amount for this academic year 2020/2021 £ 17,923 = Total to be spent by 31st July 2021 £21,789 Total spend by 31st July = £17,866</p> <p>Total to carry over to 2021-22 = £3921</p>	

Meeting national curriculum requirements for swimming and water safety	2019-2020	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?		100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?		100%

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100%</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>	<p>Yes/No Y4/5 pupils attended a half term of swimming lessons and all made progress. Y3/6 swimming missed due to Covid. 9 pupils attended small group Booster Swimming sessions (½ term) 9 pupils represented the school in an aqua-splash swimming gala (C team) 16 pupils competed in an inter-schools gala (A team) 6 pupils represented Skipton Schools in a gala</p>

*Schools may wish to provide this information in April, just before the publication deadline.

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: £17,923 + £3866 = £21,789		Date Updated: July 2021 £17,868 spent £ 3921 carried over 18%	
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: 14%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Identify least active pupils and increase their levels of physical activity Ensure that Physical Activity is still encouraged / planned for during home-learning (if occurs)	<p>Questionnaire to find out pupils' levels of activity/ interests out of school. Identify least active pupils. -Use this information to help: *Identify inactive pupils / SEND / Pupil Premium/ BAME and track to ensure they are all as fully engaged as possible. *Identify those pupils who are less active/ become less active due to lockdown restrictions. *Timetable planned activities to engage them.</p> <p>Monitor the use of the tracking system to ensure used consistently throughout school. Evaluate its use.</p> <p>Plan in exercise breaks / active lessons throughout the day so pupils not sat for prolonged periods.</p> <p>Continue developing active lunch-times / playtimes (train pupils/ staff/ buy equipment/ monitor who joining in and who isn't: If not why? What can we do</p>	£3150	<p>May 2021 questionnaire results analysed. - 96% of parents report their child as being active. -4% identified and taken part in Active 30 group. -78% pupils attend regular sporting activities out of school. -95% of pupils reported as spending more than 30 mins after school doing physical activity. -93% of pupils complete over 1 hour exercise on a non-school day. -86% of families exercise together regularly. -77% of pupils walk/scoot/cycle to school</p> <p>Archery day organised for whole school Summer Term as was a popular suggestion.</p> <p>Least Active Pupils/ Pupils struggling mentally identified through pupil/</p>	<p>-Pupils identified on questionnaire as inactive /mental health issues/ SEND / Pupil Premium/ BAME track to ensure they are all as fully engaged as possible. -Put in place planned activities to try and engage them. New activities haven't tried before/ give sports monitor jobs (skipping ambassadors) -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. -Continue developing active lunch-times / playtimes: Set whole school competitions/ personal challenges/ awards (Less active pupils involved in planning and delivering).</p>	

	<p>to improve? How will COVID guidelines affect playtimes? Plan / teach pupils physical activities that conform to guidelines.</p> <p>Buy a set of class pedometers to set Identify inactive pupils / SEND / Pupil Premium/ BAME and track to ensure they are all as fully engaged as possible.</p> <p>Identify those pupils who are less active/ become less active due to lockdown restrictions by putting in planned activities to try and engage them. personal challenge and motivate increased activity</p> <p>*Research ways / gather advice on how to deliver fully inclusive PE sessions/ equipment that could be used to help/ adaptations that could be made for pupils with physically disabilities.</p> <p>Plan for physical activities that can be carried out during home-learning (if occurs)</p>	<p>parent questionnaire and staff observations. Active 30 group formed on return to school. Became skipping ambassadors learning new skills/ setting challenges for rest of school. LKS2 pupils 7 weeks (8 pupils) UKS2 pupils 7 weeks (8 pupils)</p> <p>40% of KS2 pupils attended an after school sports club in the Summer Term 42% KS2 SEN pupils attended an after school sports club in the Summer Term 100% KS2 Pupil Premium children attended after school sports club in Summer Term. 35% Y4-6 pupils identified as not doing 1hour exercise a day attended after school sports club in Summer Term.</p> <p>Staff INSET: Ideas for making lessons more active. All staff planning an extra 30 Active minutes per day into daily time-tables. All added these sessions onto their Home-Learning where it was highlighted as a key part of each day Autumn Term: Daily Mile Sumer Term: Daily Skipping: Each class 15 minutes each day. Challenges set/ certificates awarded.</p> <p>During COVID each class sent out Physical Challenges to carry out at home. Lessons made active where appropriate.</p>	<p>-Scooter/ Bike parking spot (suggested by pupils/ parents)</p> <p>-Organise a whole school new sport experience day (fencing/ golf/Yoga)</p>
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79% engaged with home-learning physical activities

During COVID Sport / Keeping Active kept at forefront (daily emails/ PE lessons/ Skills Challenges/ Active 30 ideas/ Staff setting good example with own keeping active news)

Active playtimes/ lunchtimes in place. Each class bought own box of active play equipment. Each class playtime covered by own staff so able to encourage less active pupils to become involved.

Key Worker/ Vulnerable pupil bubbles daily physical activity when in school during COVID. (Joe Wicks workout/ Skills challenges/ Lessons taught by Ji)

Skipton Tennis set online virtual skill practices daily. Pupils encouraged to share their results.

Subject co-ordinator/ class teacher/ sports coach all worked closely with Occupational Therapist to gain ideas on how to adapt PE sessions so fully inclusive. Had adaptations made to allow full involvement for all.

Subject co-ordinator: internet research/ group forums to gather ideas around fully inclusive PE. Knowledge passed on to staff.

NS attended a virtual course: Active Kids For All Inclusive PE Training.

			Knowledge passed on to staff.	
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure all pupils are aware of the benefits of physical exercise and sports and to encourage all pupils to aspire to take an active part in school sport and PE</p> <p>Continue to celebrate PE and sport in school through: Team and individual achievements celebrated in weekly celebration assembly and newsletter</p> <p>Whole school display</p> <p>Provide sporting role models that pupils can identify with.</p>	<p>Plan in time for pupils to share their out of school sporting achievements.</p> <p>Make another display where out of school sporting achievements can be shown off.</p> <p>Buy a trophy cabinet.</p> <p>Continue to encourage staff / parents to share their sporting achievements (display board/ assembly visits)</p> <p>Invite inspirational athletes into school (include athletes with disabilities/ BAME / females) and visits to areas of sporting excellence</p> <p>Buy reading books linked to sport/ inspirational athletes</p> <p>Try to get our sporting achievements into the local media.</p>	<p>£1000</p>	<p>All classes 2 PE lessons each week. Pupil voice shows Pupils aware of benefits of physical activity on physical and mental health.</p> <p>Sports News as part of Monthly News to celebrate successes. Staff encouraged to include active learning on their class section.</p> <p>Weekly News: What we are doing in PE/ to keep active. Sent out during Home-learning too.</p> <p>Sports Board used to evidence successes (staff and pupils)</p> <p>During COVID each class sent out Physical Challenges to carry out at home. Lessons made active where appropriate. Staff emailed pupils discussing their own exercise routines.</p> <p>During COVID Sport / Keeping Active</p>	<p>-Assembly time / class show and tell time to celebrate successes/ display board/ school news (staff and pupils)</p> <p>-Staff dress appropriately for PE</p> <p>-Continue with Sports News/ PE and physical activity on classes weekly news.</p> <p>Invite inspirational athletes into school (include athletes with disabilities/ BAME / females) and visits to areas of sporting excellence</p> <p>Buy reading books linked to a wide range of sport/ inspirational athletes</p> <p>Try to get our sporting achievements into the local media.</p> <p>Wimbledon trip again but try to</p>

	<p>Wimbledon trip again but try to organize a trip to another sporting event too.</p> <p>Encourage Sports Leaders to write for the newsletters</p> <p>Sports News as part on Monthly News</p> <p>Look into ways of delivering after school clubs / sporting events / activities with new guidelines In place.</p> <p>Set up a Mental Health and Well being group, based around physical activity, for pupils who are struggling to settle back into school.</p> <p>Buy in resources/ staff to deliver Mental Health and Being activities.</p> <p>Promote Park Run: Hold another Water Street take over.</p>		<p>kept at forefront (daily emails/ PE lessons/ Skills Challenges/ Active 30 ideas/ Staff setting good example with own keeping active news)</p> <p>All classes receive at least 2 hours of planned PE per week delivered by highly trained staff and covering a wide range of sports. Ensuring National Curriculum Objectives are taught and met.</p> <p>Summer: All KS2 pupils offered a weekly after school sports clubs. Multi-sports adapted to interests of the group.</p> <p>Y6: Friday eve Football LKS2 weekly club run / organized by Y6 Sports Leaders 52 KS2 pupils attended a club during Summer Term.</p> <p>Regular mindfulness / mental Health and well-being activities delivered in school and sent out as Home-Learning. The benefits of physical activity emphasised throughout this.</p> <p>Footballer biographies in reading scheme.</p>	<p>organize a trip to another sporting event too. Promote Park Run: Hold another Water Street take over.</p> <p>Buy in resources/ staff to deliver Mental Health and Being activities.</p> <p>World Cup celebrations Wimbledon celebrations Dress as your favourite sport day</p> <p>Promote Park Run: Hold another Water Street take over Staff/ parents/ pupils participate</p> <p>Physical activity as part of all lessons to become the norm.</p> <p>Whole school Daily exercise (20 min) (Autumn Daily Mile/ Spring Wake Up Shake up/ Summer Daily Skip)</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity.</p> <p>Ensure the use of TAs is effective in PE lessons to ensure that children who need additional support can make greater progress in their abilities</p>	<p>Ensure resources are up to date and include all resources that are needed in order for staff to teach high quality PE lessons.</p> <p>Keep all staff updated with new COVID guidelines</p> <p>Look into buying a Scheme of Work that staff can follow confidently but also ensures progression.</p> <p>Carry out staff questionnaire to identify areas for future professional development. Provide necessary CPD so that pupils receive a high standard of PE teaching and coaching in sport.</p> <p>Use Katie Hoggarth (provide staff INSET or team teach with individuals with particular needs.</p> <p>Encourage more TAs / HLTAs/ mid-day supervisors to deliver sporting activities. Look into training and support for TAs so they can be utilized in an effective way during PE lessons. By giving them the confidence and knowledge to support effectively in PE lessons, children will make greater progress in their learning</p>	<p>£1899</p>	<p>Resources/ equipment all updated so enough for class bubbles.</p> <p>Regular updates from subject co-ordinator on Covid regulations. How to deliver PE / Active learning to class bubbles.</p> <p>Scheme of work: Folders updated. PE Primary continued use TWINKL YST Top Play</p> <p>All adapted by Sports co-ordinator to meet needs of our pupils.</p> <p>Staff Inset held: Scheme of work. progression time-table, skills progression, assessment, active learning, inclusion.</p> <p>Staff questionnaire completed and data analysed.</p> <p>TAs / HLTAs/ mid-day supervisors involved in promoting skipping, enabling classes to use new playtime equipment, organising games.</p> <p>Subject co-ordinator/ class teacher/ sports coach all worked closely with Occupational Therapist to gain ideas on how to adapt PE sessions so fully inclusive. Had adaptations made to allow full involvement.</p>	<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 used to teach PE. Regular monitoring that it is high quality.</p>

			<p>NS attended a virtual course: Active Kids For All Inclusive PE Training</p> <p>TAs worked alongside Coaches to develop their confidence delivering PE sessions and to gain knowledge/ ideas.</p> <p>They have worked alongside (Skipton Tennis Club, Ji Mukherjee Skipton Cricket Club / trained PE teacher, Hedley Verity Wharfedale Rugby)</p>	
	. Increase staff knowledge / confidence / ideas on how to deliver PE to pupils with physical disabilities			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	44%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to use a wide range of specialised coaches to offer a wide range of activities both within and outside the curriculum in order to engage maximum numbers of children.</p> <p>Provide additional opportunities for KS2 pupils to have extra booster swimming sessions in order to complete the minimum requirement.</p> <p>Provide Outward Bound opportunities for Year 4 and 6 to develop confidence, improve self-esteem through physical activity, develop team work and allow</p>	<p>Carry out a pupils voice / questionnaire and use data to plan PE lessons/ after school clubs and playtimes.</p> <p>Keep up to date and research ways of delivering PE / Physical activity within new COVID guidelines</p> <p>Use SSCO to deliver activities if possible within new COVID guidelines.</p> <p>Use Physical Activity to help with</p>	£9519	<p>July 2021 questionnaire results analysed</p> <p>Subject co-ordinator kept up to date with Covid guidelines. Able to maintain 2 hours PE per week, after school clubs, active 30 groups, high quality coaches, activity days.</p> <p>Year 4, 5, 6 attended Sports Festival as individual bubbles (organised by SSCO)</p> <p>Long term timetable followed to</p>	<p>PE curriculum rota of activities to be followed.</p> <p>Organise a new sporting experience day for the whole school (fencing? Golf? Yoga?)</p> <p>Attend sports festivals organized by SSCO</p> <p>A variety of after school clubs.</p> <p>Pedal and scoot for FS Cycling for Y6</p>

<p>them to experience some new activities.</p> <p>Deliver PE sessions that allow ALL pupils to be fully involved and make progress.</p> <p>Plan in a range of new sporting opportunities.</p>	<p>pupils mental health and well being</p> <p>Research ways / gather advice on how to deliver fully inclusive PE sessions/ equipment that could be used to help/ adaptations that could be made for pupils with physical disabilities.</p> <p>Plan in some new sports opportunities (tri-golf/ archery/ fencing/ yoga/table tennis)</p>		<p>ensure a range of sports / activities. Plus extras:</p> <ul style="list-style-type: none"> -Whole school archery day. -Year 3 Table-tennis -Year 4 Orienteering -Year 5 Orienteering at Nell Bank. Team building activities. -Year 6 3 days outward bounds activities at Bewerley Park (canoeing, abseiling, rock climbing, high ropes, paddle boarding, bush crafts) -Year 6 Cycling -Small group (inactive/ SEN Y3: tri-golf) -Year 5 swimming lessons (Summer 6 weeks) -Year 6 Water Safety lessons (Summer 2 weeks) <p>We do not have the most accessible playground and the school has no grassed area so whenever possible we make use of local facilities (Sandylands/ Aireville Park/ Skipton Academy / Ermysteds)</p>	
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Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	11%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to engage children in competitive sport to a high standard.</p> <p>Offer a range of sport so children feel enabled to compete for fun and competition.</p>	<p>Use pupils voice / questionnaires to plan in some new experiences</p> <p>Use SSCO to help plan, deliver and organise sporting opportunities especially if new socially distancing guidelines in place.</p> <p>Virtual competitions?</p>	£2300	<p>Y4 = 100% attended Sports festival Y5 = 100% attended Sports festival Y6= 100% attended Sports Festival</p> <p>Virtual competitions: Inter-school (class competitions)</p>	<p>Continue to use SSCO to organise intra-sports events/ attend as many as possible entering A/B/C teams whenever can.</p> <p>Use pupil voice/ parents questionnaires/ Staff</p>

	<p>Enter Inter school friendlies (Compete in the cluster schools' events/ virtually if need be)</p> <p>Use the tracking system to ensure all pupils have the opportunity to represent the school.</p> <p>Send A,B and C teams to events where possible . Encourage all pupils to compete</p> <p>Continue to attend as many inter-school competitions as possible (Virtually if needed)</p> <p>Plan in inter-school competitions (house competitions)</p> <p>Maintain links with local clubs / coaches to promote activities / clubs out of school</p>		<p>Intra-school (Craven Schools) KS2 100% participation -skipping -tennis skills -hockey dribble -shuttle run -target throw -speed bounce</p> <p>Sports Days: KS1 Inter-school competitions (Houses competing) KS2 cancelled due to bubbles in isolation</p> <p>Links with: Skipton tennis/ Skipton cricket/ Skipton rugby/ Upper Wharfedale Ruby/ Craven Gymnastics/ Fire House Dance/ Craven swimming club. Coaches work in school/ promote out of school clubs.</p>	<p>questionnaires</p> <p>Maintain links with local clubs</p> <p>Organise inter-school competitions within classes (house competitions)</p>
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