

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 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 2022. 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	£5,000
Total amount allocated for 2020/21	£18,380
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3,570
Total amount allocated for 2021/22	£18,340
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£26,910

Swimming Data

Please report on your Swimming Data below.

<p>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. 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</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 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	38/44 - 86%
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	38/44 - 86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	38/44 - 86%
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?	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: 2021/22		Total fund allocated: 26,910		Date Updated: July 2022	
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					Percentage of total allocation: £1600 = 6% 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:
All pupils consistently make healthy lifestyle choices. All pupils engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school There is a recognition of the benefits of Physical Activity by all stakeholders including how Physical Activity: <ul style="list-style-type: none"> - has a huge impact on the cognitive function of the brain including retention and recall - improves leaning behaviours such as concentration levels and focus - supports pupils to develop better self-belief and self-image - contributes to whole child development Being active is the key - active children achieve more	Develop a clear Physical Activity policy which incorporates physical activity such as break-time activity, active travel and supervised play. New equipment to target those children who are least active. Develop a system to track pupils' Physical Activity levels - this data will tell us exactly who to target and support by creating additional opportunities for these pupils to be active. Explore and develop initiatives to increase opportunities for children to be active such as: <ul style="list-style-type: none"> - Physically Active Learning in the curriculum which is accessed by all pupils - Active transport to school - Structured lunchtime and breacktime play - Playground leaders supporting activity for their peers - Physically active after school clubs Develop opportunities to educate children in the value and benefits of a healthy		Play squad hoodies provided by Emblazon £180 Play equipment £1120 Free £0 Sporting influence £300 (Another half of total amount under Key indicator 4)	Play Squad easily identifiable and supporting children in their play. Children enjoyed new equipment to target different children's interests. Front Playground – EYFS& Y1 increased in participation rates and reduction in First Aid incidents. Walk to school campaign with support from Zero Carbon Harrogate and Harrogate Town FC took place to encourage children to be active before school. Increased uptake at the end of term in comparison to the start of the launch. Final Friday was filmed and guest appearance from Harrogate Town Mascot. See link for more. https://fb.watch/ezAh3o4Vdw/ Good uptake of least active children – Manly SEN and PP which were previously identified – Y3/4. Active Wellbeing workshops. Observations of sessions show children engaged and	Train younger children to be Play Squad so best practise continues. Keep Play Squad tops in good condition to help sustainability. Continue to work with “Zero Carbon Harrogate” to encourage children and families to be active at the start of the day. Extend walk to school events which currently only happen on a Friday to twice a week with the vision that walk to school data increases. Continue to target least active children. Conduct pupil voice to identify which time of activity will engage next group of children. Get current children who participate in

Created by:



Supported by:



	active lifestyle. Target and engage the least active pupils Explore a parent and child focus approach... creating opportunities where parents and children can be active together – Walk to school & Home challenges.		being physical – when observed in curriculum time PE they did not look as engaged. Pupil voice – they enjoyed and wanted to do more.	club to discuss their experiences with other children to motivate others to attend across school.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £4023 = 15% 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:
There is a recognition that: - Highly active pupils will attain better, research has proved that after 20 minutes of moving, pupils grow new brain cells and have higher concentration levels; the more we can get our pupils to move, the higher they will attain! - PE, sport and physical activity gives us the opportunity to teach life skills such as cooperation, reliance and responsibility. We use Physical Education as a true cross-curricular approach to allow our children to develop the skills they require for lifelong learning. - PE, sport and physical activity can be used to develop the whole person including thinking, social and personal skills. - PE, sport and physical activity can aid the development of fine and gross motor skill development which link to academic achievement. - PE, sport and physical activity can impact on whole school outcomes such as pupil's behaviour and attendance.	Develop a clear vision statement which is included in the school's aims that recognises the value and impact of high quality PE, sport and physical activity which pupils and parents understand and have contributed to. Know the targets on the school development plan so that PE, sport and physical activity actions can align with the overall aims and objectives of the school. Ensure that the member of staff leading PE, sport and physical activity is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents. Ensure PE, sport and physical activity is visible in the school allowing all children to attend a sports day. Celebrate PE, sport and physical activity opportunities alongside the personal skills too to promotes mastery learning and ensure life skills are deep rooted in the learning pupils are exposed to. Use whole school participation of physical activity a priority – e.g. workshops to promote and motivate children and staff.	Sport Lead TLR £2273 Release time £1200 Skipping workshop £550	Beginning to see a clear vision for PE to accompany in line with school's vision statement. PE targets and subject development is starting to become clear to help to continue to provide quality education and progression of skills to all children. In time this will contribute to whole school improvement. Due to this only beginning this year more time for impact needs to be given in this area. Sports day completed for all children to give them a chance to compete for their year group. Feedback from parents and staff positive and Sports lead received thank you cards off children who enjoyed the event. Children enjoyed skipping workshop – noticeable increased skipping activity at lunchtimes and break times, including with the staff joining in too.	Further work is needed to ensure more impact can be seen throughout the school. By embedding these values in PE and Physical activity. Continue to work with curriculum lead to develop the subject further. Collect feedback and parent/ staff responses to enable further sporting events to take place as successfully as Sports Day. Continue whole school approach and buy into more ropes to help sustain skipping activity and approach across whole school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £10,148 = 37% 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:
<p>To ensure that:</p> <ul style="list-style-type: none"> - All staff are confident and competent to deliver high quality and the quality of all lessons is good or outstanding. - Teaching and learning styles are matched to lesson content and to encourage all pupils to participate. - Assessment involves pupils fully and identifies and celebrates their achievements - The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high-quality PE. - Questionnaires are used to monitor pupil and staff attitudes towards progression in PE 	<p>Developing the confidence of all staff in teaching PE, to ensure the children have a much more exhilarating experience of PE.</p> <p>To employ specialist PE teachers to work alongside teachers in lessons to increase their subject knowledge and confidence in PE</p> <p>To providing cover staff to release teachers for professional development in PE, sport and physical activity.</p> <p>To monitor the use of scheme and whole school PE coverage</p> <p>To procure quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport</p> <p>Ensure all equipment is fit for purpose and safe and usable to set the foundations for the best quality PE sessions.</p>	<p>Collaboration with MAT Secondary school to support teachers PE practise £3000</p> <p>REAL PE subject leader training £995</p> <p>REAL PE subscription x2 years £839</p> <p>REAL PE Whole school training £1014</p> <p>Screens in hall £4300</p>	<p>Children and staff state they have learnt new techniques from specialist teachers. Staff feel increasingly confident regarding elements of PE that they have seen being taught. Increased level of Sports leaders from MAT school at Sports day to help increase participation rates of children at sports day.</p> <p>Sports lead feels more knowledgeable regarding content of curriculum and how to best support the PE provision as well as the teaching and learning of PE across the school.</p> <p>Teachers use the REAL PE programme to ensure consistency and validity to a program.</p> <p>Whole school training due to take place Sept 2022 – cannot measure impact as of yet.</p> <p>Screens placed up in halls in Summer 2022 for the re-launch of the PE scheme in Sept 2022. Use of online platform to be used by all staff as of Autumn - cannot measure impact as of yet.</p>	<p>Continue to share best practise to increase skill set of staffing. Allow increased collaboration of schools to continue to share sports leaders. This promotes positive sporting role models for our children in the school and wider community.</p> <p>Sport lead to share knowledge and expertise with staff. Subject leader time required in Sept 2022 to ensure high quality PE carried out across the school with the use of observations, learning walks and pupil voice discussions.</p> <p>TBC</p> <p>TBC</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £2910 = 10% 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?:	
<p>To ensure an outstanding range of traditional, new and alternative sporting activities are offered before, during and after school which:</p> <ul style="list-style-type: none"> - Extend - activities that build and develop on existing curriculum activities, e.g. non team based clubs, clubs for more able - Enable - these activities develop basic and key skills through problem solving, e.g. multi skills, physical activity, - Enrich - these activities offer a range of new opportunities <p>Leadership and Volunteering</p> <ul style="list-style-type: none"> - A programme of leadership and volunteering e.g. Playground Leaders, wellbeing leaders - Junior leaders experience high quality training and are supported to be deployed across a whole range of opportunities within the school <p>School Club Links and Community Provision</p> <ul style="list-style-type: none"> - Excellent partnerships with other providers - Formal links with sports clubs and external sporting organisations are in place which enable pupils to extend their participation and have access to specialist coaches and facilities 	<p>To ensure that ALL pupils experience a broader range of sports and activities</p> <p>To provide opportunities for ALL pupils including SEND, the least confident and the least active to attend exciting, varied and a new range of activities.</p> <p>Explore local opportunities and build links with local community sports clubs through our SGO and other key partners.</p> <p>To establish strong, sustainable partnerships with local community sports clubs where no links have been made in the past.</p> <p>To employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school</p> <p>To celebrate pupils' achievements:</p> <ul style="list-style-type: none"> - Pupils to take photos of themselves in 'the clothing they wear when taking part in their favourite activities and/or sports for noticeboard - Celebrate success through newsletters, assemblies etc 	<p>New Club Equipment - Tchoukball £718 Dodgeball £65 TableTennis £1027</p> <p>Cricket Education day £550</p> <p>Sporting influence £300 (Another half of total amount under Key indicator 1) Club Places £20</p> <p>Hall clearance £200</p>	<p>Increased participation of children who did not participate in clubs before – Tchoukball. This is due to a new sport we have not offered prior to this academic year. Dodgeball and Table tennis clubs to begin as of September 2022.</p> <p>Year 5/6 children and staff talk about Cricket experience highly with some children now interested in joining local cricket clubs in the Summer term.</p> <p>Children slowly getting back into extracurricular activities after COVID. % increase over the past year slowly.</p> <p>Sporting achievements celebrated through collective Worships and through class celebrations.</p> <p>Hall clearance due to take place in Summer 2022 to enable more room for all children to participate in physical activity and sporting opportunities.</p>	<p>Continue to provide clubs and sports which are non-traditional sports to continue to increase participation and involve children who do not usually attend clubs (Dodgeball and Table Tennis)</p> <p>Continue to monitor who signed up to community cricket clubs in Sept 2022 to monitor % of children being involved with local links.</p> <p>Develop club links to further increase participation % of children.</p> <p>Continue to celebrate children's sporting achievements. Liaise with Social Media co-ordinator with a view to share celebrations virtually on sites such as Instagram and Facebook.</p> <p>TBC</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £2732 = 10% 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:
<p>To ensure a positive experience for ALL pupils, as a school, we consider the PRINCIPLES OF COMPETITION</p> <ol style="list-style-type: none"> The young person's motivation, competence and confidence are at the centre of the competition. The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result). Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition. The environment is safe and creates opportunities to learn and maximise social development. The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young people and format of the competition. <p>We also consider that competition can take place in a variety of settings and environments such as:</p> <p>Personal Best – competition against oneself Intra – competition taking place within school Inter – competition with other schools Virtual – using virtual platforms to stimulate competition.</p>	<p>Being actively involved in Harrogate School Sports partnership will help pupils to compete at a personal level (personal best), intra and inter level. Competitive sport fixtures are played at all levels to cater for the different needs of children, providing safe, challenging and healthy competitions</p> <p>To provide an opportunity for ALL pupils to have represented the school</p> <p>To develop a system to monitor participation.</p> <p>To overcome transport issues so that this is not a barrier to participation</p> <p>Make competition a time to celebrate.</p>	<p>HSSP Membership £1400</p> <p>Sporting Influence comps £180</p> <p>Staff cover to attend comps £800</p> <p>Transport to comps £352</p> <p>£0</p>	<p>Participation levels have started to recover post pandemic but not yet for all age groups.</p> <p>SEN children participation increased due to Panathalon competitions and some Y5/6 participation is beginning to increase through competitions.</p> <p>Tracking system still under development.</p> <p>Children who would not usually be able to attend competitions in the past have attended this year.</p> <p>Sporting achievements celebrated through collective Worships and through class celebrations.</p>	<p>Continue to target specific groups of children to increased their participation in competitive sport. Continue to provide high level competition to those who do compete outside of school to give them a chance to SHINE in their specific area.</p> <p>TBC</p> <p>Continue to support children to attend competitions.</p> <p>Continue to celebrate children's sporting achievements. Liaise with Social Media co-ordinator with a view to share celebrations virtually on sites such as Instagram and Facebook.</p>

Signed off by	
Head Teacher:	P.Griffiths
Date:	30.7.2022.
Subject Leader:	Corrin Renton
Date:	28.7.22