

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>1. Engagement of all pupils in regular physical activity</p> <ul style="list-style-type: none"> • The sporting TA trained sports leaders and this had an impact on engaging younger KS1 / EYFS in organised physical activity. • Increased activity levels by the Sporting TA leading lunchtime activities x 3 a week for EYFS / KS1 and KS2 pupils. • Playground improvements completed have increased physical activity. <p>2. The Profile of PE and Sport being raised across the school</p> <ul style="list-style-type: none"> • Sporting TA presented sport leader / lunchtime awards / extra-curricular awards during Good Work Collective Worship on a Friday • The Sporting Notice board on the playground has continued to raise the profile of PE / sport throughout school and also celebrates pupil's achievements • Sports events are a regular feature of our weekly newsletters • X 2 hour PE lessons a week • Extra-curricular continues to a strength with high participation • The use of the Peggy Wilson Playing Field has increased over the year <p>3. Increased confidence, knowledge and skills of all staff in Teaching PE and Sport</p> <ul style="list-style-type: none"> • Teaching staff / TAs have increased confidence with teaching PE / Sport by working alongside the sporting TA 	<p>This needed some kind of monitoring from MSAs, which took their time away from supervising children and seeing the bigger picture. Look at finances to employ an MSA to have this as their role to ensure that sports leaders were continuing to initiate / set up and resource / vary the games on a rota etc</p> <p>The Sporting TA left in July 2020 to take up a teacher training place on the local SCITT program. Ensure that the legacy of this investment continues and that support to staff / sports leaders is maintained.</p> <p>MSA staff did not receive specialist training to deliver lunchtime activities. This will continue next year and link in with bullet point above.</p> <p>In light of the departure of the sporting TA, the new PE co-ordinator will review the curriculum to ensure staff feel supported – rationale / Progression and LTPs. Ensure that the LTP aligns with the cluster sporting calendar.</p>

<p>4. Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> • Due to the pandemic, school to school competition took place virtually and was organised by our SSCO – we took part in, curling, tri golf and archery. • Cycle proficiency took place for Year 6, along with a cycle ride along the canal towpath to Skipton. • Class 4 (Year 4/5) took part in swimming during the autumn term and Class 3 (Year 3 / 4) until lockdown in March 2020. <p>5. Increased Participation in Competitive Sports 2019-2020</p> <ul style="list-style-type: none"> • School competed in local cluster competitions until lockdown March 2020 <ul style="list-style-type: none"> ○ Success in X country, sending 5 children through to the county championships. ○ School came third in the local cluster swimming gala ○ First place in football – year 5 / 6 and second in Girls football year 5 / 6 ○ School active mark has been carried forward due to the pandemic ○ During national lockdown school participated in virtual events, supplied websites from NYCC for home based PE activities and held a virtual sports day in July 2020. 	<p>Continue virtually or Face to face competition Swimming to be offered to years 1-5 on a rolling program from September 2020.</p> <p>Continue competition virtually / face to face as risk assessments allow.</p>
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Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

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.	
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 2021.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Not this year

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £17, 280		Date Updated: July 2021	
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:
					%
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:
Ensure maximum number of children are active at playtimes with an improved engagement in physical activity.	<p>MSAs receive training from Kanga Sports in delivering sport based activities during lunchtimes</p> <p>PE co-ordinator with sports leaders to plan a rota of activities. PE leader to ensure that it is properly resourced and equipment is well maintained.</p> <p>Skipping workshops delivered to each class / skipping activity boxes for each class</p> <p>Resources purchased to ensure the playground is as active as possible.</p> <p>Employ specialist instructors to run sporting extra-curricular clubs for EYFS / KS1 and KS2.</p>	<p>2,000</p> <p>£1000</p> <p>£1000</p> <p>£2000</p>	<p>More pupils involved in organised physical activity at lunchtimes.</p> <p>In light of national lockdown – Jan – March 2021 – we decided to place a greater emphasis on increasing activity of all pupils. We introduced a daily activity challenge and each class now runs or walks a mile on the field or the canal tow path. These miles are logged in a display in the hall.</p> <p>Due to school operating in bubbles sports leaders have found it difficult to organise activities for other year groups, particularly younger pupils. School continued to employ</p>		

	Existing staff members to run extra-curricular gardening / cookery / running clubs.		<p>Kanga Sports to lead lunchtime activities for different bubbles at lunchtime.</p> <p>School intends to continue with sports leaders and Kanga sports in September.</p> <p>School has also purchased an APP called yourtrak which logs pupil activity through the week.</p> <p>Skipping workshops have had a positive impact with each class having their own box of skips and have been trained in the basics of skipping. This is a hi intense activity. This will continue next year and we will book further workshops and also take part in cluster skipping demos.</p> <p>Extra-curricular since March has gone exceptionally well. We have offered a wide variety of clubs that increase activity levels. This will continue in September.</p>	
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Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: %
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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 use PE and sport as a tool to promote resilience and to improve mental health and well-being.</p> <p>To increase the range of sports and extra-curricular physical activities which are available</p>	<p>To provide and promote a wide range of sporting and fitness activities that appeal to all pupils.</p> <ul style="list-style-type: none"> • Rugby • Tennis • Athletics • Ball games • Dance • Fencing • Swimming • Skipping • OAA • Walking • Yoga • Cycling • Climbing • Archery • Curling • Golf • Wimbledon • Gardening 	<p>£2000</p>	<p>Children show excellent behaviour and attitudes to learning with a focus on resilience and perseverance.</p>	
<p>To enhance the wider curriculum (Geography – local area and PSHE – teamwork and resilience), making lessons more active and improving mental health.</p>	<p>Use of Mick Ellerton – OAA instructor to work with each Class – improving team work and cooperation skills / orienteering and OAA day trips for Year 4/5/6</p> <p>Continue to increase the use of our outdoor space by including forest school within our curriculum once per week.</p> <p>Sustain % of pupils achieving an ELG in Movement and Handling in 2021. Identify resources required</p>	<p>£2000</p> <p>£1000</p>	<p>Once all pupils had returned to school following lockdown, improving mental wellbeing has become a priority and these actions have become essential.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know 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:
Review the curriculum ensuring progression in skills and knowledge and that resources are matched to the subject area.	Review LTP, rationale and progression. Ensuring units of work match competitions offered from SSCO.	£1000	Clear progression in PE subject areas year on year and staff can see clear progression in pupil skill and knowledge.	
To improve the skills and knowledge of all staff by working alongside specialist coaches.	Partnership with Skipton Tennis Centre continues. Teaching for EYFS / KS1 Summer Term.	£600	EYFS improved moving and handling / fine motor skills	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>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 as well as the least active.</p> <p>Develop opportunities for pupils to access community sport in order to develop social skills, resilience</p>	<p>Survey completed by all children to ascertain which clubs / sports children would like to try.</p> <p>Incorporate the following sports into our PE program Tri Golf, curling, Archery</p> <p>Pedal and scoot for all EYFS pupils and Y1</p> <p>Cycling Proficiency for Y6, including a cycle ride to Skipton along the canal towpath – delivered by High Adventure</p> <p>Swimming delivered across the year groups from September 20 Term 1 – Class 4 – Year 4/5 Term 2 – Class 3 – Year 3 / 4 Term 3 – Class 2 – Year 1 / 2</p> <p>Subsidised swimming for Y6 pupils who did not reach the threshold.</p> <p>High Adventure – Climbing competition</p> <p>Forest School / Gardening / Cooking clubs</p> <p>Wimbledon trip – Inspire and reward</p> <p>Santa Fun Run fundraising event</p> <p>Continued involvement in South Craven Cluster events</p>	<p>£600</p> <p>£350</p> <p>£300</p>	<p>Tri Golf / Curling and Archery took place and virtual competitions took place.</p> <p>Pedal and scoot did not take place this year due to the pandemic.</p> <p>Cycling proficiency took place and was a fantastic success.</p> <p>Swimming took place for Class 3 (Year 3 / 4) only this year. Hopefully it will continue through the year next year where pupils from Y1 -5 will get to partake.</p> <p>Forest School / Gardening and cooking club were a great success this year.</p> <p>Limited cluster events and all virtual.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To take part in South Craven Schools cluster competitive sporting events and strive to ensure all pupils receive the opportunity to represent school at both district and county level.</p> <p>Take part in other wider events – Giggleswick Tag Rugby / Cross Country events</p> <p>To continue to develop links with local sports clubs – Skipton, Ilkley Tennis Club, Keighley Cougars / Wharfedale RUFC / High Adventure climbing nights / Keighley & Craven Athletic Club /</p>	<p>Ensure that Kildwick takes part in all cluster events.</p> <p>Ensure as many pupils as possible have the opportunity to take part in extracurricular sporting activities.</p>	£200 to South Craven	<p>Events attended 20-21</p> <p>The majority of events this year have been virtual with a lot being cancelled.</p> <p>School took part in curling, tri golf and archery virtually.</p> <p>School took part in a Covid safe sports Day extravaganza organised by Skipton Tennis Centre.</p>	

Signed off by	
Head Teacher:	Tim Whitehead
Date:	July 2021
Subject Leader:	Tim Whitehead
Date:	July 2021

Governor:	
Date:	