



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

Commissioned by the
Department for Education

Created by



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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.



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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.

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 by the end of the summer term or by **31st July 2021** at the latest.

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:
<ul style="list-style-type: none"> -Children were active during remote learning with teachers setting physical challenges and tasks to complete - Children have had the ability to undertake new sports such as curling -We have updated old equipment for our lessons and break times -We have provided an after school multi skills club to those who wanted, offering first to our least active children 	<ul style="list-style-type: none"> -More intra based tournaments throughout the year between houses -A clear progression document for teachers to aid with planning -A return for play leaders in Year 6 to aid younger pupils at break and lunchtime (removed due to Covid bubbles) -Catch up swimming programme for those children who have missed due to Covid

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £0

+ Total amount for this academic year 2020/2021 £17800.00

= Total to be spent by 31st July 2021 £17800.00

<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 transfer to the pool when school swimming restarts.</p> <p>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>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above.</p>	94%
<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>	94%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	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: 2020/21		Total fund allocated: £	Date Updated:	
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:
				87%
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:
To update or replace broken or old equipment essential for PE lessons. This will allow teachers the ability to teach active and engaging lessons for all pupils	<p>To audit the PE shed to see what equipment we have and what is broken/needs replacing</p> <p>To send out a questionnaire asking staff what equipment they use and if there is any equipment they want purchasing.</p> <p>Look up the equipment and purchase</p>	£2642.68	Staff questionnaire shows 100% satisfaction with the equipment we have in school. From PE lead monitoring equipment is being used properly and well by both staff and pupils. Observations also so lessons are active and pupils are engaged.	<p>To appoint Year 6's to organise and keep the PE shed tidy.</p> <p>To audit the equipment for safety purposes to check it is still usable</p> <p>To give an assembly about respect of equipment</p>
To update, replace and purchase new equipments which will allow pupils to be active at both break and lunchtimes	<p>To audit the breaktime shed to see what equipment we have and what is broken/needs replacing</p> <p>Have a meeting with school council to talk about what equipment they would like purchase</p> <p>To discuss with lunchtime</p>	£459.19	Observations by staff they have commented on how active the children are at break/lunchtime. "It's lovely to look out on the school field and see so many children playing active fun games. It really works with our core value of friendship." Mrs Maclennon Year 3 TA	PE Lead to give a talk to every class about how we look after equipment. It will all be stored in a locked shed with Year 6 regular tidying, pumping up balls and keeping care of the equipment.

	supervisors as to the equipment the children enjoy to play with			
	Look up the equipment and purchase			
To purchase Moki Bands to track the amount of activity pupils complete within a day	<p>To look them up and purchase</p> <p>To explain to the pupils what they are for and how to look after them</p> <p>To install the programme onto the computer and set up each pupil with a band</p>	£687.00	<p>Using them as a trial in Year 3 we were able to increase their activity from 23 minutes per day to 32 minutes per day on average. The children enjoyed the challenge of trying to beat their previous best.</p> <p>"I always loved seeing at the end of the day how well I had done. My best was 74 mins one day."</p> <p>Eddie Year 3 pupil</p>	To allow each class use of the bands and look at their average. Any classes below 30 mins to target for a few weeks to try and increase it. To then return a few months later to see if they are still above what they should be.
To create a free after school club and offer to our least active children first from a list from teachers and pupil questionnaires.	<p>To arrange a meeting with primary influence to discuss after school club</p> <p>To ask the teacher for a list of who they believe are the least active</p> <p>To send out a questionnaire to pupils on their activity in and out of school</p> <p>To collaborate the results and form a list</p> <p>To get the office to send out invitations to the club and create a list of pupils attending</p>	£5000.00	<p>Over 50% of the school have taken part in multi skills. After Lockdown this has increased the amount of activity they have per day.</p> <p>"My child Harry has loved the after school club. During the Lockdowns he struggled with not being able to be as active and be with his friends so to see him happy and healthy was great."</p> <p>Mrs Cook Year 4 Parent</p>	To negotiate keeping them on for future years. To still use the money to make this club free and accessible for all.
To repair an area to encourage active play during lunchtimes and playtimes in KS1.	<p>To arrange quotes for the repair work</p> <p>To discuss te quotes with the Head</p>	£7000.00	<p>The area is now far more open giving the children a lot more space to play. We now have</p>	To put markings down on the area for certain games.

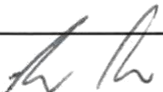


	Teacher To undertake the work and check it has been done to a high standard		multiple games going on rather than just one that they all have to do. “It has completely changed the area. The kids are enjoying more freedom and ability to play loads of different games. They all have big smiles on their faces and are energetic.” Miss Kilvington Year 1 Teacher	To get play leaders back to come play with the KS1 children. To ask the caretaker to keep the area tidy and safe for children to play
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				>1%
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:
To increase reading across school especially in boys by buying books associated with sport to get them interested and engaged.	To research into good books recommend which have a sport link To talk to teachers about any books they would like To order the book and hand them to classes when they arrive	£71.83	Increased reading scores across all KS2 classes despite the Lockdowns they have had. “It was so kind of the school to buy some books about football. Getting my child to read at home was always tough but he loved these books because they were about things he was interested in.” Year 3 Parent	To make sure they are looked after and stored correctly. To replace any that are damaged. To highlight to reluctant readers where they are and when they can borrow them.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2%
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:
For PE lead to work alongside Ebor Academy lead on planning, monitoring and assessment and then feedback and train the school staff to improve in these areas	To arrange dates to meet with Academy lead To put the dates in the diary To organise cover for those dates for PE Lead To write a list of things to discuss with him.	£378.00	Created a whole school progression document for the discussions had on the meetings. Had staff meetings where the PE lead has fed back to staff about ways to improve their PE teaching. Worked with the Y1 teacher (NQT) and how deliver gymnastics teaching from work PE lead had undertaken with Academy Lead	Dates are already in the diary for three meetings for 2021/22 school year. To create an academy wide progression document. To work with other PE leads across schools to share information
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
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:

Additional achievements: To purchase a curling set to allow children a chance to experience a new sport and give opportunities for children with SEN to take part in competitive sport	<p>To look for them online</p> <p>To email the office for purchase</p> <p>To put into the PE cupboard when arrive and train one to one TAs on how to use it</p>	£229.98	<p>Our SEN children have been able to use this alongside their peers from their class. They have enjoyed taking part in a game they can access and have found it challenging as well as fun. "My one to one pupil has thoroughly enjoyed competing against me at first and then other members of the class. She can find some games difficult but this one she loves." Mrs Poole TA</p>	<p>To use across more of school not just for SEN children</p> <p>To create a curling tournament across classes.</p> <p>To ensure it is stored securely and correctly</p>
To purchase and create an orienteering course as in staff feedback outdoor adventure was the least confident and undertaken by staff and pupils	<p>To ring orienteering company and discuss what Tockwith wants</p> <p>To organise with school office time for them to come in</p> <p>To put in the diary</p> <p>To hold staff meeting about it training all KS2 staff how to use it</p>	£1540.40	<p>Tockwith now has a working and used outdoor adventure programme. Before it was poorly undertaken with teachers not fully having the ideas. This is all set up and mapped for us as well as providing all staff with videos and instruction training on how to deliver.</p>	<p>To make sure on PE monitoring that outdoor adventure is being taught across KS2</p> <p>To create new courses using the extra equipment we were given</p> <p>To laminate all the maps to make sure they are kept well.</p>
To purchase bike equipment for KS1 after a bike track was put onto the KS1 playground. This will allow children to learn how to balance and maneuver around obstacles	<p>To look for them online</p> <p>To email the office for purchase</p> <p>To put into the PE cupboard when arrive and train all KS1 staff on how to use it</p>	£244.97	<p>The bikes are used regularly as a way of training the children how to balance. They are using the bikes track laid down last year to navigate and maneuver through obstacles. "The children have been brilliant. They have enjoyed learning to ride a bike and many of them got one for Christmas. I have seen an increase in the number of children arriving to school by bike and scooter." Mrs Newsome Y1 TA</p>	<p>Year 1 teacher to give talk to her class about how to use and look after the bikes.</p> <p>To store them safely and securely</p> <p>To have a bike to school week promoting cycling across school</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
Buy into the local school sports partnership. This enables pupils to engage in competitive sport and reluctant pupils to go to festivals (Autumn term only due to Covid 19)	<p>Email the Tadcaster co-ordinator to discuss the dates of the tournaments and festivals</p> <p>Send out an email to all staff with the dates and arrange cover if needed</p> <p>Buy into the package</p> <p>Add all dates onto the school calender</p>	£490.00	<p>All of Year 3 and 5 were able to participate in a Tri Golf and Orienteering competition. (More were planned but cancelled due to Covid 19)</p> <p>"It was great to see all the pupils in my class participate in an activity which they had never done. It was accessible to all and they really enjoyed it." Mr White Year 5 Teacher</p>	<p>Discuss with the partnership leader about the following year plans and how we can adapt these due to Covid 19.</p> <p>To identify which year groups have not competed in competitions and prioritise those for next year.</p> <p>To organise more Intra festivals and competitions to expose more children to this.</p>

Signed off by	
Head Teacher:	
Date:	19.7.2021
Subject Leader:	
Date:	19/7/21
Governor:	
Date:	17/7/21