

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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:

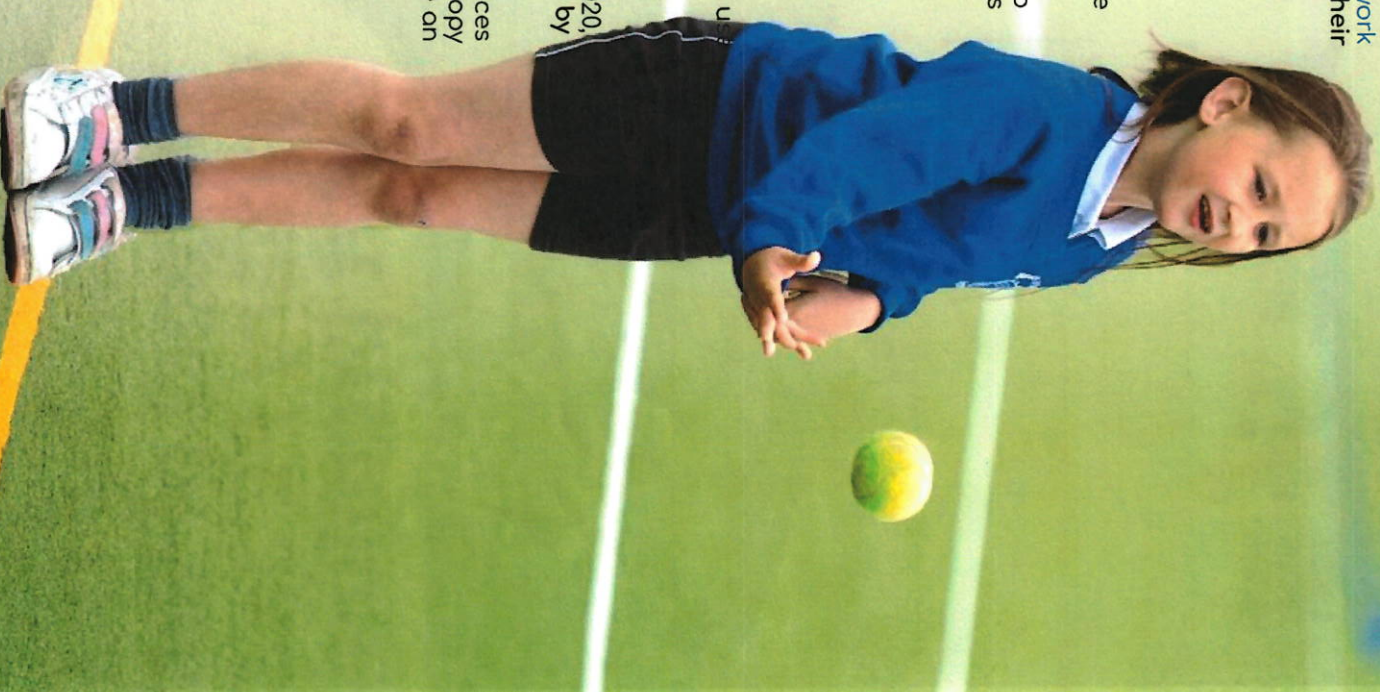
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 on improvement. This document will help you to review your provision and report your spend. DfE encourage 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 evidence of your ongoing commitment to active learning is a key part of the funding to secure maximum, sustainable impact. Final copy must be posted on the [Active School Hub](#) 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 [HER](#)



Created by:



Active Partnerships



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17800
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17730
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17730

Swimming Data


Please report on your Swimming Data below.


<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>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 2020.</p>	88%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	85%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	88%
<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.

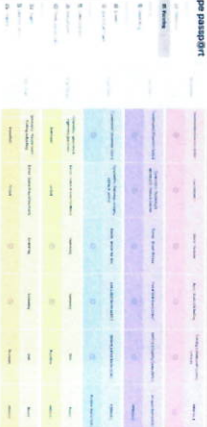
Academic Year: 2021/22	Total fund allocated:	Date Updated:	Percentage of total allocation:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			74%	
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide an afterschool club to all pupils where they can increase their amount of physical activity	<ul style="list-style-type: none"> -Ring Primary Influence and arrange a meeting -Discuss with them the requirements we want -PE lead to monitor sessions for quality -To offer to those not meeting expected standard first 	£3720	<ul style="list-style-type: none"> -Percentages of school who attended after school for each team 24% Autumn 27% Spring 28% Summer 	<ul style="list-style-type: none"> -Signed up to provide an afterschool club next year (new company) -To use assessment to offer to children who didn't make expected first.
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	<ul style="list-style-type: none"> -To audit the PE shed to see what equipment we have and what is broken/needs replacing -To send out a questionnaire asking staff what equipment they use and if there is any equipment they want purchasing. -Look up the equipment and purchase -To audit the breaktime shed to see what equipment we have and what is broken/needs replacing 	£1550	<ul style="list-style-type: none"> -Pupils use the equipment at both break and lunch times. With the help of midday staff and play leaders, pupils use the equipment to play a variety of games. Increased activity across the school. 	<ul style="list-style-type: none"> -Link respect value to looking after equipment through assembly to make sure equipment lasts a long time -Extra training of staff of games to implement -Extra training of Year 6 play leaders and start transition for Year 5s in the final term for next year
To update, replace and purchase new equipments which will allow pupils to be active at both break and lunchtimes	<ul style="list-style-type: none"> -Have a meeting with school council to talk about what equipment they would like purchase -To discuss with lunchtime supervisors as to the equipment the children enjoy to play with -Look up the equipment and purchase 	£201	<ul style="list-style-type: none"> -Lead teacher during observations noticed an increased participation throughout the school and quality of lessons increase. "Our children are very active at break and lunchtimes. They use the equipment well and it's great to have such a variety." Mrs Slack TA 	<ul style="list-style-type: none"> -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.



<p>To provide cover for PE lead to monitor, team teach, take pupils to tournaments, attend academy meetings and plan the curriculum</p>	<p>-To put the dates when PE lead is out in the diary -To arrange cover for the class</p>	E1016	<p>on duty at break and lunch"</p> <p>-PE lead has attended 3 academy meetings -Attended multiple tournaments -Provide feedback to all staff on teacher tracker -Implemented a new curriculum -Undertake a team teach with ECTS providing greater confidence to them "Nick broke down the structure of a PE lesson to a very simple structure. He also gave me lots of methods for behaviour management." Miss Stanton Year 4</p>	<p>-PE lead to continue to monitor -PE to attend PE academy meetings and work closely with other schools leaders -To pupil voice regularly as a means of monitoring</p>
<p>To use Swimphony a website in collaboration with Tadcaster Pool to assess swimming</p>	<p>-To arrange the inspection through the office -To converse with inspectors -To fix any issues raised</p>	E100	<p>-88% of children passed their swimming and water safety. Detailed analysis was given meaning PE lead could pass onto parents where some children didn't make it</p>	<p>-Details passed onto parents around gaps which can be passed onto swimming lessons outside of school</p>
<p>To get a safety inspection of all the gymnastics equipment</p>	<p>-to meet with school council and PTFA to discuss ideas -to send order to school office to place -to arrange installation -to approve installation and safety features</p>	E121	<p>-Equipment all signed off for safety -Wall bars fixed and now available for use -Gym mats replaced due to damage</p>	<p>-PE lead does weekly check on PE equipment -To train Year to put the equipment away correctly ensuring it is kept properly</p>
<p>To purchase and replace new static outdoor equipment allowing children to be active during break and lunch times</p>		E6500		<p>-PE Lead does weekly check on PE equipment -Staff to watch to make sure the equipment is being used correctly and safely</p>


				-No impact yet due to equipment being installed at the end of the academic year	
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	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
To prepare our kids for the future by teaching them about healthy food and cooking	<ul style="list-style-type: none"> -To audit the equipment we already have -To speak with staff about food and equipment needed -To order food and equipment -To monitor the impact in pupil voice 	£165	<ul style="list-style-type: none"> -KS1 used the new equipment to make smoothies -All KS1 tried new fruit they had never tried "The children were so excited to make their smoothies. Teaching our kids about healthy bodies and enjoying fruit is so important." Miss Cunningham Year 1 	<ul style="list-style-type: none"> -To store the equipment correctly -to introduce across KS2 -to look into getting chefs/cooks in to help inspire the children -to look at more opportunities at making healthy snacks 	

					
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:					
11%					
Intent	Implementation	Funding	Impact	Sustainability and suggested next steps:	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>-Paid for 3 years of subscription monitoring and supporting new staff in how to use the app</p> <p>-staff meetings to update teachers on any new features</p> <p>-pupil voice to make sure pupils are learning and making progress</p>	
<p>To develop a clear planning progression, building on skills each year and allowing all teachers to ideas on how to teach a topic. In addition to have a place where all assessment and evidence is kept and then passed onto the next teacher</p>	<p>-To coll PE passport and negotiate a price</p> <p>-To hold a staff meeting about how to use the app</p> <p>-PE lead to monitor each teacher and add to teacher tracker</p>	<p>£1727</p>	<p>-Through monitoring from subject lead, the app is being used successfully. Lessons are being taught built on prior learning. Assessment is taking place with 92% of children at expected standard from their year group</p> <p>  </p>	<p>-Maps and resources have been downloaded and laminated for future years to use</p> <p>-Will conduct pupil and teacher voice to make sure OAA is being</p>	
<p>To purchase access to Cross Curricular Orienteering Hub to allow all KS2 teachers access to lessons plans and supporting documents</p>	<p>-To register with Cross Curricular Orienteering and renew contract</p> <p>-To retrain KS2 staff in how to use it and monitor in tracker it being used</p>	<p>£250</p>	<p>All of KS2 undertook OAA. Through monitoring Pe Lead could see skills were being built on Year by Year. Children were engaged and Year 6 used the knowledge they learnt on</p>		

	correctly			taught to a good standard using appropriate resources.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
				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 take all KS2 ten pin bowling to give them an opportunity to try a new sport	<ul style="list-style-type: none"> -To ring Hollywood bowl and arrange a booking -To organise a coach and PE lead to write a risk assessment -To write a letter to parents 	£300	<ul style="list-style-type: none"> -Every KS2 child took part in ten pin bowling 	<ul style="list-style-type: none"> -Pupil voice on sports children have never taken part in -Research into sports and coaches in the local area -To speak with school council about which sports they would like to introduce
			<ul style="list-style-type: none"> -"After the pandemic to see children being children was great to see. So many had never tried ten pin bowling before and it was nice to see them try a new skill." Mr Reeve Head teacher 	

<p>To purchase frisbee equipment as part of a new sport to start in Y5</p>	<p>-Research into quality frisbees -Send to the office -Order them -Monitor use of them in lessons</p>	<p>E75</p>	 <p>-Pupil voice children spoke positively about frisbee -During PE lead monitoring the implementation of the new sport worked well -Using PE Passport lesson plans we implemented frisbee into our curriculum. It was a new skill most children had never tried and helped build our value of perseverance." Mr White Year 5 teacher</p>	<p>-Store properly -Train Year 6 to look after PE shed -Replace when broken -Put frisbee again on the KS2 curriculum</p>
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Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:				
11%				
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Buy into the local school sports partnership. This enables pupils to engage in competitive sport and reluctant pupils to go to festivals. To pay for the transport to these.	<ul style="list-style-type: none"> -Email the Tadcaster co-ordinator to discuss the dates of the tournaments and festivals -Send out an email to all staff with the dates and arrange cover if needed -Buy into the package -Add all dates onto the school calender 	<p>£1365</p> <p>£640 (transport)</p>	<p>-90% of Year 6 attended a competition (given priority after missing out due to covid)</p> <p>-Children showed pride when representing the school. They learnt what it meant to be a team player and represent the school using the values we use. They learnt that practices towards these events were important and to respect opposition and referees at all times.</p> <p>"Great to see children back out competing. This was the best year I had seen in terms of standards. All the children represented our school brilliantly." Mrs Corbett Chair of Governors</p> 	<ul style="list-style-type: none"> -To arrange more tournaments to be held at Tockwith to decrease bus expenditure. -To share buses with other Academy schools to decrease bus expenditure -To get staff/parents to drive small teams to decrease bus cost

Signed off by

Head Teacher:



Date:	
Subject Leader:	
Date:	
Governor:	<i>Joe Corbett</i>
Date:	<i>22/7/22</i>