

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](#) 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 2021. To see an example of how to complete the table please click [HERE](#).

Funding Details

Total amount carried over from 2019/20	£638.45
Total amount allocated for 2020/21	£ 19,020
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 19,290
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 19, 290

Swimming Data

<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> <p>Please see note above</p>	<p>43% of year group achieved</p> <p><i>16% not achieved</i></p> <p><i>27% of year group attended the majority of lessons before lockdown but did not complete assessments</i></p> <p><i>14% no data (joined the school later due to expansion to 3 classes per year)</i></p>
<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>	<p>43%</p> <p><i>(See above for details)</i></p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>43%</p>

	(See above for details)
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>Yes/No</p> <p><i>For this cohort we were unable to mix classes (due to bubble requirements). No additional swim sessions were available. We were therefore unable to provide additional lessons.</i></p>

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: £ 19,290	Date Updated: September 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:
				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:
All pupils are provided with a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy and active lifestyle	Maintain the provision specified in our Physical Education/ Activity Guidance document (updated in February 2020) to promote activity through the day.	£12,955	Sports Crew facilitated all pupils voting for preferred clubs. The most popular clubs were actioned in summer term. One third of children in on-site after school sports clubs once a week.	Continue to survey pupil activity levels to identify those to target/ support with additional activities.
All pupils consistently make healthy lifestyle choices.	Adapt active after school clubs to provide pupil selected multi-sport activities; offer a sports club to all pupils.			
All pupils engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school	Track pupil engagement with active after school sport.			
There is a recognition of the benefits of Physical Activity by all stakeholders including how Physical Activity:	Survey pupil activity levels to identify those to target/ support with additional activities.			
- has a huge impact on the cognitive function of the brain including retention and recall	Provide physically active home learning opportunities linked to PE curriculum.	£495	Track time, break time activities and after school clubs used on non-PE days to maintain daily exercise targets. 2021: 74% of Y3 achieve daily activity target of 60 mins - pupil survey. 2021: 84% active at break times - pupil survey (2019: 68% active at break times – pupil survey)	Further promote active home learning as part of homework for all year groups.
- improves leaning behaviours such as concentration levels and focus	Further develop the use of Physically Active Learning in the curriculum which is accessed by all pupils (Teach Active).	£666		
- supports pupils to develop better self-belief and self-image	Record active learning opportunities and	£975		
			All pupils have a login to Real PE at	

<p>- contributes to whole child development</p>	<p>promote with staff through CPD.</p> <p>Maintain Active Track timetable for every child to achieve curriculum time daily exercise.</p> <p>Educate children in the value and benefits of a healthy active lifestyle through events such as Enterprise Week, Active October with HTFC and HSSP activity challenges.</p> <p>Develop a system to make ongoing records of active journeys to promote active travel on an ongoing basis and so that trends can be identified.</p> <p>Work with parents to promote designated safe or preferred cycling routes and further consult parents on barriers to active travel. Explore possibility of local road scheme to assist safe cycling. Initiate pupil led project to increase numbers of pupils using active travel to school.</p> <p>To pay for transport, pool hire and instruction to provide additional swimming lessons for those pupils unable to swim by the end of Year 6.</p> <p>Explore fundraising for outdoor gymnastics/fitness equipment for PE lessons and break times.</p> <p>Continue specialist coaching with local clubs provided for all children in curriculum time.</p> <p>Conduct a further pupil survey to identify barriers to physical activity. Continue to monitor the effect of initiatives on improving mental health in line with whole school improvement plan.</p>	<p>£1480</p>	<p>Home. Take-up effective for those who were learning from home. Additional home learning verbal and linked to daily lesson.</p> <p>Active learning has been used by staff following specific staff CPD (Jan 2022) and the provision of relevant online resources. "We have used [active learning] in our grammar, spelling and maths lessons ... - the kids really loved it and it made learning more memorable." Y6 staff.</p> <p>Parent and pupil surveys on Active Travel completed as part of a Joint Traffic Strategy with Oatlands Infant School. This formed part of our identification of barriers to physical activity and active travel.</p> <p>Regular active travel promotion in conjunction with Sustrans and Zero Carbon Harrogate initiatives. Sports Crew initiated campaign to promote Active travel both for events and to increase active travel habits. Participation data collected on Active Travel events.:</p> <p>% active travel during Walk/ Cycle events in 2021 = 84%</p> <p>% active travel always or usually in 2021 = 68%</p> <p>(% active travel at least once a week in 2019 = 21%)</p> <p>Some additional swimming lessons provided for part of the year (once bubble restrictions were lifted). No</p>	<p>Continue ongoing initiatives to deliver safer walking/ cycling routes to school (safety having been identified through this year's surveys as a key barrier to active travel). Consultation in progress with neighbouring schools and local council. Target to bring habitual active travel % up to % reached on walk/ cycle event days.</p> <p>Deliver active infrastructure for outside grounds.</p>
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			<p>availability for additional swimming slots locally so insufficient places available.</p> <p>PTA currently fundraising for outdoor fitness infrastructure project.</p> <p>Four children now part of regular squash coaching following specialist coaching in curriculum time.</p> <p>Coordination with our newly formed Wellbeing Hub to link physical activity with wellbeing and to reach same target audience.</p>	
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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:
				0 %

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>PE, sport and physical activity are a central part of the school development plan. The context of PE, sport and physical activity is used across the curriculum and the skills and positive values of this subject area are integrated into the school ethos. The profile of PE, sport and physical activity is raised across the school and is seen as a tool for whole-school improvement.</p> <p>There is a recognition that:</p>	<p>In line with the school development plan:</p> <ul style="list-style-type: none"> - use active close-the-gap maths interventions for targeted pupils. - promote active breaks to improve break time experiences and subsequent mental health. <p>Share PESSPA plans and impact with staff and governors to support. Use CPD as a mechanism to ensure continued high quality PE teaching.</p> <p>Ensure PE, sport and physical activity</p>	£0	<p>Sports awards for Y6 leavers, sports competitions and sports afternoons.</p> <p>Sports Values stickers awarded for and by pupils in lessons and events.</p> <p>Sports news in school newsletter and website.</p> <p>Sports Numeracy intervention for gaps in Maths.</p>	<p>Continue the link with our Wellbeing Hub to include physically active and holistic games for our most vulnerable and less active children.</p>

<ul style="list-style-type: none"> - Highly active pupils will attain better - 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. 	<p>remains visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p> <p>Further develop the use of PE, sport and physical activity opportunities to improve behaviour. Continue to place emphasis on developing life skills in PE, including respect, honesty, teamwork. Links to SDP on well-being.</p> <p>Consider further opportunities to use PE, sport and physical activity as a vehicle to engage and raise achievement in other subjects.</p> <p>Celebrate PE, sport and physical activity opportunities in lessons, competitions and during assemblies. Include physical (to promote mastery) and sports values (whole child life skills).</p> <p>Consider ways to reinforce positive parent views on the importance of physical activity as this will have a significant impact on their children.</p> <p>Schedule opportunities to collate pupil, staff and parent voice.</p> <p>Use parent, staff and pupil voice to consider enhancing the school's PE and Sport vision statement to fully recognise the benefits of Physical Activity to physical development, personal skills and attainment.</p>		<p>Additional active breaks with TAs for targeted children to improve focus and mental health.</p> <p>Wellbeing Hub for targeted pupils offers active games options during break times.</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:
				0 %
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>Raise the quality of learning and teaching in PE, sport and physical activity by providing support to deliver broad, balanced and inclusive high quality PE, sport and physical activity provision (within and beyond the curriculum) to raise pupils' attainment.</p> <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. - All pupils make good progress which is clearly reported to parents or carers. - Assessment involves pupils fully and identifies and celebrates their achievements - Where coaches are used, they are encouraged to deliver the school PE curriculum and to increasingly involve teaching staff supporting lessons to increase their confidence in delivery of the subject. - 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 	<p>Ensure a high standard of coaching from sports club coaches and instructors employed to coach in PE lessons and after-school sports clubs.</p> <p>Follow the school PE curriculum to deliver the multi-skills linked to lessons and to ensure the progressive sequence of learning.</p> <p>Complete the planned programme of PE CPD, including use of specialist PE teachers to work alongside teachers, to increase confidence and knowledge. This is to embed high quality teaching across all staff, established and recently joined.</p> <p>To observe PE lessons across school to enable an exact picture of PE to be developed and to understand if further support and development is necessary.</p> <p>Raise the % pf pupils who feel successful in PE.</p>	<p>Cost of active learning resources included in KI 1 budget.</p> <p>CPD has been paid for from previous years' funding but has been completed this year, carried over from lockdown periods.</p> <p>£200</p>	<p>PE staff CPD in active learning (Jan 2022) and the provision of relevant online resources. "We have used [active learning] in our grammar, spelling and maths lessons ... - the kids really loved it and it made learning more memorable." Y6 staff.</p> <p>PE CPD in RealGym (March 2022) to teach gymnastics (missed over lockdown) alongside multi-abilities).</p> <p>Staff PE survey results show both staff enjoyment and staff confidence have risen since 2019.</p> <p>Pupil enjoyment and confidence has also risen: Enjoyment: 2022 - 94% (2019 - 81%) Confidence: 2022 - 85 % (2019 - 73%)</p>	<p>Continued use of Real PE LN framework to progressively develop pupils in multi-abilities. Staff to focus on pupil ambition – the desire to improve and succeed in every lesson. This requires all pupils to have a good understanding of challenge in PE, as well as a recognition and an acceptance of success and failure.</p>

<p>timetabled high-quality PE.</p> <ul style="list-style-type: none"> - 1:1 lesson observations to monitor staff effectiveness and confidence take place - Questionnaires are used to monitor pupil and staff attitudes towards progression in PE 				
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6 %
Intent	Implementation		Impact	
<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>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports and activities is available, including opportunities for ALL pupils, through a programme that both responds to demand and introduces sports and activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school has links with.</p> <p>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, breakfast clubs - Enrich - these activities offer a range of new 	<p>Ensure that ALL pupils experience a broad range of sports and activities.</p> <p>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>Encourage positive family engagement and pupil voice driving decision making around the offer.</p> <p>Offer the Sports Leader Programme so that pupils can learn to deliver sports and physical activities to their peers.</p> <p>Maintain and extend links with local community sports clubs. Club coaches are embedded as members of school staff. Identify pathways for children to progress in a variety of sports outside school.</p> <p>Take advantage of school sports</p>	<p>£325</p> <p>£790</p>	<p>Links with local sports clubs who have delivered specialist coaching on our site and in the club environment to year groups of pupils. Some pupils have continued on to attend the clubs separately (Harrogate Squash and Fitness Centre, Harrogate Racquets Club). For example, four children now part of regular squash coaching following specialist coaching in curriculum time.</p> <p>Teams of pupils have attended inter-school competitions. Y5/6 Cricket team reached Yorkshire Schools Dynamos Final. Parents have helped to facilitate this.</p> <p>Broad range of sports included specialist coaching visits from Martial Arts in Y5 and Yorkshire Cricket Board in Y3.</p>	<p>Continue relationships with local sports clubs.</p> <p>Continue training in sports leadership for pupils.</p>

<p>opportunities, e.g. cycling, golf, circus skills</p> <p>Leadership and Volunteering</p> <ul style="list-style-type: none"> - A programme of leadership and volunteering e.g. Sports Crew, Playground 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>Coaches in School</p> <ul style="list-style-type: none"> - Coaches are deployed effectively to provide high quality sports coaching and to support the competition and school sport programme - Coaches are qualified to deliver in primary schools (NGB level 2 qualifications as a minimum) - Minimum operating standards are met 	<p>partnership resources.</p> <p>Use the wider community (parents, governors, volunteers) to help provide after-school clubs and organise school sports events.</p> <p>Return to the pre-covid levels of sports leadership opportunities: coaching and officiating of younger age groups</p> <p>Promote less common sports through intra-competition. Select sports less active children might be interested in.</p>		<p>Intra-school sports competitions in practised sports.</p> <p>Sports Crew members and Playground Leaders recruited. Sports Leaders run lunchtime clubs for peers.</p> <p>Sports Leader clubs for school team of more-able players.</p> <p>Y5 pupils help to run Infant school Sports Day.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7 %
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>Sports competitions can provide positive outcomes for young people but also have the capacity to foster negative outcomes. A positive experience can support the physical, emotional, social and personal development of a young person and encourage life-long enjoyment and engagement in physical activity. This includes developing important life skills such as leadership, teamwork, empathy and conflict resolution. In contrast, without careful planning, sports competitions can promote overly aggressive behaviour, rejection, fear of failure and the development of a negative mindset.</p> <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"> 1. The young person's motivation, competence and confidence are at the centre of the competition. 2. The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result). 3. Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition. 	<p>To maintain an inclusive competition framework which offers a wide range of competitive opportunities through extra curricular activities that enable 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>Continue to monitor pupil experiences to ensure all ability levels have a positive experience of competition.</p> <p>Continue to communicate competition selection processes to pupils and parents.</p> <p>Provide after-school club places for competition sports to allow all pupils to develop the required confidence and skill level to compete at inter-school level. development.</p> <p>Continue to use participation data to try to involve all pupils in competitive opportunities. Use pupil voice to tailor opportunities.</p> <p>Ensure focus is placed on the process and not just the outcome, championing sports</p>	£1400	<p>Sports Afternoons with visiting parents were led by our House Captains and Sports Crew. They provided a welcome speech with dances linked to Commonwealth countries and house songs. Pupils also scored the various events. All pupils participate in mixed age group teams to gain points for their house. Sports Values stickers are awarded.</p> <p>Pupil voice is a key element of planning e.g. used to select the types of summer term after school clubs.</p> <p>Virtual competitions promoted (offered by School Sports Partnership). Children's awareness of the benefits of practising individual skills, and how their application brings rewards, is increasing. This is linked to ambition focus in lessons. Use of pupil role-models (NY players).</p> <p>Sports Value stickers are understood by most pupils. Many children are confident in awarding these stickers to classmates at the end of a lesson and can give clear, precise explanations of why they have been awarded. (PE multi-abilities and learning to praise)</p>	Expanded Sports Leader opportunities to promote competition at break times.

<p>4. The environment is safe and creates opportunities to learn and maximise social development.</p> <p>5. 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> <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</p> <p>Intra – competition taking place within school</p> <p>Inter – competition with other schools</p> <p>County – competition with others across the county</p> <p>Virtual – using virtual platforms to stimulate competition</p>	<p>values.</p> <p>Continue to train pupil sports leaders to model and guide peers.</p> <p>Continue to offer virtual competitions as an extension to events.</p>		<p>An increasing % of pupils feel successful in PE (see above).</p> <p>Safety is explicitly discussed in all PE units and children can explain how to keep safe in the lesson, in particular with regard to space and equipment.</p> <p>Children learn how to create games that are safe and fair.</p> <p>PE lessons include the spectrum of competition from Personal Bests (early success), to paired (one after another /at the same time) up to group competition.</p>	
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Head Teacher:	Estelle Scarth
Date:	10.7.22
Subject Leader:	Jo King
Date:	10.07.22
Governor:	Jason Wurzal
Date:	4.10.22