

# 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](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. **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 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 19,290
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 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><b>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</b></p>	?
What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres?	?
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	?
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	No data due to this year group being affected by COVID and a changeover in PE leads.
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

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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: 2022/23		Total fund allocated: £ 19,290	Date Updated: July 2023	
<b>Key indicator 1:</b> 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				Total allocation:
				£2,248.50
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><b>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</b></p> <p>All pupils consistently make healthy lifestyle choices.</p> <p>All pupils engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school</p> <p>There is a recognition of the benefits of Physical Activity by all stakeholders including how Physical Activity:</p> <ul style="list-style-type: none"> <li>- has a huge impact on the cognitive function of the brain including retention and recall</li> <li>- improves leaning behaviours such as concentration levels and focus</li> <li>- supports pupils to develop better self-belief and self-image</li> </ul>	<p>Maintain the provision specified in our Physical Education/ Activity Guidance document (updated in February 2020) to promote activity through the day.</p> <p>Adapt active after school clubs to provide pupil selected multi-sport activities; offer a sports club to all pupils.</p> <p>Track pupil engagement with active after school sport.</p> <p>Survey pupil activity levels to identify those to target/ support with additional activities.</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 Schools Football Week, Walk to</p>		<p>Sports Crew facilitated all pupils voting for preferred clubs. The most popular clubs were actioned in summer term.</p> <p>Each half-term, groups of 4 children took part weekly squash coaching following specialist coaching in extra-curriculum time (Fridays).</p> <p>Co-ordination with Wellbeing Hub to link physical activity with wellbeing and to reach same target audience e.g. movement breaks used with scooters, footballs, basketballs.</p> <p>Pupil voice stated that children enjoyed the new PE curriculum more and felt they were now a lot more active in PE</p>	Continue to survey pupil activity levels to identify those to target/ support with additional activities.



<p>- contributes to whole child development</p>	<p>School Days, The Big Wheel, 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>Conduct a further pupil survey to identify barriers to physical activity.</p> <p>Continue to improve break time equipment and build a trim trail for more opportunities for children to be active during break times.</p> <p>Shinpads bought to ensure all children can access football games within the curriculum in PE time and extra-curricular football clubs / competitions.</p>	<p>£2,108.70</p> <p>£139.80</p>	<p>lessons.</p> <p>WoW tracker implemented by MH, passed to PF.</p> <p>PTA fundraised for outdoor trim trail.</p>	<p>SchoolStreets being implemented from September 2023 (road closure 8:30-9am, 3-3:30pm).</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>Continue to survey what children want at break times to encourage physical activity and monitor how active they are.</p> <p>Continue to work with PTA for future projects.</p>
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				Deliver active infrastructure for outside grounds.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Total allocation:
				£5,600
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><b>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.</b></p> <p>There is a recognition that:</p> <ul style="list-style-type: none"> <li>- Highly active pupils will attain better</li> <li>- 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.</li> <li>- PE, sport and physical activity can be used</li> </ul>	<p>In line with the school development plan:</p> <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 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</p>		<p>Sports competitions and sports afternoons.</p> <p>Sports news in school newsletter, Twitter and website.</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> <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>

<p>to develop the whole person including thinking, social and personal skills.</p> <p>- PE, sport and physical activity can aid the development of fine and gross motor skill development which link to academic achievement.</p> <p>- PE, sport and physical activity can impact on whole school outcomes such as pupil's behaviour and attendance.</p>	<p>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>Sporting Influence work with children in interventions for Sports Numeracy, linking sport with maths to improve learning and retention.</p> <p>Commonwealth and Invictus Games athlete Sean Gaffney visited the school to do assemblies and Q+As to raise awareness of disability sport and instil values of sport such as resilience, determination etc.</p>	£5,250		
		£350		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Total allocation:
				£5,779.76
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:



what they need to learn and to consolidate through practice:			changed?:	
<p><b>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.</b></p> <p>To ensure that:</p> <ul style="list-style-type: none"> <li>- All staff are confident and competent to deliver high quality and the quality of all lessons is good or outstanding.</li> <li>- Teaching and learning styles are matched to lesson content and to encourage all pupils to participate.</li> <li>- All pupils make good progress which is clearly reported to parents or carers.</li> <li>- Assessment involves pupils fully and identifies and celebrates their achievements</li> <li>- 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.</li> <li>- 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.</li> <li>- There are opportunities for all pupils to develop their leadership, coaching and officiating skills.</li> <li>- All pupils receive two hours or more of timetabled high-quality PE.</li> <li>- 1:1 lesson observations to monitor staff effectiveness and confidence take place</li> <li>- Questionnaires are used to monitor pupil and staff attitudes towards progression in PE</li> </ul>	<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>Ensure PE equipment is safe and of a good standard to support delivery of lessons and after school clubs.</p> <p>Follow the school PE curriculum to deliver the 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 % of pupils who feel successful in PE.</p> <p>Ensure that high quality OAA is experienced by children on Year 4 and 6 residential.</p>	<p>£811.76</p> <p>£4,968.00</p>	<p>Staff PE survey results show both staff enjoyment and staff confidence have risen since 2021-2022 and old curriculum.</p>	<p>FB to continue to improve schemes of work and resources to make PE delivery even more enjoyable for class teachers and children.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Total allocation:
				£3,763
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><b>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.</b></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"> <li>- <b>Extend</b> - activities that build and develop on existing curriculum activities, e.g. non team based clubs, clubs for more able</li> <li>- <b>Enable</b> - these activities develop basic and key skills through problem solving, e.g. multi skills, physical activity, breakfast clubs</li> <li>- <b>Enrich</b> - these activities offer a range of new opportunities, e.g. cycling, golf, circus skills</li> </ul> <p><b>Leadership and Volunteering</b></p> <ul style="list-style-type: none"> <li>- A programme of leadership and volunteering e.g. Sports Crew, Playground Leaders</li> <li>- Junior leaders experience high quality training and are supported to be deployed across a whole range of opportunities within</li> </ul>	<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. PlayLeaders trained by AV who then led games at break times and assisted FB in PE lessons.</p> <p>Maintain and extend links with local community sports clubs. Club coaches visit to deliver PE lessons alongside class teachers for CPD and a broadened curriculum offer.</p> <p>Take advantage of WellSchools partnership resources.</p> <p>Use the wider community (parents, governors, volunteers) to help provide after-school clubs and organise school</p>	<p>£198</p> <p>£2,125</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 boys' cricket team reached Yorkshire Schools Dynamos Final. Year 5 and 6 mixed football teams won their Sporting Influence tournaments. Parents have helped to facilitate this.</p> <p>Broad range of sports included specialist coaching visits from and Yorkshire Cricket Board in Y3 and Y5 and Harrogate Racquets (tennis and badminton) for Yr 3, 4, 5.</p> <p>Intra-school sports competitions in practised sports.</p> <p>Sports Crew members and Playground Leaders recruited. Sports Leaders run</p>	<p>Continue relationships with local sports clubs.</p> <p>Continue training in sports leadership for pupils.</p>

<p>the school</p> <p><b>School Club Links and Community Provision</b></p> <ul style="list-style-type: none"> <li>- Excellent partnerships with other providers</li> <li>- 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</li> </ul> <p><b>Coaches in School</b></p> <ul style="list-style-type: none"> <li>- Coaches are deployed effectively to provide high quality sports coaching and to support the competition and school sport programme</li> <li>- Coaches are qualified to deliver in primary schools (NGB level 2 qualifications as a minimum)</li> <li>- Minimum operating standards are met</li> </ul>	<p>sports events.</p> <p>Promote less common sports through intra-competition and sport weeks. Select sports less active children might be interested in.</p> <p>Bikeability programme provided to all Year 5 pupils to ensure all know how to safely ride a bike and know safe routes leading to/from school and safe routes around the local area.</p>	<p>£1,440</p>	<p>lunchtime games for peers.</p> <p>Disability in sport awareness week: seated volleyball and goal ball.</p>	<p>Survey what children want as after school sports clubs next year, particularly targeting the less active children.</p> <p>Bikeability will continue next year.</p>
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Key indicator 5: Increased participation in competitive sport				Total allocation:
				£1,650
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><b>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.</b></p> <p>To ensure a positive experience for ALL pupils, as a school, we consider the <b>PRINCIPLES OF COMPETITION</b></p> <ol style="list-style-type: none"> <li>1. The young person's motivation, competence and confidence are at the centre of the competition.</li> <li>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).</li> <li>3. Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition.</li> </ol>	<p>WellSchools Partnership joined to access their inter and intra-school competitions</p> <p>Sporting Influence competitions attended. Sporting Influence award wristbands to 1 child per team with a focus on a sporting value e.g. communication, determination.</p> <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.</p>	<p>£1,400</p> <p>£250</p>	<p>Sports Afternoons with visiting parents were led by FB, House Captains and Sports Leaders from HGS. House Captains led house songs before running races. Pupils also scored the various events. All pupils participate in mixed age group teams to gain points for their house.</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>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>	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><b>Personal Best</b> – competition against oneself</p> <p><b>Intra</b> – competition taking place within school</p> <p><b>Inter</b> – competition with other schools</p> <p><b>County</b> – competition with others across the county</p> <p><b>Virtual</b> – using virtual platforms to stimulate competition</p>	<p>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 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>			
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Signed off by	
Head Teacher:	Estelle Scarth
Date:	
Subject Leader:	Francesca Bakes
Date:	10/07/2023
Governor:	Jason Wurzal
Date:	