

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
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TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

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

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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

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

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

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Our long-term target is to ensure that each pupil at The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools has had the opportunity to represent the school at a competitive sporting event by the end of KS2.</p> <p>2018/19 Inter-school event participation: Cross-country, netball, KS1 multi-skills, KS2 girls' football, Y3/4 boys' football, Y5/6 boys' football, KS2 Tag Rugby, Y3/4 Cricket, Y5/6 Cricket.</p> <p>2019/20 – Cross-country, netball, KS1 multi-skills (Due to COVID and school closures no other events were held)</p> <p>2018/19 All of KS2 attended weekly swimming sessions at Catterick Leisure centre for 7 weeks.</p> <p>Due to COVID-19 school closures we have not attended any live competitions in 2020/21 however we have switched to an online competition approach using Koboca. We have taken part in the following competitions: KS1 Multi-Skills; Virtual Ultimate Warrior and Virtual Football.</p> <p>In 2020 we established a progression framework that ensures skill development and curriculum coverage across the school.</p> <p>In 2019 we begun using Insight Tracker to record and measure attainment and progress in PE.</p>	<p>To establish an evidence-based system of monitoring, tracking and reporting attainment and progress in PE accurately</p> <p>To develop the standard of teaching and learning in PE through ensuring that all staff are skilled in teaching age appropriate skills</p> <p>To ensure full curriculum coverage in PE: to establish a long-term teaching and learning plan for PE that aligns with Richmondshire & Cluster inter-school events</p> <p>To develop the way in which Sports Premium Funding is used as part of our 'bigger picture' and plan for improving outcomes for all pupils</p> <p>The use of technology in teaching and learning will be enhanced – particularly through assessment, feedback and improvement</p> <p>To update equipment and technology to ensure that PE is engaging and attractive for all pupils and teachers – some of our equipment is old and tired, some of our provisions do not have the necessary equipment for teaching and learning and preparing children for further competition on a wider scale.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? No

* Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.	57%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	57%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	57%
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?	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: £32890	Date Updated: July 2021		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 14%
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 re-establish extra-curricular sporting opportunities again so that children have opportunities to engage in after-school sport, despite the challenges of Covid-19 and teaching in 'bubbles'.	Put in place weekly extra-curricular sporting clubs, led by sports coaches. Continue to provide sport's coaches during lunchtime sessions to lead activities.	£2770	All pupils had opportunities to attend extra-curricular sports clubs through a timetable set up for each bubble across the academic year. They were able to engage with multi-skills, dodgeball, basketball, netball and football. These clubs were well attended throughout the academic year.	Look to increase extra-curricular sporting opportunities next academic year to try and return to the strong position we were in pre-Covid pandemic. Look at other ways of increasing daily physical activity (e.g. playground challenges).
Staff led playtime, lunchtime and after-school clubs will be based around physical activity. Resources will be suited to teaching a variety of sports and will be engaging for pupils to increase attendance – particularly for those less active.	After-school staff will produce a questionnaire to tailor the activities to ensure more children will be engaged with worthwhile and invigorating physical activity at school. Attendance will be increased and monitored by MSAs and after-school staff.	£1700	All pupils had opportunity to engage in physical activity at lunchtime.	Upskilling staff gives sustainable improvement to daily school life (playtime behaviour and physical exercise) and new resources will ensure that the activities are appealing and children want to take part. Resources will require replenishment over time.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 36%

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:
Sports Leaders will be established at school – they will assist in the running of playtime activities and clubs. The role will be promoted with hoodies to raise their profile around school. They will plan termly clubs that are tailored to the interests of each class.	Hoodies from uniform shop will be purchased. Pupil voice surveys will be carried out to find out interests for clubs/activities/sports. Equipment will be new and appealing to engage pupils.	Hoodies : £500	Sports leaders were assigned through a selection process with MSA staff and they organised and assisted with the running of lunchtime sports clubs for KS1 and KS2	These will stay in school and so it will be carried on from year to year as a culture of pupil leadership is established through school. Next step: provide hats and hoodies once COVID risk assessment allows this.
<p>To ensure PE resources are reviewed, maintained and used effectively across the school to support good teaching & learning.</p> <p>To ensure whole school PE has a regular health & fitness element.</p> <p>To ensure that the implementation of the Sport Premium strategy is a part of the Federation Improvement Plan.</p>	<p>Money budgeted for general PE resources. Physical development resources purchased in EYFS</p> <p>Continuation of health & fitness lessons as part of PE and PSHE.</p>	<p>£9000</p> <p>£2000</p> <p>£350</p>	<p>Children are keen to take part in virtual events to achieve a goal for themselves and the school. - All children accessed phase sports days (without families due to covid).</p>	<p>Increased involvement with community sports clubs - Sports assemblies celebrating success of children in sports outside of school - Redevelopment of outdoor spaces to support cross-curricular outdoor learning.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	12%
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:
Invasion Games Coach – football, netball, tchoukball, hockey Specialist support to upskill staff-team teaching/shadowing an expert in an area. Staff to be introduced to the new long-term plan for PE and to select areas of required upskilling.	Spring term coaching sessions to upskill staff – staff questionnaire will indicate areas of need for improvement and we will plan accordingly. Expert coaches will run a weekly PE session which the class teacher will participate in and team teach where appropriate. To schedule for Summer 1 if COVID risk assessment allows.	£2400	Upskilled staff will impact on teaching and learning long term. Better engagement with the long-term plan from staff ensuring greater curriculum coverage and increased confidence ensures improved quality of teaching and learning.	Upskilled staff will be a long-term benefit to the school. This will be reviewed after implementation to monitor effectiveness and impact and adjusted appropriately based on new outcomes.
Net and wall games coach – tennis, badminton, table tennis Specialist support to upskill staff-team teaching/shadowing an expert in an area. Staff to be introduced to the new long-term plan for PE and to select areas of required upskilling.	Spring term coaching sessions to upskill staff – staff questionnaire will indicate areas of need for improvement and we will plan accordingly. Expert coaches will run a weekly PE session which the class teacher will participate in and team teach where appropriate. To schedule for Summer 2 if COVID risk assessment allows.	£1400	Upskilled staff will impact on teaching and learning long term. Better engagement with the long-term plan from staff ensuring greater curriculum coverage and increased confidence ensures improved quality of teaching and learning.	Upskilled staff will be a long-term benefit to the school. This will be reviewed after implementation to monitor effectiveness and impact and adjusted appropriately based on new outcomes.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Additional achievements: To provide a broader range of sporting activities for children to engage with beyond those provided within the National Curriculum for PE. To engage in an intra- and inter-school & House competition in a wide range of sports & activities.	To combine Middleham & Spennithore school sport week. Introduce a range of sporting opportunities beyond the national curriculum for PE. Compete in an 'intraschool' Federation competition for sport's day and Cluster Sports Events throughout the year.	£995	All children have had access to a range of new and different sporting opportunities to help engage them further with these activities. As a result, many children have requested to continue playing these sports at lunchtimes	Continue to develop this opportunity to broaden children's experiences of sport beyond the National Curriculum.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure that all pupils are able to access interschool competitions. To increase participation in competitive sport from to 90%+.	Ensure a budget has been set to support the resourcing, organisation and supervision of the virtual competitions on offer during this academic year. Engage in the Richmond School SLA for all online virtual sporting competitions and increase our participation. Try to get 100% engagement in virtual inter-school competitions. Regularly promote external sport's providers in the local area that work closely with the school.	£250	100% of children, from Y1 to Y6 have now taken part in competitive sport this academic year through virtual competitions organised by the Richmond School SLA and also the inter-school sports day a part of our own school federation. All children are made aware of local sport providers that they are able to engage with through promotion by and support from the school.	When inter-school competitions resume- to engage in the vast majority of these again and ensure all children have an opportunity to represent a team and attend a competition during their time at school.

Signed off by	
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Date:	July 2021
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Date:	July 2021
Governor:	Lesley Sweeting
Date:	July 2021