

# 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.

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 2021/2022, 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 **31<sup>st</sup> July 2023** 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 2023. 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Active playtimes and provision for children to be active through play and in free choice time. Sports leaders have developed active activities to run during lunchtime.</li> <li>• Increased proficiency in swimming for Y5/6.</li> <li>• Continued to develop range of participation in sport – through internal sports after school clubs and sports enrichment days.</li> <li>• Increased fitness through targeted 10 min fitness sessions each morning and afternoon. Baseline tests and progress checks.</li> <li>• Sports leaders fully trained and taking responsibility in sports events.</li> <li>• A range of after school clubs offered focussing on sports development.</li> <li>• Planning and curriculum progression with new MTP's in place and new LTP.</li> </ul>	<ul style="list-style-type: none"> <li>• Active whizz kids and provision for children to be active through free choice play.</li> <li>• Y3/4 to develop their proficiency in swimming</li> <li>• Continued targeted and planned fitness sessions through the whole school.</li> <li>• Increased participation in competitive sport.</li> <li>• Providing opportunities for children to experience and watch a wide range of sports in order to inspire future sporting aspiration.</li> <li>• Improving the range of sports equipment.</li> <li>• Morning club 'move it' to help waking up and focus.</li> </ul>

Did you carry forward an underspend from 2022-23 academic year into the current academic year?

YES/NO \* Delete as applicable

**Total amount carried forward from 2022/2023**      **£0**  
**+ Total amount for this academic year 2023/2024**      **£16,000**  
**= Total to be spent by 31st July 2024**      **£16,000**

<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><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>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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 2023.</p> <p>Please see note above.</p>	<p>100% of our Y6 children can swim at least 25 metres competently, confidently and proficiently.</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>87% of our Y6 cohort can use a range of strokes effectively.</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>100% of our Y6 children have performed safe self-rescue in different water-based situations.</p>
<p>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?</p>	<p>No</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: 2022/23		Total fund allocated: £16,000	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				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:
Pupils understand how physical activity can help them adopt a healthy and active lifestyle, having a wide range of opportunities to be physically active in school.	Develop a clear Physical Activity Policy which incorporates break time activity, fitness sessions, active travel and supervised play.	£200	Physical Activity Policy has implemented active break times – opportunities to be involved in active games. Data from fitness sessions show improved fitness throughout the school.	Carry on developing the fitness sessions and termly fitness tests to monitor improvements in fitness. Target children to become more active and fit.
Train 'Sports Leaders' from Y5/6 to encourage active learning. Sports Leaders should be confident and know how to explain and run activities.	Train 'Sports Leaders' from Y5/6 to confidently deliver playground activities for 'active lunchtimes'	£240	Y5/6 children trained to deliver break activities for active lunchtimes. Every lunchtime a different activity provided.	Continue training and investment in equipment to use at breaks.
Long skipping ropes to be used alongside other equipment every break and lunchtime.	Invest in bespoke equipment to enthuse children to be active at break and lunchtimes.	£1500	Hockey balls, footballs, basketballs, rugby balls and netball hoop purchased.	To purchase further equipment including bibs (30), skipping ropes, various sponge balls, tennis balls, mini tennis sets, flat rounders bats, speed hurdles and coys.
	Sports leaders to open the P.E shed and access the equipment for break and lunchtimes. Tidy away and lock the P.E shed at the end of break/lunch.		Constant improvement in fitness data throughout the year. Y5/6 children taking an active role in taking responsibility to promote active breaks.	

<p>Ensure all pupils are active in the school day at least 30 minutes (in addition to P.E curriculum time).</p>	<p>Ensure the daily mile is completed before the end of the lunchtime break. Teachers and TA involvement, in order to add encouragement to all children.</p> <p>Daily mile:</p> <ul style="list-style-type: none"> <li>- Warm up to start the P.E lesson.</li> <li>- One class per week completes at the end of lunch with the class teacher.</li> <li>- Incorporated into the afternoon fitness session on the remaining days.</li> </ul>		<p>Daily mile completed every week either within the PE lesson, lunchtime break or during fitness sessions.</p> <p>All pupils throughout school engaged in 50 minutes of structured physical activity involving either skipping or running along with other basic exercises such as star jumps etc.</p>	<p>Continuing to allocate at least 10 mins per day for fitness sessions involving structured sessions with a focus on skipping or running.</p> <p>All classes to follow the suggested fitness programme to help build increased fitness. Active break times to continue to be a focus.</p>
<p>At least one 10-minute-high intensity fitness sessions (morning and afternoon) per day. To be run by the class teacher/TA.</p>	<p>Planned high intensity fitness sessions aimed to build fitness and develop personal best's.</p>		<p>As above</p>	<p>As above plus protected fitness time built into the daily timetable.</p>
<p>Being active is the key – active children achieve more: improvement in learning behaviours such as concentration levels and focus. Supporting pupils to develop better self-belief.</p> <p>Start morning 'move it' club and increase numbers throughout the year – monitor fitness.</p>	<p>Challenge pupils to record how active they are outside school.</p> <p>Explore and develop initiatives to increase opportunities for children to be active such as:</p> <ul style="list-style-type: none"> <li>- Physical active learning in the curriculum which is accessed by all pupils.</li> <li>- Physically active breakfast club.</li> <li>- Active transport to school.</li> <li>- Sports leaders supporting active break and lunchtimes.</li> </ul>		<p>As above plus children show and tell their active achievements from outside school; these have included trophies and certificates won in football, cricket, rugby and gymnastics this year.</p> <p>Breakfast clubs have throughout the year have run move it clubs once per term.</p> <p>After school clubs have included football, tag rugby, netball, basketball, gymnastics, gardening</p>	<p>Continue with active afterschool clubs and develop weekly active breakfast club.</p> <p>Continue bike safety courses for the whole school – reward children who use an active means of transport to school by acknowledging and praising their achievements.</p>



Complete baseline physical assessment and continue to review and track fitness throughout the year.	<ul style="list-style-type: none"> <li>- Daily mile</li> <li>- Physically active after-school clubs.</li> </ul> Class teacher to complete termly physical assessments based on improving individual fitness.		and athletics. All children have completed the bike safety course and are actively encouraged to walk, scooter or bike to school. Showing an increase in 5%. Baseline physical assessments show an improvement in fitness across the whole school.	Continue with termly assessments and structured fitness daily sessions. PE starters to have a fitness focus.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:
<p>Invite sports people and coaches into school to motivate and inspire pupils. Arrange for coaches from local clubs to come into school to speak to children.</p> <p>Pupils to see PE and sport as an integral and automatic part of their lives at school and at home, becoming more physically active.</p> <p>Interweave physical activity into all areas of the curriculum, not just P.E lessons.</p>	<p>Develop contact with local sports teams – arranging visitors to talk to the children and coaches to come into school to work with the children in different sports in addition to their skill based PE sessions.</p> <p>Encouragement of children sharing their experiences of physical activity from home and celebrate their out of school achievements. 10 min fitness session structured and presented as lessons.</p> <p>Focus on healthy body = healthy mind and soul.</p> <p>The pillars of all P.E lessons; teamwork, communication, good</p>	£600	<p>Sportscool – provided focussed enrichment days and additional lessons around sports not always easily accessible to our children including handball, fencing, volleyball and specialised cricket coaching.</p> <p>Children show off their sports achievements to the whole school and are acknowledged and recognised for them, encouraging others to become involved.</p>	<p>Continue to work with SportsCool to make more sports accessible and provide more specialised individual sports clubs and coaching.</p> <p>Develop further links in the community such as Leeds Rhino's Ruby League.</p> <p>Plan an increase in competitive sport competitions through the springboard sports initiative and allocate a sports achievement display board in school, to display the school's achievements.</p>

	listening, respect, concentration, resilience and work ethic constantly referred to and links made from P.E into all other subjects.		The pillars of PE are linked and reference throughout the curriculum.	Display the pillars of PE in classroom's so they can be seen and referred to more easily.
P.E gives the opportunity to teach life skills such as co-operation, reliance and responsibility. Use Physical Education as a true cross-curricular approach to allow children to develop the skills they require for life-long learning.	Develop the use of sporting role models as a tool to engage and raise achievement – relate to the current achievements of sports stars within competitions that are currently in the media.		References and links leading to meaningful discussion in class to major sporting events and achievements including the Women's Euros, the Ryder Cup, World Championships, Olympics and Wimbledon.	Display a national or international sporting event which is taking place or due to take place in the class and on the PE display board – encourage conversation around the event and the athletes achievements.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:		
CPD – through the Harrogate School's Sports Partnership. Subject leader to attend networking days, subject leader to make full use of the full programme of PD for all school staff, complete the active lunchtimes training, access to the equipment loan scheme and sharing of good practice.	Subject leader to attend networking days and CPD days, developing their confidence in teaching high quality P.E lessons in school and helping to support all teachers across the federation in confidently teaching high quality P.E.  To find out how staff feel about P.E and support their specific needs through completing a	£1400  Travel costs £350	Close connections made with other rural schools and best practice shared.  Each year group attended at least one inter school competition for example Year 1/2 attended Quad Kids, Year 3/4 attended Tri-Golf and Year 5/6 attended Cricket. Whole of Key Stage Two attended Cross Country resulting in 6 medals.	To continue to attend subject leadership networking days and CPD days.  Continue with inter competitions and increase participation to at least 2 events per year group. Celebrate successes through a display board in the main school.



<p>Develop teaching of P.E across the school so that children are confident and competent learners. Staff to work alongside sports coaches, subject leader and specialist trainers.</p> <p>Develop a P.E curriculum which supports development of the key skills needed to be successful in a vast range of different sports and physical activity. Built and designed to progress pupil knowledge, skills and confidence throughout their whole journey through school. Building year upon year.</p> <p>Assessment involves pupils fully and identifies and celebrates their</p>	<p>questionnaire.</p> <p>Staff training sessions through the HSSP and their partners. Subject leader guidance and experience working alongside sports coaches to upskill subject knowledge.</p> <p>Developing the confidence of all staff in teaching P.E, to ensure the children have a much more exhilarating experience of P.E.</p> <p>Develop a framework of MTP's to help provide a high quality P.E curriculum. Ensuring lessons link to the multi-skills and reflects a high quality sequence of learning which is progressive, challenges the whole child and meets the needs of staff and pupils in school.</p> <p>To pro-cure quality-assured professional training for staff to raise their confidence and competence in teaching P.E and sport.</p> <p>To providing cover staff to release teachers for professional development in PE, sport and physical activity.</p> <p>To provide opportunities for pupils to use their existing skills in</p>	<p>£590</p> <p>£1000</p>	<p>Year 5/6 came 4<sup>th</sup> of 40 local schools in the Cricket Tournament.</p> <p>Membership of Beyond the Physical PE support programme. Implementing a skill based curriculum with modified games. Children are becoming more confident in the basic skills of all sports and are much abler to adapt to playing a wider choice of modified sports.</p> <p>Each term MTP'S are carefully constructed to help provide high quality PE lessons. Careful sequenced learning, building slowly upon mastering the skills needed to be physically active and play a range of different sports. Children are more confident and more engaged in their PE.</p> <p>MTP'S and using 'The Beyond the Physical' approach have increased teacher confidence in teaching PE and helped support planning of high quality PE sessions.</p> <p>Supply cover provided to cover networking days and CPD, as well as for days to allow children to attend more competitions.</p>	<p>To continue to build our curriculum around the beyond physical approach looking at all aspects of physical activity including the physical, mental and emotional elements.</p> <p>To continue using the MTP's to provide a high quality consistent approach to every lesson. Subject lead to apply.</p> <p>Continue to produce MTP's and support teachers in delivering high quality PE lessons. Continue to work with both Sportscool and Beyond the Physical to help deliver a robust high quality PE curriculum.</p>
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<p>achievements.</p> <p>All pupils make good progress which is clearly reported to parents.</p> <p>There are opportunities for all pupils to develop their leadership, coaching and officiating skills.</p>	<p>specialist environments.</p>		<p>98% of all pupils made expected progress, reported back to parents through parent consultations.</p> <p>Participation and success in local sports competitions reported directly back to parents by class teacher and celebrated through the weekly newsletter and update.</p> <p>All pupils have had chances to lead, officiate and coach built into each PE lesson. Each lesson has been designed to consider these three elements and help the children to develop in them.</p>	<p>To use accurate assessment tools to monitor progress. Target children who are not making the desired progress and build in support to help them achieve.</p> <p>As above continue to use the approach from 'Beyond the Physical.'</p> <p>Encourage the opportunity of leadership, coaching and officiating in all lessons.</p>
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				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:

<p>Additional achievements:</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 pupils represent the school and are part of communities that the school has links with.</p> <p>Enable activities that build and develop basic key skills through problem solving e.g multi-skills, physical activity and breakfast clubs. Offering a range of new opportunities.</p> <p>A programme of leadership and volunteering is established. Junior leaders experience high quality training and are supported to be deployed across a whole range of opportunities within school.</p>	<p>Ensuring that all pupils experience a range of sports and activities. Introduction to sports which they have not experienced before.</p> <p>To provide opportunities for ALL pupils including SEND, the least confident and the least active to attend exciting, varied and new range of activities.</p> <p>Establishing progression of P.E skills through MTP'S and embedding elements of problem solving in all P.E lessons to deepen learning and create a mastery ethos in P.E.</p> <p>To deliver the Sports Leader Programme throughout school, engaging and facilitating pupil's ability to take responsibility for their learning and delivering of sports and physical activities to the rest of the school.</p>	<p>£1500</p> <p>£500</p> <p>£240</p>	<p>All pupils including SEND have had the chance to experience a sports festival – where emphasis is on developing skills in a certain area or a sports competition – competing against other schools. These include swimming, cricket, athletics, cross country and tri golf.</p> <p>Children have received additional specialist coaching to prepare for competitions especially where children are less confident or have not played the sport before.</p> <p>Specialist programmes in school to give the children a chance to participate and learn a sport they have not had an opportunity to do for example fencing and archery.</p> <p>Sports leader training has been provided by specialist coaches to encourage a wide range of fun physical activities to play at break. Leading from 10% participation to 75% by the end of the year.</p>	<p>Increase the number of competitions and festivals the school attends. Create a specific sports planning calendar to help plan ahead the competitions and festivals to be entered.</p> <p>Continue relationship with SportsCool to provide specialist coaching in preparation for sports competitions and festivals.</p> <p>Continue and increase the number of enrichment days to help children access sports which they may not have had access to before.</p> <p>Continue the training of sports leaders and provide interactive ways for them to develop their training through the whole school year.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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, supporting the physical, emotional, social and personal development of pupils. Encouraging life-long enjoyment and engagement in Physical activity.</p> <p>Develop life skills such as leadership, teamwork, empathy, and conflict resolution.</p> <p>Focus on the process rather than the outcome (on the learning and values of pupils rather than the result).</p> <p>Competitions which take place in a variety of settings and environments such as:            Personal Best – competition against oneself.            Intra Competition – taking place within school.            Inter Competition – competition with other schools.            County Competition – competition with other schools across the county.            Virtual – using virtual platforms to</p>	<p>To develop an inclusive competition framework which offers a wide range of competitive opportunities through extra-curricular activities enabling pupils to complete at a personal level (personal best), intra and inter level, played at all levels to cater for the different needs of all children.</p> <p>To understand what makes a positive experience of competition.</p> <p>Develop a process for selection – thinking about who in school needs the benefit of competition the most to support their personal development? Attracting and inviting those that need it most to train and compete.</p> <p>Preparing children to be ready for competition. Time spent building confidence and knowledge as well as developing physical</p>		<p>Children have competed in personal level (personal best) activities in fitness and within their general PE lessons. Developing a mantra of always trying to do your best and improve your score.            Intra netball and basketball competition.            Inter school sports competitions across a range of different sports in the local area.</p> <p>Selection process allows everyone the opportunity to take part – Cricket competition 2 teams were entered to give everyone the opportunity to participate.</p>	<p>Continue the personal best approach to fitness – improve by giving the children a personal best sheet to record how they are improving in fitness.            Increase the number of intra sports competitions, link to inter competitions coming up.            Increase the number of inter sports competitions the school enters this year.</p> <p>Continue to increase the number of teams involved in competitions to give everyone the opportunity to compete. Where there is no option to increase the number of teams</p> <p>Actively encourage pupils who have not volunteered or participated in any competitions throughout the year.</p>



stimulate competition.	<p>competence. Supporting a positive experience through creating a supportive environment that focuses on the process as opposed to final standings or who lifts the trophy.</p> <p>Use the house system to hold intra competition ensuring all pupils have the chance to participate in a competition.</p> <p>Overcome transport issues so that this is not a barrier to participation.</p> <p>Make competition a time to celebrate!</p>	<p>SportsCool have run specialist preparation classes and training to prepare children ready for competition and build their confidence.</p> <p>House points system has been a success in intra competition and engaged all children.</p> <p>Transport issues have improved with more coach companies been used.</p> <p>Sharing experience with the class and in assembly.</p>	<p>To continue before each competition.</p> <p>Increase the number of intra competitions.</p> <p>Pre book coaches in advance using the sports calendar.</p> <p>Celebrate through recognition on the sports display board.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	