

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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SPORT
TRUST



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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£2,000
Total amount allocated for 2020/21	£16,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2,500
Total amount allocated for 2021/22	£14,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£14,000

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above</p>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22		Total fund allocated:£14,000		Date Updated:28th July 2022	
<p>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</p>					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>Playground Buddy structure and process continued and refined to allow the pupils to design and lead the activities during daily play, as part of the RDSSP affiliation and cascade knowledge to younger pupils to continue due to enhanced leadership programme for upper key stage 2 pupils not undertaken due to pupil numbers.</p> <p>To continue to build on the leadership outcomes of the YST/AAA project into the PE curriculum and make links to other curriculum areas through the Youth Trust Young Leaders Award and HYPAC.</p> <p>A review of the previous provision of PE and to use data collected from staff, pupils and parents and then transfer key principals into</p>	<p>Playground Buddies given status and support to continue to develop and design a weekly daily programme of activities. Whole school council meetings allowed for engaged interaction to build on the pupils' proposals.</p> <p>A differentiated programme of activities continues to be developed by pupils and staff. This incorporated community, national and international focuses and the inclusion of an orienteering course sited in the school and local Youth Hostel grounds.</p> <p>In addition to the RDSSP affiliation the school has also affiliated to the Primary</p>		£ 3,000	<p>The pupils have demonstrated continued improved listening and key language skills as well as an understanding of the need to share space and equipment. Respect for each other and equipment is reflected in the organisation of the session and linked to the Christian Values.</p> <p>Through the work undertaken within the school a significant degree of progress in their physical, mental, social and emotional well-being continues to take place. This was demonstrated in the pupils working effectively with members of the community whilst raising awareness of key charities and how links can be made, and also with other local schools.</p> <p>To ensure all pupils at school had access to programmes which would support their mental and physical well-</p>	<p>Enhanced leadership programme for upper key stage 2 pupils. (Deferred from previous year).</p> <p>To continue to sustain the outcomes of the initial projects and develop these further re-establishing links with other local and inner city schools through the teaching of traditional sports such as maypole dancing, orienteering etc.</p> <p>To re-audit the provision of PE regarding accessibility to additional sports such as karate, yoga, and</p>

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the PE curriculum which will be enhanced through more focused work with Parents via HYPAC.	Stars Company to ensure the taking part of competition with other small school of a similar size. The continuation of the online resources (Jump Start Johnny) to support 30 minute daily physical activity. Pupils attending the school from age 5 years upwards will also be eligible to access a wider PE curriculum via attending HYPAC.		being and provide a forum for virtual contact with each other. (Inclusion of programme for home use if necessary). The inclusion of the willow weaving programme promoted opportunities for leadership, communication and language development while being active with other pupils and where possible active across ages partners.	consider further developmental activities to promote mental health and well-being, the Quiet Garden, willow weaving, development of the outside curriculum through cross-curricular links.
To re-audit the equipment and playground space and storage to ensure the school has the capacity to manage a more enhanced programme which also incorporates new playground markings.	PE coordinator to undertake audit of equipment and space. To purchase appropriate additional equipment to ensure a full PE curriculum can be delivered to all pupils. Equipment purchased is to include enhancement of programme of activities delivered by 'Playground Buddies' and include the re-marking of the school playground.		The pupils have demonstrated improved listening and communication skills culminating in improved application of team work and respect of each other and the equipment. Improved fundamental skill performance of all pupils.	As above but to also include the development of the early years provision outside to ensure activity takes place throughout their curriculum.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement 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:
The continued tracking, monitoring and assessment of pupil progress is to continue being rigorous to allow for pupil conferencing and 'personal best'. Planned learning walks to be undertaken by PE Co-Ordinator and outcome/observations reported back to governor for PE.	Pupil's progress was monitored throughout the sessions and assessments wheels completed by class teachers then next steps identified. PE Governor has previously completed written reports for FGB meetings. (Governor resigned)	£1,000	The improved pupil performance allows for the application of skills to resolve problems, challenges whilst working individually or as part of a team. The assessment and monitoring of PE, pupils progress and attainment is effective and relevant. Raised pupil attainment within units of the curriculum. Progress is being tracked more effectively by class teachers.	Continue to utilize the assessment tool linked to the Real PE and the specialist advice and support provided through the purchased package. To access expertise of new class 2 teacher who has PE responsibility in partner school to ensure provision is secure and enrichment opportunities catered for. To include first aid for pupils.
A continued wider range of planned sessions	Different styles when delivering the		An individualized approach and a more	

<p>(including Virtual CPD) and activities delivered through direct teaching methods and opportunities for pupils to be active participants to incorporate the different learning styles across the curriculum will ensure that all children are engaged, challenged, developing individual understanding to set personal targets.</p>	<p>sessions were used to ensure that all pupils could participate, develop knowledge, skills and confidence to challenge themselves, but to also support those children who were less confident. Team teaching by school practitioners was also introduced to help promote confidence and exploit subject knowledge and personal expertise within specific skills being taught. Communication, language, negotiation and listening skills of pupils were noticeably improved.</p>		<p>personal curriculum has been delivered. The utilization of videos and pupil demonstrations have been incorporated more effectively into the teaching to help support SEND pupils who can access the demonstrations more frequently. Virtual training continues to be accessed and is available on request which has continued to promote confidence and knowledge within non-specialist staff.</p>	<p>CPD for PE practitioners regarding the delivery of the Real PE package which is to include mentoring by new class teacher. The continued development of the PE curriculum will also be addressed under the guidance of this teacher to support the forging of new links to schools and subject content.</p>
<p>A full report on the PESSP funding allocation and impact is presented as part of the Head teachers report in unison with the member of the governing body with this delegated responsibility. This informs governors of how PE and Sport impacts areas within the School Improvement Plan (SIP).</p>	<p>Associated reports presented to governors and a minute number allocated. Links made between the PESSP and SIP action plans and outcomes</p>		<p>All stake holders have been informed of the impact of this work on the pupils organizational, leadership, communication and motor skills. These have been developed as a direct result of their work with PESSP funded programme.</p>	<p>To maintain links with the White Peak Cluster schools and other church schools who visit the village sharing good practice. To continue to be a partner with the SSP affiliation and exploit relevant opportunities provided.</p>

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
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>Staff and HLTA who are fully engaged and trained in Real PE will continue to take responsibility for the monitoring and delivery of PE throughout the school at the commencement of this academic year. Key Staff to access a range of CPD opportunities to develop knowledge and confidence when delivering the curriculum and the assessment of the content.</p>	<p>To have access to the PE specialist based in Real PE Scheme of Work for advice and development of PE content. To support the application of skills being taught through 'wrap around' provision of the HYPAC group. A Programme of half term lesson plans to be delivered to ensure that the pupils are able to build on the key principles under pinning fundamental movement skills and their application in</p>	<p>£4,000</p>	<p>The expected standards of behaviour, engagement and skill development was adhered to and monitored by all. The performance levels of pupils improved especially when required to work collaboratively. The confidence and understanding of the staff members was enhanced.</p>	<p>The school will continue to develop confidence, knowledge and skills for PE practitioners regarding the delivery of the Real PE package which is to include face to face mentoring and monitoring by the specialist teacher linked to Jasmine and the Real PE programme. Additional support will also be sourced from the RDSSP regarding</p>

<p>To continue to develop and re-establish an overarching community partnership programme, delivering physical and social activities will be developed and delivered.</p>	<p>team/individual activities. The staff were able to develop an integrated key stage 1/2 programme which incorporated community, national and international targets. As the year progressed and pandemic government guidelines were amended opportunities for face to face interactions and projects to take place between pupils and community members have begun to be re-introduced, i.e. Maypole dancing, AAA project, (litter picking, wildflower development etc.), the accreditation of the Ambassador Award Project.</p>		<p>Through an initial virtual platform between pupils and a community representative a programme of activities was initiated and a time scale agreed upon. The pupils showed increased confidence and clarity when discussing ideas through a virtual media. The children have been involved in the devising of a schedule incorporating social issues raised at the commencement of the year demonstrating an increased empathy with their environment. The engagement between the pupils and their community partner (Silver Sport) showcased the schools Christian Values alongside their confidence, communication and listening skills and respect for each other.</p>	<p>training. To continue to develop an overarching community partnership programme, delivering physical and social activities making cross-curricular links whenever possible. For example, the development of the Village Trail in unison with the National Park Ranger Service and Village Community.</p>
<p>For pupils to be able to transfer the skill of setting and monitoring their own targets to the PE curriculum and Real PE package. To exploit all opportunities of intra sport competition and events. To develop relationships between the school and the Ugandan netball goal shooter Mary Cholok and promote key fundamental PE skills and values.</p>	<p>All children have been actively involved during the assessment process using the skill videos to target specific applications of skill development which have taken place during and at the ends of PE units. Skills progression has been carefully managed through the Real PE Scheme of work.</p>		<p>The promotion and development of knowledge and understanding of the content of the PE curriculum regarding the development of fundamental skills is becoming more evident within the children's performances and ability to set own targets.</p>	<p>The provision of opportunities to access competition and / or festivals to help promote and practice key skills within a target sport led by specialist PE teachers which will support CPD by making links to pupil skill progression and performance. Visits between the school and Mary Cholok were scheduled but sadly due to her schedule she was unable to attend. These have been deferred to the next academic year.</p>

Key indicator 4: 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	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>The pupils with staff have continued to develop a post Covid 19 programme which can be delivered to sustain and grow the AAA project with a particular focus on individual skill development and support of mental health and well-being through the skills developed via Archbishop of York, Youth Trust Young Leaders Award undertaken in the previous year and the school's vision statement and Christian Values.</p> <p>Key Stage 2 have taken part in the bikeability programme delivered through the RDDSP provision. This programme will work toward developing children's understanding around how to stay safe whilst cycling on the road, negotiating junctions and passing parked vehicles. It also includes a simple bike safety check and the importance of wearing a safety helmet and the correct clothing while out riding. Whole school Karate was also to be introduced making links to self-defence, personal best performances and development of mental health and well-being.</p>	<p>Community events were accessed by all pupil's individual level and provide opportunity for challenge. A programme of dance and singing was created and performed to a live audience. The programme of Willow Weaving has also re-commenced for all pupils to develop expertise in readiness to transfer to the community programme next year.</p> <p>To invite a registered practitioner to deliver the programme, to inform parents and pupils of the school intent for them to take part in the day's activities. To ensure all pupils have road worthy bikes and the correct size of safety helmet. (For pupils who are not yet proficient or haven't a road worthy bicycle then scooters are to be accessed for use in the playground only). The practitioner who was to deliver the programme of Karate during the summer term was injured and the programme is to be deferred to the next academic year.</p>	<p>£3,000</p>	<p>The continued development of this project is reflected in a range of ways; the confidence, communication skills, empathy and teamwork was demonstrated in the fluidity and confidence seen in the performance and their interaction with the community. The impact on the relationship between the pupils and community, already strong, was enhanced. This was evident by the comments made by the older members of community in their comments and letters. A file of the communication between the active buddies and Silver Sports highlighted the close physical and mental bond which has developed. The successful completion of this award has also resulted in their raised awareness regarding having a healthy body works in unison with a healthy mind and lifestyle.</p> <p>All pupils achieved either level 1 or level 2 bikeability accreditation. Throughout the days schedule they were fully engaged and their awareness was raised as to how busy the roads around the school were. It also highlighted to them the significance of the flashing amber warning lights during school pick up and drop off times. Opportunities to embed previous learning was also evident by pupils providing support to younger children and being able to discuss bike safety with greater knowledge and confidence.</p>	<p>We intend to continue to build upon the successful and new activities within the intergenerational programme. This will enhance the physical and mental well-being of pupils and community members. An annual calendar of events to be devised and delivered including social /leisure activities, willow weaving, lantern making, wild flower garden, litter picking and physical activities such as Boccia, Curling, Bowls and pupil focused fun challenges. It has also been suggested that the children continue to support the Silver Sports in their participation of Maypole Dancing and consideration of bell ringing is to be discussed between both groups.</p> <p>Progress with consolidation links founded in the school programme of study, in unison with the activities provided through HYPAC for example- mountain bike challenges, Karate, Leadership through Olympic values continue to provide both physical and mental challenges. These support the development of balance, core strength, determination and resilience. This is to include the continuation of a whole school swimming programme, (additional sessions are being planned to support year 6 pupils achieving the</p>

<p>To provide the opportunity for the upper key stage 2 children to devise, develop and deliver a PE session with warm up, lesson and cool down targeting a sport specific key skill whilst promoting fundamental values eg: teamwork, problem solving, communication etc. To include links to a STEM Programme of study to promote activity within the literacy and numeracy areas.</p>	<p>Pupils were provided with access to resources including skill cards, lesson progression cards and the opportunity to discuss their ideas of the lesson content to an adult. The sessions were scheduled to be filmed then analysed to promote the young leader performance. The full STEM programme was not delivered due to the unavailability of the companies which deliver the programmes.</p>		<p>The analysis of the content of the lesson demonstrated the engagement of all the pupils. It highlighted the impact on those pupils whose learning style required a practical based and kinaesthetic approach. It also enabled a fluid dialogue between pupils being taught, the young leader, the teacher ideas and methods of how to support the individuals who found the rigours of the programme more challenging with some of the concepts and tasks. The young leaders found the analysis and peer input beneficial. The success of the delivery was demonstrated through teamwork, the use of appropriate language and positive outcomes to the problem solving activities and tasks.</p>	<p>required standard at the end of key stage 2).</p> <p>Through continuing and extension work from the Active Maths Programme we will introduce a STEM Programme through the use of LEGO / robotics which will be delivered by a specialist facilitator. This programme will work towards developing hand eye co-ordination, team work, language skills and problem solving techniques and strategies- this will be incorporated into intra and inter school challenges.</p>
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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:
<p>From September 2021 building on from the work undertaken during the previous summer term with an emphasis on intra challenges and competitions due to the constraints of Covid19, we have continued to explore ways of incorporating progressive individual skill challenges through the Real PE package, Primary Stars Package. Cross curricular links have also been made with the Ambassador Award, Youth Trust through the community projects, HYPAC.</p> <p>All inter competition opportunities abandoned due to the Covid pandemic are to be re-introduced throughout the year. The focus which was on intra competition, both individual personal best, and cooperative in small teams, is to continue but also take place throughout the curriculum and off site residential visits.</p>	<p>PE coordinator using the Real PE package which included additional support from RDDSP to promote the children’s skill development in preparation for the sport specific challenges, competitions, festivals and residential visits to Lea Green and Whitehall. The implementation of the orienteering courses in school and at the Youth Hostel. Taking part in the Three Dale Sports Day event with cluster schools. (Postponed to September 2022 due to weather).</p> <p>Progress has been made within the development of intra competition curriculum opportunities. Specifically, in the planning and re-designing of the spaces to be used with cones. Also the purchase of additional equipment (orienteering courses which has included CPD for staff) and storage to enhance the delivery of the PE curriculum and break time activities. This has supported an environment where pupils are actively taking leadership roles cascading previously taught skills to others. Pupils have had support to understand how to set targets to progress their</p>	£3,000	<p>Skill development in specific sport allowed the children to be more confident and understand how to work within a team context. Leadership opportunities arose within intra competitions. Staff monitoring and assessment of pupils ‘Personal Best’ performances reflected significant development of resilience, problem solving and empathy. Stronger links forged with smaller cluster schools to promote leadership and teamwork within competition.</p> <p>Recognition of achievements were made in Celebration assemblies, notice boards, website, parent newsletters, governor reports and parish magazines. This has also been noted in the cross curricular links made to other subjects for example active maths and geography through the orienteering courses for the whole school.</p> <p>Increased fitness level for all pupils due to the continuation of the ‘Jump Start Johnny’ programme which is integrated throughout the school day.</p> <p>Through the opportunity to take part in competition a development of</p>	<p>To continue to be actively involved in the development of the new small primary schools’ covey to promote competition within schools of a similar size. Will plan and deliver skill based learning with the other schools utilising on individual staff member’s skills and expertise within the PE curriculum whilst making links to planned festival competition with the recording of results and certificates. If possible to make links to the swimming programme to help raise standards.</p> <p>To continue to develop links for inter and intra completion to take place and to consider additional opportunities for events to take place through Whitehall and Lea Green. The introduction of specific sports events such as street dancing for one day events in unison with other cluster schools.</p> <p>As the school’s role of being an Ambassador School for the National Park, to devise and deliver programmes to be delivered to other schools, e.g. orienteering, maypole dancing, development of the Village Trail.</p>

	skills and meet new challenges – Personal Best. Within small team games pupils, supported by staff devised rules and tactical understanding within a competitive environment which includes Whitehall and Lea Green.		children’s confidence, leadership and language and an ability to utilise and apply all skills being taught within the PE sessions.	
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Signed off by	
Head Teacher:	Tracy Blackwell
Date:	31-7-22
Subject Leader:	Tracy Blackwell
Date:	31-7-22
Governor:	Liz Broomhead MBE
Date:	31-7-22