

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

**Fountains Earth
2022 -2023**

Commissioned by



Department
for Education

Created by



YOUTH
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](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](#).

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Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2021/22 | 0 |
| Total amount allocated for 2021/22 | £16 150 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2022/23 | £9000 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022. | £9000 |

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 2022.</p> <p>Please see note above</p> | N/A – No Year 6s enrolled |
| <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> | N/A – No Year 6s enrolled |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | N/A – No Year 6s enrolled |
| <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> | N/A – No Year 6s enrolled |

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: £9000 | Date Updated: 5.7.22 | |
|--|--|--|--|--|
| 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: |
| | | | | %43 |
| 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: |
| Maintain daily mile and incorporate equipment such as 'Skip a Day' | All staff to ensure that ALL children afforded the opportunity to have brain break and complete the daily mile/skip-a-day every afternoon. | nil - All children will have access to skipping ropes. | All pupils are getting their 30 mins activity a day in school. | More cross-curricular links with Maths. |
| Further develop the Sports Leaders with external training, providing them opportunities to lead activities and games during playtimes. Create a culture of sport and PE within school and its importance. | Work with specialists to develop and implement the sports council. Provide training for year 5 and 6 students for leadership sessions during lunchtime. Ensure that there will be various activities tailored for all the children to take part in and a variety of resources and activities to engage all pupils. Work with children to take ownership of sports board, competitions, events etc. Train all staff to feel confident in overseeing lunchtime activities | nil | | |

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| | collaborating with sports leaders. | | | |
|---|--|--------------------|---|--|
| PE Delivered on Federation Fridays – to ensure pupils can mix with more chn own age and work on team games etc. Swimming | Transport and resource costs so pupils can get access to swimming deliver by expert practitioners. Transport to STC from FEL for PE provision (including travel to swimming during FRI) | £3900 | Chn learn to swim the required 25m as stated in the NC and learn how to be safe in the water. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 23% |
| 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: |
| Deploy a specialist PE teacher to deliver PE ensuring excellent teaching and learning whilst supporting and mentoring school staff in developing subject specific knowledge and skills. | Teach high quality P.E. across all primary phases. | £1100 | | |
| Invest and renew sports equipment for both PE lessons and recreational times | Pupil voice to vote for new equipment. Equipment to be purposeful and give opportunity for creative play. Train sports leaders to deliver this. | £1000 | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|---|--|--|
| | | | | 22% |
| 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: |
| Team-teach with external company to use as coaching CPD across different skills and knowledge. | SL to work with Kanga Sports to deliver CPD on a weekly basis. Staff to complete a record of CPD focusing on analysis of teaching. Team-teach and observations to help build confidence in all teaching staff. | £2000 | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 6% |
| 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: |
| Continue to use PE specialist teacher to work alongside TA staff to develop subject knowledge and confidence in delivering the NC and delivering activities at lunchtimes, including the training of Sports Leaders for Ks1 and Ks2 | Develop subject knowledge in PE. Create confidence delivering PE. | Included in the PE staff member budget. | | |

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|--|--|------|--|--|
| <p>To continue to embed the P.E intent, with the appropriate long-term plans and vocabulary progression in place.</p> <p>Continue to develop assessment strategy of pupils – hands, head and heart</p> | <p>Continue to implement long-term plans for P.E.</p> <p>Ensure pupils are developing a progressive knowledge of vocabulary.</p> <p>Robust assessment in place:</p> <ul style="list-style-type: none"> - End points for each year group - Hands, head, heart assessment. | nil | | |
| <p>All chn to experience sport enrichment including visitors into school, sports day and events.</p> | <p>Chn to be exposed to a wide range of sports and exercise, including mindfulness.</p> <p>Chn have a positive mind-set towards PE and are inspired to pursue sporting clubs.</p> <p>School to have established school clubs at lunch times and after school.</p> | £500 | | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 6% |
| 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: |
| Developing the network of events with Wharfedale Federation and our own federation. | <p>Chn to have a wide range of opportunities to compete non-competitively and competitively with cohorts of similar sizes.</p> <p>Termly competitions within the federation.</p> <p>Extended range of clubs</p> | £500 | | |

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| Signed off by | |
| Head Teacher: | Nicola Thornber |
| Date: | 18.7.22 |
| Subject Leader: | Connor Caswell |
| Date: | 18.7.22 |
| Governor: | Chris Skaife |
| Date: | 21.7.22 |