

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021
Fountain's Earth
2023-2024

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

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

Schools are required to <u>publish details</u> 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 <u>HERE</u>.

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Details with regard to funding Please complete the table below.

| Total amount carried over from 2022/23 | 0 |
|---|---------|
| Total amount allocated for 2022/23 | £9000 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | 0 |
| Total amount allocated for 2023/24 | £13000 |
| Total amount of funding for 2023/24. To be spent and reported on by 31st July 2023. | £13 000 |

Swimming Data

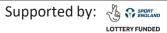
Please report on your Swimming Data below.

| 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 which you can then transfer to the pool when school swimming restarts. 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 | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 100% |
| 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. Please see note above | |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | 100% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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 |













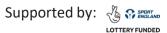
Action Plan and Budget Tracking

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: 2023/24 | Total fund allocated: £13000 | Date Updated: 8.6.23 | | |
|---|--|----------------------|--|--|
| | | | Percentage of total allocation: 67% | |
| 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: |
| All pupils to participate in a daily 'Five Minute Run' to promote being active and promote physical activity to work. | All pupils to participate in daily five minute run. All staff to promote the profile of five minute run. | nil | | |
| Provision of before and after school clubs | Encourage pupils to participate in physical activity outside of school. Allow all pupils to have access to extracurricular provision. | £1000 | | |
| Sport in maths and English to engage all learners | Targeted intervention for pupils to develop gaps in English and Maths | £1000 | Pre-intervention assessments including breakdown of SEMH and attainment | |











| Commando Jo sessions Weekly sessions that build upon certain inspirational characteristics and develop pupil's teamwork skills and resilience. | development. Link to inspirational characters. | £2000 | | |
|---|---|-------------------------------|---|------------------------------------|
| Swimming | Transport costs so pupils can get access to swimming deliver by expert practitioners. | £1800 | Chn learn to swim the required 25m as stated in the NC and learn how to be safe in the water. | |
| Residential Visits | Year 3 and 4 visits to Nell Bank Year 5 and 6 visits to East Barnby | £400 (to subsidise for PP) | Build resilience, teamwork and personal development. Allowing pupils new experiences. | |
| | | | | |
| Key indicator 2: The profile of PESSPA | A being raised across the school as a to | ool for whole sch | | Percentage of total allocation: 4% |
| Key indicator 2: The profile of PESSPA | A being raised across the school as a to | ool for whole sch | | |
| | T | Funding allocated: | T | |











| Wider events to promote PE | School leaders and pupil leaders to deliver Soccer Aid events to raise money and the profile of sport. | nil | |
|----------------------------------|--|-----------------------|---------------------------------|
| Key indicator 3: Increased confi | dence, knowledge and skills of all staff in | teaching PE and sport | Percentage of total allocation: |

| Key indicator 3: Increased confidence, | knowledge and skills of all staff in | teaching PE and s | port | Percentage of total allocation |
|---|--|--------------------|--|--|
| | | | | 18% |
| Intent | Implementation | 1 | 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: |
| · · · · | | £4000 | | |
| Key indicator 4: Broader experience o | f a range of sports and activities off | ered to all pupils | • | Percentage of total allocation 6% |
| Intent | Implementation | 1 | 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: |

| 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 | achieve are linked to your intentions: | allocated: | pupils now know and what can they now do? What has | next steps: |
| what they need to learn and to | intentions. | | changed?: | |
| consolidate through practice: | | | | |











| 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 | _ | Included in the PE staff member budget. | |
|---|--|---|--|
| To continue to embed the P.E intent, with the appropriate long-term plans and vocabulary progression in place. | Ensure pupils are developing a progressive knowledge of vocabulary. | nil | |
| Units on wider sporting experiences such as the Olympics. | - | | |
| All chn to experience sport enrichment including visitors into school, sports day and events. | Chn to be exposed to a wide range of sports and exercise, including mindfulness. Chn have a positive mind-set towards PE and are inspired to pursue sporting clubs. School to have established school clubs at lunch times and after school. | | |













| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|---|--|--|
| | | | | 9% |
| 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 network for HSSP and local completion in Nidderdale | Chn to have a wide range of opportunities to compete noncompetitively and competitively with cohorts of similar sizes. Termly competitions within the federation. | Cost for events and Transport – approx. £1500 throughout the year. HHSP – £700 | | |
| | Extended range of clubs | | | |

| Signed off by | |
|-----------------|-----------------|
| Head Teacher: | Nicola Thornber |
| Date: | 14.6.23 |
| Subject Leader: | Connor Caswell |
| Date: | 14.6.23 |
| Governor: | |
| Date: | |











