

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021
St Cuthberts 202425

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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEen 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.**

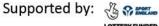
We recommend regularly updating the table and publishing it on your website throughout the year. This evidence your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st of 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 2023/24	0
Total amount allocated for 2024/25	£16 480
How much (if any) do you intend to carry over from this total fund into 2024/25	0
Total amount allocated for 2024/25	£16 480
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2024.	£16 480

Swimming Data

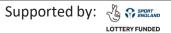
Please report on your Swimming Data below.

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

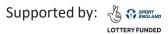
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2024/25	Total fund allocated: £16 480	Date Updated: 3.6.24]
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that			Percentage of total allocation:	
primary school pupils undertake at le	ast 30 minutes of physical activity a d	lay in school		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:
to promote being active and promote physical activity to work. Children to recognise that PESSPA promotes better physical and mental	All pupils to participate in daily 'Fit in 15' All staff to promote the profile of 'Fit in 15' Mon – Mile a day Tues – Skip Weds – Just Dance Thurs – Joe Wicks Fri – Zumba PSHE – Teaching the value of a health, active lifestyle on well-being. Active and alternative after school clubs – sports clubs as well as music club, choir, comic club	nil	Increased awareness of the impact of physical well-being on physical and mental health. Assessments to show increasing levels of fitness, After school club attendance high. Mostly free clubs and where they are not free, free places offered to PP pupils. Lunchtime activities on offer — Game of the day etc.	Continue to promote an active curriculum Half termly PE assessments and moderation of assessments Training for Sports Leaders – monitoring the effectiveness across both schools.













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.		Children gaining an awareness that PEPPSA can positively impact on their lives in and out of school.	Pupils to see physical activity as an important part of their daily routine.
Weekly Forest School Lessons to be delivered by specialist teacher.	To build resilience and personal development. Link to knowledge already taught in maths English, Science and Geography	£450 (for training)		
Swimming	Transport costs so pupils can get access to swimming deliver by expert practitioners.	£1500	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 alternate between City Trip and Outdoor Education Centre (2025 – would be a city trip to London) London Visit organised via NST	subsidise for PP)	Build resilience, teamwork and personal development. Allowing pupils new experiences.	
Key indicator 2: The profile of PESSPA		ool for whole sch	ool improvement	Percentage of total allocation:
				4%
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:











Pupil Leadership – developed sports	A team of sport leaders to lead break	Included in the	Pupils take an active role in	Member of lunchtime staff trained
Leaders.	and lunchtimes.	HHSP budget -	promoting PESSPA in school.	to support pupils and to ensure
	Sports Leaders have training from HSSP	£700		that this happens every lunchtime.
	to build leadership skills. Lead sporting activities such as sports day.		Less incidents reported at playtime as pupils are engaged more meaningfully.	
Wider events to promote PE	School leaders and pupil leaders to deliver Soccer Aid events to raise money and the profile of sport.	nil	Pupils to benefit from linking sporting activities and wellbeing to helping other people.	
Focus on specific skills progression and learning behaviours through PE lessons and the PE intents.	Updated intent to reflect the need for substantive and disciplinary knowledge in PE. Ne intent – focus on linking prior knowledge and skills with new knowledge and skills, as well as planning time into the curriculum for preteaching, and retrieval of key skills before moving on to new knowledge.	nil	Children identifying how learning behaviour I PE can be applied to other areas of learning. Children have ambitious expectations of themselves in PE lessons, and understand how to improve.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18%
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:













Employ 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.		±/500	Assessments in PE Pupil Voice in PE	
To develop children's understanding of how to improve their skills and knowledge in PE and in a range of different sports.	PE lessons sequenced and planned to allow children to build up their skills and knowledge. Opportunities built into the curriculum to activate prior knowledge and to build on new knowledge and skills. Time planned in the day for the PE specialist to work with children that needs extra support/instruction. Taster Sessions - Children to be offered a series of tater sessions in different sports and activities. This will give them a wider experience of PESSPA and may lead to them taking up a sport or parttime that they di not previously know about.		Assessments to show that the gaps are closing for pupils that need more support in PE. Pupil Voice to show that children feel successful in PE and supported to improve.	Assessments over time showing continued progress.
Key indicator 4: Broader experience of	f a range of sports and activities offe	ered 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:













All chn to experience sport enrichment	Chn to be exposed to a wide range of	£1000	Children will see PESSPA as an	
including visitors into school, sports day	sports and exercise, including		enjoyable and important part of their	
and events.	mindfulness.		day.	
	Che have a positive mind set towards			
	Chn have a positive mind-set towards PE and are inspired to pursue sporting			
	clubs.		Children will link the important of	
	ciubs.		physical activity with wellbeing.	
	School to have established school			
	clubs at lunch times and after school.			
	Taster session to be planned – karate,			
	yoga etc.			
Increased extra-curricular provision offer	Particular offer of clubs for each term:	nil	PESSPA will be an important part of	Ongoing records will show that all
to increase the number of girls			daily routines for children.	children attend clubs over a
participating in clubs	Clubs including:			course of time.
	Women's rugby			
	Future lionesses		Registers kept of pupils accessing	
	ruture nonesses		extra curricular clubs – ensuring	
	Just Dance Club		opportunities for all.	
	Rollerbooting Club			
Outdoor Education – Heather Tuffs	Children will develop resilience and	12 x £275	Children will benefit physically and	
	perseverance.		mentally from physical activity	
	Opportunities for children to build		outside.	
Groups of 12	stronger relationships and friendships	Total: £3300		
	stronger relationships and menuships			
			Semh will be improved in the target	
2 sessions half termly to work with			group – evidence.	
children identified in SEMH assessment.				
			Resilience scores in the SEMH tracker	
			will improve.	













Key indicator 5: Increased participation	on 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 non-competitively and competitively with cohorts of similar sizes. Termly competitions within the federation. Extended range of clubs	Cost for events and Transport – approx. £1500 throughout the year. HHSP – £700	inter and intra school.	Records will show which children have attended — encourage all children to participate. Developing a lifelong love of sport and sports like behaviour

Signed off by	
Head Teacher:	Nicola Thornber
Date:	19.7.24
Subject Leader:	Connor Caswell
Date:	19.7.24
Governor:	Joel Smith
Date:	28.9.24











