

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

St Cuthberts 2024-25

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 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 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 [HERE](#).



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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.

<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>	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

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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 primary school pupils undertake at least 30 minutes of physical activity a day in school					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?	
<p>All pupils to participate in the 'Fit in 15' to promote being active and promote physical activity to work.</p> <p>Children to recognise that PESSPA promotes better physical and mental wellbeing, in turn creating a mindset better prepared for learning.</p>		<p>All pupils to participate in daily 'Fit in 15'</p> <p>All staff to promote the profile of 'Fit in 15'</p> <p>Mon – Mile a day Tues – Skip Weds – Just Dance Thurs – Joe Wicks Fri – Zumba</p> <p>PSHE – Teaching the value of a health, active lifestyle on well-being.</p> <p>Active and alternative after school clubs – sports clubs as well as music club, choir, comic club</p>		nil	<p>Increased awareness of the impact of physical well-being on physical and mental health.</p> <p>Assessments to show increasing levels of fitness,</p> <p>After school club attendance high. Mostly free clubs and where they are not free, free places offered to PP pupils.</p> <p>Lunchtime activities on offer – Game of the day etc.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to promote an active curriculum</p> <p>Half termly PE assessments and moderation of assessments</p> <p>Training for Sports Leaders – monitoring the effectiveness across both schools.</p>

Provision of before and after school clubs	Encourage pupils to participate in physical activity outside of school. Allow all pupils to have access to extra-curricular provision.	£250	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	£400 (to subsidise for PP)	Build resilience, teamwork and personal development. Allowing pupils new experiences.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school 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 Leaders.	A team of sport leaders to lead break and lunchtimes. Sports Leaders have training from HSSP to build leadership skills. Lead sporting activities such as sports day.	Included in the HHSP budget - £700	Pupils take an active role in promoting PESSPA in school. Less incidents reported at playtime as pupils are engaged more meaningfully.	Member of lunchtime staff trained to support pupils and to ensure that this happens every lunchtime.
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. New 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 in 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.	PE specialist to deliver high-quality teaching of PE across all stages	£7500	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 taster sessions in different sports and activities. This will give them a wider experience of PE and may lead to them taking up a sport or parttime that they do 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 a range of sports and activities offered to all pupils	Percentage of total allocation: 6%
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Intent	Implementation	Impact	Sustainability and suggested next steps:
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?:

<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> <p>Taster session to be planned – karate, yoga etc.</p>	<p>£1000</p>	<p>Children will see PESSPA as an enjoyable and important part of their day.</p> <p>Children will link the important of physical activity with wellbeing.</p>	
<p>Increased extra-curricular provision offer to increase the number of girls participating in clubs</p>	<p>Particular offer of clubs for each term:</p> <p>Clubs including:</p> <p>Women’s rugby</p> <p>Future lionesses</p> <p>Just Dance Club</p> <p>Rollerbooting Club</p>	<p>nil</p>	<p>PESSPA will be an important part of daily routines for children.</p> <p>Registers kept of pupils accessing extra curricular clubs – ensuring opportunities for all.</p>	<p>Ongoing records will show that all children attend clubs over a course of time.</p>
<p>Outdoor Education – Heather Tuffs</p> <p>Groups of 12</p> <p>2 sessions half termly to work with children identified in SEMH assessment.</p>	<p>Children will develop resilience and perseverance.</p> <p>Opportunities for children to build stronger relationships and friendships</p>	<p>12 x £275</p> <p>Total: £3300</p>	<p>Children will benefit physically and mentally from physical activity outside.</p> <p>Semh will be improved in the target group – evidence.</p> <p>Resilience scores in the SEMH tracker will improve.</p>	

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 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	Children will develop skills to work in competition with others – inter and intra school. This will include resilience, consideration for others, learning from mistakes, understanding rules and basic tactics and being respectful no matter what the result.	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