

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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 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	£6,300
Total amount allocated for 2020/21	£17,400
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8,957
Total amount allocated for 2021/22	£16,840
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,797

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>No swimming has been taught in the 2020/2021 academic year due to COVID-19.</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 2020.</p> <p>Please see note above</p>	<p>60%</p>
<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>	<p>50%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>60%</p>

<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>	<p>No (Swimming has not been taught in the 2020/21 academic year due to COVID-19).</p>
--	--

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

Academic Year: 2020/21		Total fund allocated:		Date Updated: July 2021	
<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: 30% (of 2020/21 allocation) 23% of allocation plus roll over
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> To update PE equipment to ensure that a broader range of sports can be offered and taught by class teachers. Provide additional lunchtime and after school clubs for pupils to access their 30 minutes of physical activity. Engage the least active pupils in meaningful activity and give them the confidence to move on to regular extra-curricular and community clubs to ensure lifelong participation. 		<ul style="list-style-type: none"> A full audit was conducted of PE equipment within school. Discussions held with each staff member to understand what they are able to teach and what equipment they would need to deliver this. Equipment was purchased to enable all children to participate fully in every PE lesson, with a range of equipment 		£4,900 + £150	
				<ul style="list-style-type: none"> Pupils now have access to a wider range of sports in school, with fully resourced equipment so all can participate. A variety of games are played at break using the equipment: <ul style="list-style-type: none"> shooting (netball and basketball) skipping (long ropes) ball games After school club (Covid Permitting) offered to allowed children to participate in multi-sports and athletics (e.g 	
				<ul style="list-style-type: none"> Coaches to be engaged from the community to deliver specialist sessions for after school clubs. Koboca survey to be used to identify which clubs children would like running after school/in lunch time to best utilise the new equipment. In 2021/22 the PE calendar will focus on new sports bought with the equipment (includes hockey, badminton and tchoukball). Continue to engage children in understanding what 	

<ul style="list-style-type: none"> • Ensure breaks and lunchtimes have the option of active play. Encourage pupils to take part to achieve the CMO guidelines. • Ensure pupils are active in lessons other than PE. 			javelin/running etc)	<p>outdoor equipment they would like and purchase it for break/lunchtimes.</p> <ul style="list-style-type: none"> • Set up a group of Playground Leaders to support design of games and purchase of equipment for all school's use outside of PE lessons. • Provide swimming lessons to those Year 6 pupils who cannot meet the NC criteria of swimming 25m by Y6 (range of strokes) including water safety.
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>44% of 2020/21 allocation</p> <p>33% of allocation + roll over</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>
<ul style="list-style-type: none"> • Target pupils with low self-esteem and engage them in a physical activity club. • Use PE and Sport to impact cross curricular. Engage disengaged pupils through using PE as a tool to deliver other subjects • Target pupils with weaker 	<ul style="list-style-type: none"> • Offer out of school clubs (where COVID allows) with the PE specialist to ensure physical activity continues outside of core school hours (break and lunch). • This was split between KS1 and KS2 across the academic year (COVID regulations permitting). 	<p>£7,043 + £500 + £300</p>	<ul style="list-style-type: none"> • Uptake of after school clubs was between 10-15 pupils each half term. • This equates to approximately 31% of pupils attending out of school PE clubs for the period. October - December 2020 and April - July 2021. • Individuals who need 	<ul style="list-style-type: none"> • More clubs to be offered in the 2021/22 academic year with the school staff, PE coach and external clubs (links to be made). • Teachers to work alongside PE coach to

<p>Fine Motor Skills to improve this area.</p> <ul style="list-style-type: none"> Children to be able to begin to identify techniques to improve their mental health - including the use of sport. Use a range of books to encourage and educate children about sports, health and wellbeing. Used as part of reading lessons; whole school worship etc. 	<ul style="list-style-type: none"> PE coach runs 1-2-1 interventions with specific pupils who would benefit from a brain break/increase engagement for any SEND pupils. PE Coach delivers small group interventions to improve FMS. Purchase a range of books for children of different ages (EYFS to KS2) about sports people 		<p>brain breaks (and can become disengaged) are more able to engage in whole class learning as a result of their 121 time.</p> <ul style="list-style-type: none"> Focus on LKS2 - a target group of 8 children (often SEND) played a range of games to improve their FMS. Handwriting has improved in some cases as a result of FMS work. 	<p>plan and deliver a lesson to ensure key features are included in a lesson and personal skills are developed (CPD). Teachers can plan a series of lessons with support, building on next steps. Look at AfL during a lesson. Work to determine how this measured and next steps provided to challenge children?</p> <ul style="list-style-type: none"> Mental Health workshops to be sourced for LKS2 and KS1 for the 2021/22 academic year.
--	---	--	--	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 6.5% of 202 allocation 8.5% of 2020 + roll over
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:

<ul style="list-style-type: none"> ● Improve the knowledge and skills of staff in teaching PE to ensure high quality PE Lessons. ● Develop teaching staff's confidence to deliver specific subjects in PE. ● Improve the quality of delivery of dance. ● Develop teacher's skills and knowledge to deliver dance lessons. 	<ul style="list-style-type: none"> ● Survey of staff completed to determine which sports they feel less confident in teaching/delivering. ● Buy in the skills of an external PE coach (through the York School Sports Partnership) to teach a weekly PE lesson. ● Teachers to support lesson delivery and to discuss the planning and outcomes expected of the lesson with a view to teach/co teach the sport/activity in the next cycle. ● Each class has one half term of Dance with professional dance teachers. ● Teacher's to observe dance lessons to build their confidence in delivering simple lessons. 	<p>£1,500 (Dance)</p>	<p>Pupils have a greater confidence in creating their own short dance pieces, or a short section which becomes part of a wider class dance (collaborative learning).</p> <p>Children can use cross curricular links in their topic (e.g Science: Rocks) to create interpretive dance.</p>	<p>See point 2 ref PE Coach</p> <p>Dance Teachers talk to teachers about how to plan a six week block.</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 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:

<ul style="list-style-type: none"> ● Build local links with clubs that offer a wide range of sports to children to broaden their horizons of what is on offer. ● Make links with local sports clubs/dance societies to sign post children to. 	<ul style="list-style-type: none"> ● Audit the equipment in school to ensure a broad range of sports can be delivered. ● ● Meet with local sports clubs that offer a range of activities that children at St Barnabas' may not come across in their daily lives. ● ● Build relationships and invite them to run clubs in next academic year. 	<p>£</p>	<p>Engagement with local:</p> <ul style="list-style-type: none"> ● archery club ● hockey club ● netball coach ● York City Football ● York City Knights Rugby Club (pending at time of writing) 	<ul style="list-style-type: none"> ● Use the Koboca survey to understand what sports children would like to try. ● Purchase specialists and equipment to deliver this through after school clubs or in school training for teachers. ● Run a range of after school clubs to engage children in sports.
---	---	----------	---	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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:
<ul style="list-style-type: none"> Through the York Schools Sports Partnership, engage in inter school competitions. Run a Sports Day (within COVID guidelines) that is inclusive to all pupils, through a range of activities. Reward achievement and participation. Begin to use Y5 & 6 pupils as leaders to support younger pupils compete and to help organise Sports Day. Offer children an opportunity to participate in the Yorkshire Schools Dance Festival. Children to see potential opportunities through dance as they move through and out of primary school. 	<ul style="list-style-type: none"> Become an active member in the YSSN and for competition opportunities. Plan and run a Sports Day that meets COVID regulations. That includes activities learnt during PE lessons. That rewards achievement and participation. Through Yorkshire Schools Dance Competition enter a team of children to participate in this annual production. This includes Performing Arts Colleges, Primary and Secondary Schools. 	<p>£200</p> <p>£50</p>	<ul style="list-style-type: none"> Due to COVID there were no opportunities to attend competitions with other schools. However, St Barnabas' did enter virtual competitions. Dance Multi-Skills Pentathlon Sports Day was organised into bubbles and a half day per KS (KS1 & EYFS) participated. All children participated, some leadership opportunities for Y5/6 pupils to organise and record results of races for their bubble. Dance Festival did not run due to COVID-19. 	<ul style="list-style-type: none"> Signed up for the 2021 /22 year YSSN Participate in more clubs/activities through this. Target 2-3 activities. Sports Day to (COVID permitting) to include all children, with a range of different activities if more classes can mix. Teaching of Athletics uses new equipment which is then used in Sports Day. Sign up to the 2021/22 Yorkshire Schools Dance Competition and offer an after school club with specialist dance teachers to prepare for this.

Signed off by	
Head Teacher:	Miss Karen Boardman
Date:	15/07/21
Subject Leader:	Ms Lindsay Graystone
Date:	12/07/21
Governor:	Mrs Anne Williamson (Chair of Governors)
Date:	20/07/21