

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

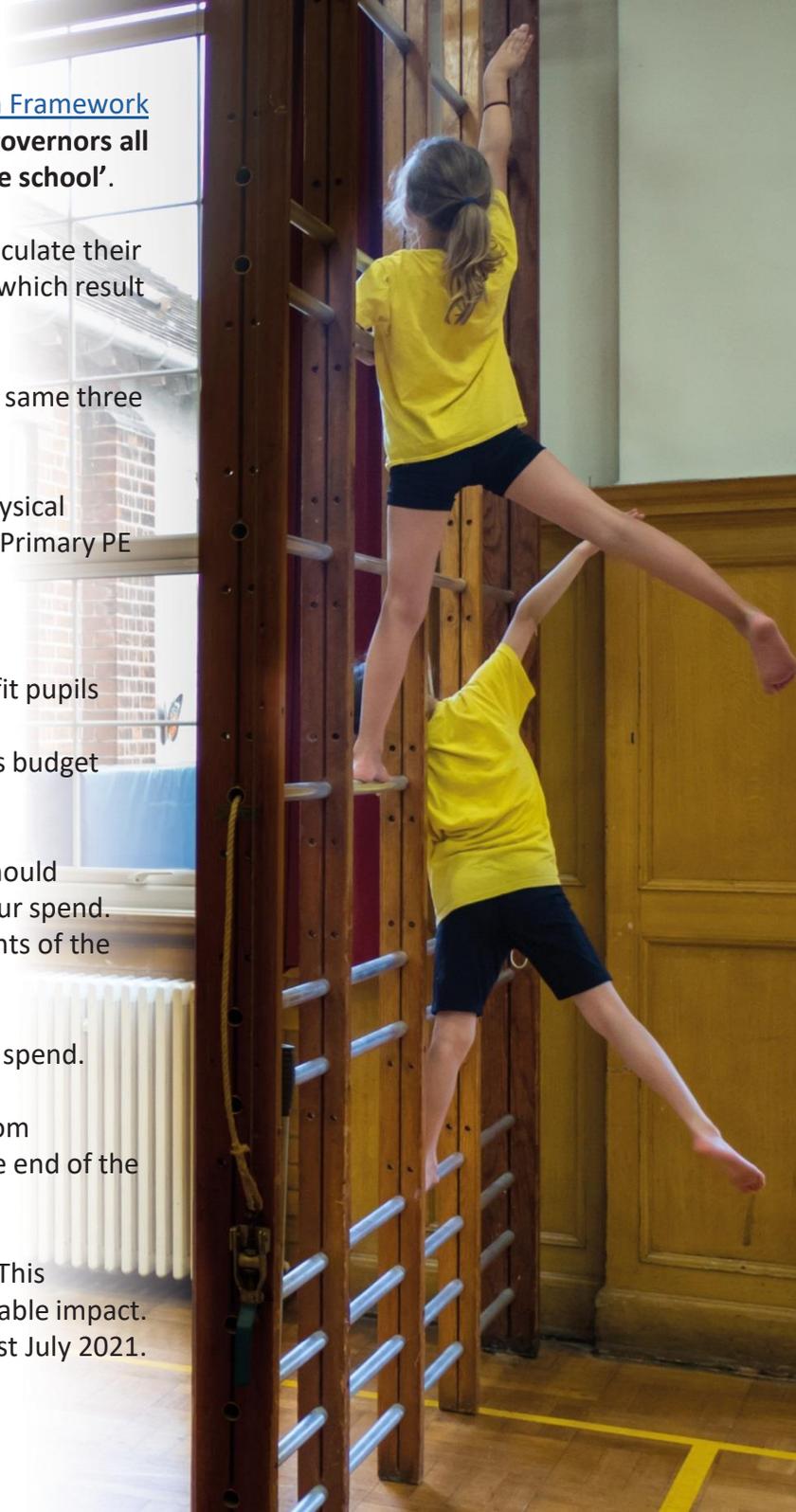
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2020/2021, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2022** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020/2021 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • All pupils have an hour of PE per week with a qualified PE specialist. • Continuation of “Event Days” to introduce new sports, or to challenge normal perceptions. Events have included, Orienteering, Dance, Box2bfit and a Climbing Wall. • Visit from an Olympic Athlete to inspire pupils and talk about the mental health benefits of regular exercise. • Cycling challenge day for all EYFS and KS1 pupils. Children used different bikes to gain confidence and challenge their abilities. • Regular half termly Forest Schools sessions for all pupils. • All pupils in Year 1-6 take part in competitive inter school competition each term. • Federation Sports Day. Bringing the schools together in mixed teams to compete. Encouraging a sense of team work and pride on the outcomes. 	<ul style="list-style-type: none"> • Further explore what after school clubs could be established and what subsidies would be required. • Continue involvement in Inter-School competitions. Additional staffing may be required to ensure attendance. • Invest in school hoodies/sports kit to give an identity and sense of pride in team work. • Continually look for new activities for Event Days, to challenge and broaden horizons. • Look at re-introducing the Golden Mile, to challenge themselves for personal improvement. • Develop Forest Schools at both sites, with potential staff training.

Did you carry forward an underspend from 2020-21 academic year into the current academic year?

YES/NO

Total amount carried forward from 2020/2021 £17,000
+ Total amount for this academic year 2021/2022 £32,560
= Total to be spent by 31st July 2022 £49,560

<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 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 2021.</p> <p>Please see note above.</p>	<p>Hovingham 100%</p>	<p>St Hilda's 100%</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>Hovingham 100%</p>	<p>St Hilda's 100%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Hovingham 100%</p>	<p>St Hilda's 100%</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>Yes/No</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 the future.

Academic Year: 2021/22		Total fund allocated: £9,518		Date Updated: 07.07.22	
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:
					%
Intent	Implementation		Impact		
To enable pupils to gain a wide experience of a range of sports and create lots of opportunities for a healthy lifestyle. Keeping physically active will compliment and supplement the school's approach to mental health.	All children receive at least 1 hour per week of PE with specialist instructors. Additional TA time to ensure PE lessons are inclusive.	£7,280	All children take part in lessons, including vulnerable pupils. Children benefit from specialist knowledge, develop skills and a sense of pride in their achievements. Staff working alongside benefit from CPD.	Continue to provide weekly lessons. Use of village halls to allow all weather lessons.	
	Additional staffing to ensure all pupils are included in all off site activities	£851	Pupils of all abilities and needs can take part in all activities such as Forest Schools, and external trips.	Ensure staffing levels are maintained at correct ratios to maintain inclusivity.	
	Repair and improve existing playground equipment to ensure continued safety and use and adequate resources available in school. May include opportunities for development of activities beyond the school day.	£1,387	Minimise downtime for equipment and ensure planned activities are not restricted as a result. Improvements ensure a wider use of existing facilities.	Regular inspections ensure timely repairs, and prolongs the life of the equipment. Some equipment is adapted as needs change and evolve.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement £5,078			Percentage of total allocation:
			%
Intent	Implementation	Impact	
<p>To encourage children to see PE and Sport as a high profile part of the curriculum.</p> <p>To engage less able and any disengaged pupils in a wider variety of activities.</p> <p>To develop team work, and pride in achievements.</p>	<p>Termly “Event Days” Focus one day a term on a specific event such as, archery, Cycling, Box2bFit, Climbing Wall, Olympic Athlete visit.</p> <p>£2,923</p>	<p>All children get to experience an activity they may not ordinarily have access to. Children challenge themselves and overcome fears encouraged by others. Some pupils may be encouraged to pursue outside of school. Children are inspired to compete.</p> <p>Feedback from staff, pupils and parents is positive.</p>	<p>Sourcing and developing links with companies to provide suitable experiences.</p>
	<p>Proposed purchase of team bibs and hoodies for inter school competitions</p> <p>£1,500</p>	<p>Children feel part of a team and feel pride in their appearance and achievements</p>	<p>Ensure adequate supply so all children benefit.</p>
	<p>Introduce half termly Forest Schools sessions for all pupils to develop an early love of being outdoors and physically active.</p> <p>£935</p>	<p>Learning outdoors is becoming more routine for pupils, with some overcoming fears about being in nature.</p> <p>Pupils learn of the mental health aspects of being outdoors.</p>	<p>To be continued.</p> <p>Investigate development of sites for both schools, and possible staff training.</p>
	<p>Re-introduce Federation Friday’s to bring both schools together on a weekly basis.</p> <p>£1,120</p>	<p>Pupils get to mix in larger peer groups and for activities and use the much larger outdoor facilities at St Hilda’s.</p>	<p>To be continued.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			£348	Percentage of total allocation:
				%
Intent	Implementation		Impact	
To further develop skills and knowledge for staff to lead a variety of activities and ensure access to necessary resources.	Staff training for Active Literacy resource and online access to resources	£348	Staff are confident to use recommended resources when teaching in a variety of settings.	Sustainable through further training of other staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			£3,428	Percentage of total allocation:
				%
Intent	Implementation		Impact	
To provide an introduction to a wider variety of activities. To engage less able and any disengaged pupils in a wider variety of activities.	6 week block of coaching from Yorkshire Cricket Board.	£250	All pupils receive specialist coaching from qualified coach. Pupils are taught and develop the individual skills required to play cricket. Free after school club is also provided.	Pupils engage with the lessons and take up of the club is high, and has led to some pupils joining local groups. Pupils benefited from low cost tennis coaching as an introduction to the sport.
	Weekly Tennis Club subsidy	£330	Engagement from a wide age range of pupils.	
	Other activities such as a Samba Workshop, and attendance at a Countryside Day.	£573	Further expand pupils understanding of being physically active.	

<p>Introduce "Wake Up Shake Up" before school club to engage pupils in early morning exercise through wrap around care.</p>	<p>Staffing costs for 3 mornings a week</p>	<p>£2,275</p>	<p>No take up from parents or pupils</p>	<p>Offer to be reviewed.</p>
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Key indicator 5: Increased participation in competitive sport			£2,368	Percentage of total allocation:
				%
Intent	Implementation		Impact	
To ensure that all children take part in and experience a range of competitive sporting activities.	Member of the Ryedale School Sports Agreement, providing a calendar of inter school sports competitions	£1,220 +£560 Transport costs	All children in Years 1-6 take part in one inter school competition per term. Children take part in a variety of competitions <ul style="list-style-type: none"> • Football • Tennis • Cricket • Dodgeball • Hockey 	Will continue membership to ensure involvement in inter school competitions.
	Additional TA hours to ensure all pupils can take part in inter school competitions	£513	Ensure all pupils can take part in inter school competitions.	Additional hours will be guided by pupil ratios and any additional needs to ensure inclusivity.
	Bring both schools together for a Federation Sports Day	£175	Enable children from both schools to come together and compete with a wider group of year group peers. Team work and pride in achievements.	To continue, promoting competitive sports.

Signed off by	
Head Teacher:	James Pynn
Date:	11 th July
Subject Leader:	James Pynn

Date:	11 th July
Governor:	<i>Johanna Senior</i>
Date:	14 th July