



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Wheldrake with Thorganby CE Primary  
School 2020-2021

Commissioned by

Department  
for Education

Created by



*P*hysical  
Education

YOUTH  
SPORT  
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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

Please visit [gov.uk](http://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 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 **31<sup>st</sup> July 2020** 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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• We have adapted our participation in inter school sports that has been affected by the pandemic to take part in virtual competitions (e.g. orienteering).</li> <li>• Specialist coaches supporting PE lessons. Specialist coaches provided home PE learning during periods of lockdown.</li> <li>• Invested in P.E. equipment to ensure all elements of our long term map are deliverable.</li> <li>• Invested further in playtime equipment to encourage children to be increasingly active at playtimes.</li> <li>• Year 3 and Year 4 swimming: Provided additional swimming teacher to ensure all children have opportunity to meet required standards</li> <li>• New playground markings including golden mile</li> <li>• Each bubble had its own area for breaks and went outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater monitoring of PE quality and provision across the school, so PE lead has a better understanding</li> <li>• Assessment of PE to become a priority, with the aim that the PE lead and teachers will have a much clearer idea of the attainment of the children within PE and identify what further support is required</li> <li>• Identifying specific individuals or groups of children who are not physically active outside of their 2 hours of curriculum PE</li> <li>• Further develop staff confidence in teaching a variety of sports.</li> <li>• Hold sports week and other opportunities for physical activity across the school day</li> <li>• Further develop the playtime and lunchtime experience for all pupils.</li> <li>• Refine newly adapted curriculum map to ensure clear development of skills across each year group</li> <li>• Restart extra curricular clubs</li> <li>• Further resources for bubbles</li> </ul>

<b>Meeting national curriculum requirements for swimming and water safety:</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	Unable to give accurate numbers as Year 6 cohort had to isolate for last two weeks of term when the Koboca survey was undertaken.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Unable to give accurate numbers as Year 6 cohort had to isolate for last two weeks of term when the Koboca survey was undertaken.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Unable to give accurate numbers as Year 6 cohort had to isolate for last two weeks of term when the Koboca survey was undertaken.
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Not in 2020/21 as no swimming lessons due to covid

## 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: 2020/21	Total fund allocated: £18050	Date Updated: 22/10/20 Reviewed July 2021		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation:	
			<b>28.1 % (£5077.50)</b>	
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"> <li>Ensure opportunities for children to be active outside every day regardless of weather.</li> <li>Extra staffing at lunchtime to ensure children have support and encouragement in keeping active at break and lunchtimes, especially in bubbles</li> </ul>	<ul style="list-style-type: none"> <li>Purchase boot racks for each class so that children can go onto field /playground in all weathers.</li> <li>Provide boots for some children (FSM)</li> <li>Parents advised to ensure children have appropriate outdoor clothing</li> <li>Line marking to create areas for each bubble</li> <li>Equipment for each bubble to use and sanitising equipment for shared resources to ensure they can be used with reduced Covid risk</li> <li>Trim Trail repairs so it can be used</li> <li>Each bubble to have staff to support and facilitate play</li> </ul>	<p>£1104</p> <p>School budget</p> <p>£200</p> <p>£313.50</p> <p>£714</p> <p>£2746</p>	<ul style="list-style-type: none"> <li>Staff have taken the children outside every single day and children have been able to be active even on wet days. This has been especially beneficial whilst movement around school has been restricted and use of hall wasn't permitted in lockdown</li> <li>Allowed support for children's activities and sports during lunch breaks in bubble areas.</li> </ul>	<ul style="list-style-type: none"> <li>Replenish playtime equipment</li> <li>Continue system of taking children outside in all weathers</li> <li>Need to replenish equipment as it was so well used. Stop sanitizing in accordance to updated guidance</li> <li>Further training for MSAs on facilitating play.</li> <li>Train the UKS2 pupils as play leaders like we have done pre Covid</li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				39.4 % (£7112.89)
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"> <li>Children have access to high quality lessons through a planned scheme of work. Specialist sports teachers teach classes so children have access to best practice.</li> <li>Sports week and Euros Day held with a high focus on PESSPA and additional opportunities for physical activities</li> <li>Active breaks planned into each day to aid mental wellbeing in addition to physical fitness</li> </ul>	<ul style="list-style-type: none"> <li>Buy in to York School Sports Network element 3 plus element 1 (total £8414). Ben Scaling, specialist teacher teaching through school.</li> <li>Cemil Cinar, Premier Sports Coach teaching twice a week.</li> <li>Range of activities planned for each class. Some new equipment (sacks, javeln etc (see itemized account)</li> <li>Wellbeing work to include active brain breaks</li> </ul>	<p>£4207 (£4207 also in K13) Use of CC instead of HLTA. Difference in costs= £2905.89</p> <p>See K13</p> <p>See K14</p>	<ul style="list-style-type: none"> <li>During lockdown, BS and CC planned PE/sports activities for children to access at home. This included plans shared by teachers and videos.</li> <li>High PESSPA focus and cross curricular opportunities taken</li> <li>Mental health as well as physical health are aided by regular movement breaks.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide sessions on line for any future lockdowns</li> </ul>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				28.9 % (£5218.20)
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"> <li>High quality teaching and learning for all children with continuous CPD for staff led by specialist Ben Scaling</li> <li>Additional TAs for PE session to enable specific classes to have two adults</li> <li>PE lead to monitor subject and liaise with specialist staff to support staff in enhancing skills knowledge and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Engagement of PE specialists to help staff with confidence, knowledge and skills.</li> <li>Classes which are larger/with increased needs or being taught by non specialist to have access to support so children can have more adult input</li> <li>PE lead to identify areas of strength and any areas that need further support. Pupil voice discussions.</li> </ul>	<p>YSSN - £4207 (£4207 also in KI2)</p> <p>£811.20</p> <p>£200 release time</p>	<ul style="list-style-type: none"> <li>Children have accessed learning in school lessons in addition to lockdown opportunities</li> <li>Additional adult supports smaller groups and allows for greater input to support pupil skill development</li> </ul> <p>PE lead and specialist team plan for further developments, resource needs, support and extra curricular opportunities</p>	<ul style="list-style-type: none"> <li>To introduce a wide range of activities</li> <li>Ensure all teachers are kept up to date with all developments in PE, to ensure our school is COVID-19 secure.</li> <li>Ongoing</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3.2 % (£584)
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"> <li>Facilitating a wide range of sports and activities, leading to increased activity levels and experience and competency in a variety of physical activities.</li> <li>Identify sports/activities children would like to try to encourage greater participation</li> <li>Kickboxing clubs for small groups</li> </ul>	<ul style="list-style-type: none"> <li>Purchasing a range of new games/sports/activities for PE sessions</li> <li>Koboca surveys to identify sports/activities children would like to try</li> <li>Kickboxing equipment</li> </ul>	<ul style="list-style-type: none"> <li>£370</li> <li>Part of YSSN</li> <li>£214</li> </ul>	<ul style="list-style-type: none"> <li>Increased range of activities will be available to children particularly during breaks and lunchtimes</li> <li>An opportunity to try a new sport. Was used with some specific children.</li> </ul>	<ul style="list-style-type: none"> <li>Trialing new equipment/activities to enhance the activities and sports experiences of our children.</li> <li>Replenishing equipment as it becomes damaged/worn.</li> <li>Continue with kickboxing clubs</li> </ul>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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"> <li>Compete in virtual and /or actual competitions according to covid restrictions.</li> <li>PE specialist Cemil Cinar to provide extra curricular activities as allowed. Children to be surveyed to ascertain their interest and to encourage more participation</li> </ul>	YSSN lead and PE lead to co-ordinate competitions. Aim for participation by as many children as possible.	Costs detailed in earlier KI	Virtual competitions: Multi skills Y3/4- 49 entered and finished 5th out of 7th in the partnership that entered Pentathlon- 8 entered and finished 5th out of 5 entered. Ultimate warrior Y3/4- 2nd out of 11 in partnership table Tri-golf Y3/4- 4th out of 8 entered in partnership table Home toilet roll challenge- Y5/6 entered and came 8th out of 11	Participate more fully as covid restrictions ease.

Signed off by	
Head Teacher:	Alison Shaw
Date:	22.10.20
Subject Leader:	Andrew Thomas
Date:	22.10.20
Governor:	Chair: Craig Hunter
Date:	22.10.20