

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Eencour ages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

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 2023.**

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 2023. 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 2021/22 | £0 |
|---|--------|
| Total amount allocated for 2021/22 | £19000 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £19840 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £19840 |

Swimming Data

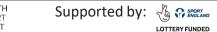
Please report on your Swimming Data below.

| 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? | 79% |
| 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. 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 | 75% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 86% |
| 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

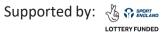
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2020/21 | Total fund allocated: | Date Updated: | | |
|---|---|-----------------------|---|--|
| Key indicator 1: The engagement of g | Percentage of total allocation: | | | |
| primary school pupils undertake at le | east 30 minutes of physical activity a c | lay in school | | 83% |
| 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: |
| Aim to provide 2 hours of curriculum PE to all children every week. | Constant review of the timetable to ensure time available for 2 hours of PE per class per week. Consider doubling up so two classes having lessons at the same time (weather dependent). There is plenty of outdoor space for this to happen. One hall time slot and one outdoor PE slot timetabled per week. Use of sports coaches to take one of the timetabled slots per week. | £16485 for Fit4Fun | With coaches from Fit4Fun coming in two days per week it has meant that more classes are able to access lessons lead by a sports coach. With the use of our sports coaches, some classes were able to have two PE lessons per week for at least one half term. | Continue use of sports coaches to cover a second PE lesson when the situation allows. Fit4Fun to be employed one day a week for the full 2023-24 academic year. Focus on high quality gymnastics for each year group. Review timetable to support a second PE lesson per week. Promote use of outdoor areas so classes/year groups can have PE lessons at the same time. |
| To support the children's physical and mental well-being, improved levels of concentration as well as physical fitness. | Promote Active 60 initiative in school Continue to promote the Daily Mile at least 2/3 times per week Have a Parents Daily Mile day to remind parents of the importance of physical activity. | N/A | Children have taken part in timetabled Daily Mile at least 2x a week. Children have a waymarked route to follow on the playground which helps them keep track of the number of laps they have run. Parents Daily Mile well received by parents and children alike. | Continue to promote the Daily Mile to staff to ensure all children are participating at least 2 or 3 times per week. Kick start classes recording their Daily Mile progress and possible class rewards, e.g. for highest number of miles in a term, completing a marathon, etc. Termly Parents Daily Mile to be considered. |













| | | | Consider other ways to incorporate active learning into the children's day (Active 30 initiative) |
|--|--|---|---|
| being raised across the school as a to | ool for whole sch | ool improvement | Percentage of total allocation: |
| | | | 1.5% |
| Implementation | | Impact | |
| 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: |
| School Games Mark Inclusive Health Check to be conducted as part of School Games programme. School Games Mark application to be carried out. | £0 | Gold School Games Mark achieved for second year running recognising amount of clubs and competitions the children are actively involved in. Also focus on Active 60. | To continue to achieve Gold for the third year running. To increase focus on Active 60 programme. Continue to focus on less active/inclusive entries into noncompetitive events. |
| Year 3 to take part in a mini Sports Tour of Hessle as part of their topic 'I Like To Move It, Move It'. | £0 | All the children in Year 3 attended the mini sports tour at Hessle Cricket and Rugby Club. Able to stand close to one of the changeover spots so the children could get a good view. Children incredibly excited to be part of this event. Created lots of discussion when we got back to school. | Explore potential events similar to this early in the year to link to topics covered in school. Continue links with cricket club. |
| Develop use of Year 6 sports leaders for leading activities at playtimes and lunchtimes. Also to initiate and lead sporting activities throughout the school as well as taking an active role in sports day. | £O | Year 6 sports leaders led and officiated during sports day. Sports leaders | Ensure training of potential play leaders in Year 5 to take over next year. |
| Extra playtime equipment to be purchased. Football shirts to be purchased. | £290 | Equipment used to enhance playtime games. Children feel part of school when competing and all wearing same shirts. | Audit playtime equipment and replenish as necessary. Review team clothing for other sports. |
| | Implementation Make sure your actions to achieve are linked to your intentions: School Games Mark Inclusive Health Check to be conducted as part of School Games programme. School Games Mark application to be carried out. Year 3 to take part in a mini Sports Tour of Hessle as part of their topic 'I Like To Move It, Move It'. Develop use of Year 6 sports leaders for leading activities at playtimes and lunchtimes. Also to initiate and lead sporting activities throughout the school as well as taking an active role in sports day. Extra playtime equipment to be purchased. Football shirts to be purchased. | Implementation Make sure your actions to achieve are linked to your intentions: School Games Mark Inclusive Health Check to be conducted as part of School Games programme. School Games Mark application to be carried out. Year 3 to take part in a mini Sports Tour of Hessle as part of their topic 'I Like To Move It, Move It'. Develop use of Year 6 sports leaders for leading activities at playtimes and lunchtimes. Also to initiate and lead sporting activities throughout the school as well as taking an active role in sports day. Extra playtime equipment to be purchased. Football shirts to be purchased. | Make sure your actions to achieve are linked to your intentions: School Games Mark Inclusive Health Check to be conducted as part of School Games programme. School Games Mark application to be carried out. Funding allocated: School Games Mark Inclusive Health Check to be conducted as part of School Games programme. School Games Mark application to be carried out. School Games Mark application to be carried out. Funding amount of Clubs and competitions the children are actively involved in. Also focus on Active 60. All the children in Year 3 attended the mini sports tour at Hessle Cricket and Rugby Club. Able to stand close to one of the changeover spots so the children could get a good view. Children incredibly excited to be part of this event. Created lots of discussion when we got back to school. Develop use of Year 6 sports leaders for leading activities at playtimes and lunchtimes. Also to initiate and lead sporting activities throughout the school as well as taking an active role in sports day. Extra playtime equipment to be purchased. Football shirts to be purchased. Football shirts to be purchased. Football shirts to be purchased. |











| Key indicator 3: Increased confidence, | knowledge and skills of all staff in to | eaching PE and sp | Able to accommodate three teams with correct kit. | Percentage of total allocation: |
|--|--|--|--|---|
| 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: Continue to develop the confidence and competency of staff in order to improve the quality of PE lessons across the school. | Make sure your actions to achieve are linked to your intentions: Staff to team teach with sports coaches from Fit4Fun to enhance skills for a range of sports. Continued membership of East Riding (West) SSP to give access to CPD opportunities. | Funding allocated: See spend for sports coaches in KPI1 See spend for SSP in KPI5 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: PE Lead attendance at the YST conference, including workshops to raise profile and whole-school improvement. MLB training attended by PE lead and equipment received. | Sustainability and suggested next steps: Continue to develop the confidence and competency of staff in order to improve the quality of PE lessons across the school. Focus on high quality gymnastics and enrichment sports such as Ultimate Frisbee. Baseball to be considered as an |
| Key indicator 4: Broader experience of | f a range of sports and activities offe | red to all pupils | Impact | additional curriculum sport next year. Percentage of total allocation: 0% |
| 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: |









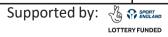




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|--|--|---------------|--|---------------------------------------|
| Increase opportunities for children to take | Encourage staff to run a sports club for | N/A | Extra-curricular sport provided by | Engage staff in the possibility of |
| part in extra-curricular sport through staff | at least one half term during the year. | | school staff that has taken place this | having sports advocates. |
| involvement. | | | year: | |
| | | | Football (aimed at children from all year | Promote sports teams to be |
| | | | groups who are either too young or who | developed throughout the year |
| | | | have not made it onto the three football | rather than half termly clubs, e.g. |
| | | | teams - who have their own training | Athletics, Netball, Football, |
| | | | sessions) | Rounders. |
| | | | Netball | |
| | | | Dodgeball | Increase range of sports clubs for |
| | | | Multi sports | SEND and least active/confident, |
| | | | Dance | e.g. Boccia, New Age Kurling, Ten |
| | | | TAG Rugby | Pin Bowling, Goalball, etc. |
| | | | Rounders | |
| | | | Table tennis | Two football teams: Year 5/6 – LP, |
| | | | Just Dance | Girls – HJ. |
| | | | New Age Kurling | |
| | | | Boccia | Engage children in Year 3 and 4 in |
| | | | Ten Pin Bowling | joining a football club (not teams) |
| | | | | for prospective players coming |
| | | | | through the school. |
| Use of outside agencies to provide a | Fit4Fun sports coaches employed 2 days | See spend on | Fit4Fun have been able to provide a | Fit4Fun to be employed for one day |
| broader range of sports and activities | per week – to include lunchtime clubs as | Fit4Fun coach | range of sports clubs with a different | per week. |
| | well as curriculum time. | from KPI1. | year group/sport being targeted each | |
| | Fit4Fun to run two additional privately | | half term. Sports that the school would | Fit4Fun to run three additional |
| | run after school clubs using the school | | have been unable to provide have | privately run after school clubs |
| | hall. | | proved popular. These sports have | using the school hall. |
| | Trial additional Fit4Fun holiday camp | | included Ultimate Frisbee and | S |
| | during February half term. | | Boxercise. | Look at working with Fit4Fun to |
| | | | | provide more holiday camps using |
| | Hessle Cricket Club Dynamo taster | | Fit4Fun have also run their own | the school facilities. |
| | sessions for Years 3, 4 and 5 in the | | gymnastics and dodgeball clubs (parents | |
| | Summer Term. | | pay F4F directly) using the school hall as | Encourage SEND and least |
| | | | a venue. This has been well attended | active/confident to join clubs by |
| | | | throughout the year with repeat | offering 'less sporty' sports such as |
| | | | attendance each term. | Ultimate Frisbee, Tri-Golf, Boccia, |
| | | | | Kurling. |
| | | | Additional Fit4Fun holiday camp during | |
| | | | February half term. Very well attended | Engage with a wider range of local |
| | | | with some HAF funded places being | sports clubs to explore mutual |
| | | | taken up by PP children. | benefits. Engage with Hessle CC |
| | | | • • | i Dellellis, Ellege Willi Hessie ee |











| Intent 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 | n in competitive sport Implementation Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?: | days and potential summer clubs. Join Yorkshire Cricket Schools Programme next year. Percentage of total allocation: 15% Sustainability and suggested next steps: |
|--|---|--|---|--|
| consolidate through practice: | | | - | |
| Provide opportunities for all children to compete in intra and inter school competitions including opportunities for children with SEND, the least active and the least confident to attend competitions and other external sporting events. | Entry into East Riding (West) School Sports Partnership (SSP) for a further year to ensure access to training courses, cluster competitions and network of staff from other schools to share best practice to increase children participation in sport. | £1950 SSP membership | Children have taken part in the following inter-school competitions this year: - Cross Country - Rainbow Run (SEND/less active pupils) - 7 a-side Cluster Football Tournament - Girls Cluster Football Tournament - Dodgeball | Organise intra competition each term to involve all year groups. Continue with SSP membership next year for continued access to inter-school competitions. All competitions to continue next |
| | FA affiliation to be continued this year to ensure children are able to compete on FA schools competitions | £50 FA affiliation | Inclusive Bowling (SEND/less active) Y5/6 Sports Hall Athletics SEND Panathlon SEND Panathlon Swimming Gala | year with new ones being added. Consider cricket, benchball, golf. |
| | Use funding to pay for transport to competitions that take place during the school day. | £1065 on travel to sporting competitions | - Sports Hall Athletics - Rounders - Quad Kids Athletics | Rewards to be continued to promote commitment to clubs and competitions. |
| | House competitions planned to include: - TAG Rugby - Football - Rounders | | - TAG Rugby Tournament - East Riding Football league matches – Y5, Y6 and Y5/6 Girls teams Certificates given to children who | Encourage more staff to take on coaching commitments for teams in readiness for competitions, including new staff. |
| | - Sports week (including Sports Day) | | attended over 90% of football club sessions. | Publish competition calendar to staff. |
| | | | Regular mini football tournaments between football teams during football practices. | Enter ER Schools Football league. |
| Created by: Active Active Active | Supported by: % | | Rugby Day with all year groups participating in small games. | Continue to focus on less active/inclusive entries into noncompetitive events. |







| | Sports Day ran very successfully. More children taking part in more races. Parents welcome and PTFA involved | |
|--|--|--|
| | selling refreshments. | |

| Signed off by | |
|-----------------|-----------------|
| Head Teacher: | Laura Jackson |
| Date: | 23/07/23 |
| Subject Leader: | Lucy Palmer |
| Date: | 12/07/23 |
| Governor: | Rosemarie Tyler |
| Date: | 30/07.23 |











