

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16480.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16355.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16355.00

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	Both local swimming pools have been unable to accommodate Osmotherley Primary School for swimming sessions this year due to pool closures (Covid /repairs) and prioritising larger schools.
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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</p>	100% All of the cohort that left the school at the end of 2021 (5/5 pupils) attended swimming lessons and demonstrated that they could swim competently, confidently and proficiently over a distance of at least 25 metres in school swimming lessons in Year 5 2019-20
<p>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</p>	100% (confirmed with parents – private swimming lessons)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100% (confirmed with parents – private swimming lessons)
<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

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: £16355.00		Date Updated: 27.07.2022	
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: 30%
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?:
More children will be physically active throughout the school day – particularly at break time and lunch time. They will know the importance of regular exercise on their health now and establishing good habits for life and enjoying being active.		New sheds to accommodate a wider range of PE equipment. These can be easily accessed by pupils at break time and lunchtime. Repair of playground equipment (balance beams and climbing frame)		£4833.25	More pupils are choosing active pursuits at break-time and lunchtime because there are a wider range of options which appeal to more children.
Sustainability and suggested next steps:					Improve the physical environment to create more space for different activities. Establish 'scrap shed' innovation for pupils who prefer being active by building/ digging/ creating
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 37%
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:

<p>Development of a new PE curriculum with clear sequenced small steps and sufficient deliberate practice so that pupils gain the essential knowledge and skills required to be confident and competent.</p> <p>The school is committed to offering 3 x weekly 'morning mile' guided runs, weekly Forest School sessions for all EYFS and KS1 pupils and half-termly sessions for all KS2 pupils. Pupils will see the benefits of being active outdoors on their physical and mental health and well-being.</p> <p>Weekly celebration assemblies will be held to celebrate sporting achievement (and effort/attitude) in school and out of school events</p>	<p>Subject leader will attend training and access support with the development of the new curriculum.</p> <p>Equipment will be purchased for Forest school and sufficient staff employed to ensure ratios for activities off site (morning mile, Forest school (Applegarth / Youth Hostel), cluster sporting events).</p> <p>Certificates and medals from sports partnership events will be awarded at half-termly parent celebration assemblies</p>	<p>£6124.11</p>	<p>Pupils enjoy Forest School sessions (pupil voice). Evidence of different children achieving/shining (e.g. pupils with SEND)</p>	<p>Trained leaders coach teaching assistants so that they can lead activities.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>11%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>

<p>The PE subject leader and all teachers delivering PE lessons will have access to CPD. Subject leader will attend ongoing CPD (YST, SSPs, Swaledale Alliance).</p> <p>Instruction and modelling by professional coaches in cricket, football (2021-22)</p>	<p>Professional coaches in cricket and football (2021-22) and dance, tennis and athletics (2022-23) will be employed to provide coaching and modelling of high quality teaching for teachers delivering PE lessons in School</p>	<p>£1826.49</p>	<p>Knowledge recalls indicate that pupils have retained essential knowledge, including the vocabulary, rules, tactics and techniques required for each sport /observation of pupils show that they are building the required skills.</p> <p>Pupils in KS1 and KS2 can lead warm-up sessions and they can explain why warming up is important.</p>	<p>Continue to employ professional coaches to increase the skills and confidence of the teaching staff in school across all sports.</p> <p>Instruction and modelling by professional coaches in dance, tennis and athletics (2022-23).</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
				<p>6%</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>
<p>Additional achievements:</p> <p>After school clubs subsidised – yoga/ SCSS multi-sports</p> <p>Osy Uni – taster sessions (SCSS) – archery/ boxercise / judo / tennis/ yoga</p> <p>PE equipment purchased for playtimes including new goals /hockey sticks</p> <p>Subsidy of after school multi-sports club</p>	<p>Increase participation in active pursuits and enjoyment (reduce screen time)</p>	<p>£899.55</p>	<p>Children play cricket, basketball, cricket and hockey regularly at break time and lunchtimes</p> <p>Children joining sports clubs outside school (e.g. PP pupil is playing football 3 x week this year)</p>	<p>Continue next year to encourage more pupils to be active before, during and after the school day.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				33%
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:
We want our pupils to experience taking part in competitive sport. Small year groups make intra-school competitions more difficult so competing against other small schools in cluster events is vital.	Osmotherkley School is a member of the North Yorkshire School Partnership. Pupils are transported to events in coaches	Sports Partnership membership £1260.00 Transport £1405.00 Total £2665.00	The sports partnership organises competitive events aimed at different abilities. Every pupils participates and they have all developed confidence and resilience. They enjoy competing in sport events (see pupil voice interviews) sport and this has encouraged them to join clubs out of school (football, hockey, cricket, gymnastics)	Continue to attend cluster events with other small school to give our pupil the opportunity to compete in larger teams against other pupils. Continue to encourage pupils to join clubs outside of school and celebrate successes. Build relationships with cluster primary schools to develop competition opportunities, joint events, shared resources. Display flyers and promotional literature about local clubs

Signed off by	
Head Teacher:	J. Bamber
Date:	27.7.22
Subject Leader:	J. Bamber
Date:	27.7.22

Governor:	B. Robinson
Date:	27.7.22