

Osmotherley Primary School July 2024

# 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](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, 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 2021/22	£0
Total amount allocated for 2022/23	£16350.00
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£16390.00
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£16390.00

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Osmotherley Primary School attended swimming sessions for six weeks during the summer term.
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. Please see note above	100% of the cohort that left the school at the end of July 2024 (7/7 pupils) demonstrated that they could swim competently, confidently and proficiently over a distance of at least 25 metres in school swimming lessons at the end of Year 6.
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	100% (see above)
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
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?	No. This was offered to a pupil who was at risk of not achieving the required standard but parents informed school that the pupil had been swimming outside of school since the previous year and had improved.

## 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: 2023/24		Total fund allocated: £16390.00		Date Updated: 31.07.2024	
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		
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocate:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>		<b>Sustainability and suggested next steps:</b>
More children will want to engage in physical activity throughout the school day – including before and after school, at break time and lunch time. They will understand the positive impact of regular exercise on their physical and mental health now and they will establish good habits for life by enjoying being active.	Morning mile continues staffed by headteacher and teaching assistant 3 x mornings x 30mins per week. A set of new balance bikes have been purchased so that all pupils in EYFS and KS1 can learn to cycle. Bikeability training for Y5/6 encourages pupils to cycle safely outside of school. A collection of items for building are available in the gazebo at the bottom of the hill to provide children with alternative activities, e.g. building and digging at playtimes and lunchtimes. MSA supervision of playtime activities x 1hr x 5 days per week	£1041 (GTA morning mile) £713 Balance bikes £350.50 MSA £2981.00 Total £5085.50	Pupils choose a wider range of active pursuits at break-time and lunchtime because there are a wider range of options, both in equipment and space so now pupils know how to play hockey, football, cricket, basketball / netball and the area at the top of the hill can now be used by children for other pursuits – e.g. climbing wall, balance beam – all year. This was only possible during fine weather before.		Establish 'OPAL' provision to offer alternatives at playtime for pupils who prefer being active by building/ digging/ creating Purchase of balance bikes x 4 for EYFS pupils
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 15%

Intent	Implementation		Impact	
<p><b>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:</b></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p><b>Funding allocated :</b></p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
<p>Both the PE curriculum and the PSHE curriculum place an emphasis of the importance of physical activity for future health and well-being.</p> <p>The school continues to offer 3 x weekly 'morning mile' guided runs, fortnightly 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 continue to celebrate sporting achievement (effort/attitude) in school and out of school events to raise profile</p>	<p>Sufficient staff employed to ensure ratios for activities off site (morning mile, Forest school (Applegarth / Youth Hostel), small schools cluster sporting events).</p> <p>Certificates and medals from sports partnership events and special stickers will be awarded at half-termly parent celebration assemblies</p>	<p>GTA support for Forest School £2437</p> <p>Total £2437</p>	<p>Pupils enjoy Forest School sessions (pupil voice). Evidence of different children achieving/shining (e.g. pupils with SEND working well in teams to build superior dens)</p> <p>Increased numbers of sporting achievements – photos/certificates/medals being brought into school for the celebration assembly / increased number of pupils taking part in sport outside of school – Sunday league football / girls' football/ cricket/ rugby/ athletics/ Park Run</p>	<p>Encourage new member of staff to undertake Forest School training in 2024/25</p>

<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p><b>Percentage of total allocation:</b></p> <p>9%</p>
Intent	Implementation		Impact	
<p><b>Your school focus should be clear what you want the pupils to know</b></p>	<p><b>Make sure your actions to achieve are linked to your</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Evidence of impact: what do pupils now know and what</b></p>	<p><b>Sustainability and suggested next steps:</b></p>

<b>and be able to do and about what they need to learn and to consolidate through practice:</b>	<b>intentions:</b>		<b>can they now do? What has changed?:</b>	
<p>The PE subject leader and all teachers delivering PE lessons will have access to CPD. Subject leader will continue to attend ongoing CPD (YST, SSPs, Swaledale Alliance) to ensure that current best practice is adhered to by all teaching staff and pupils are taught knowledge and skills effectively.</p> <p>Membership to LTA (lawn Tennis Association) in order to access training and teaching resources</p> <p>Instruction and modelling by professional coaches in a variety of sports</p>	<p>Professional coaches in tennis, cycling and football (2022-23) and in football and athletics coaches (2023-24) were employed to provide coaching and modelling of high quality teaching for teachers delivering PE lessons</p>	<p>Professional coaches £1554.00</p> <p>CPD – nil (through membership of professional bodies and SW Alliance network training)</p>	<p>Knowledge recalls indicate that pupils have retained essential knowledge, including the vocabulary, rules, tactics and techniques required for each sport /observation/ video recording of pupils / performance in cluster events 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 (2024-25).</p>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	<b>Percentage of total allocation:</b> <b>11%</b>
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Intent	Implementation		Impact	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
<p>Additional achievements:</p> <p>After school clubs subsidised –SCSS multi-sports</p> <p>PE equipment purchased for playtimes including sponge balls/tennis balls/ nets/ additional</p>	<p>Increase participation in a wide variety of active pursuits and enjoyment (reducing screen time)</p>	<p>Club subsidy £220</p> <p>Equipment £355.26</p> <p>Bikeability</p>	<p>Children play cricket, football, basketball/netball and hockey regularly at break time and lunchtimes</p> <p>Children joining sports clubs outside school (e.g. PP pupil is</p>	<p>Continue next year to encourage more pupils to be active before, during and after the school day.</p>

<p>hockey sticks/ cricket bats and stumps /goals</p> <p>Village hall hired for dance/gymnastics/ wet weather provision</p> <p>Cycling proficiency sessions for Year 5/6</p> <p>Hula hoop club</p> <p>Yoga club</p>		<p>training £350</p> <p>Hula Hoop instructor £550</p> <p>Yoga instructor £385</p> <p>Total £1860.26</p>	<p>attending multi-sports after school club)</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				36%
Intent	Implementation		Impact	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
We want our pupils to experience taking part in competitive sport. Small cohorts make intra-school competitions difficult so competing against other small schools in cluster events is essential.	<p>Osmotherley School is a member of the North Yorkshire School Sports Partnership so pupils from the school are invited to take part in organised cluster events to compete against other small schools. Events include: cross country, tag rugby, hockey, High-5 netball, football, multi-skills, sports hall athletics, mini-tennis, cricket</p> <p>Pupils are transported to events in coaches and accompanied by school staff.</p>	<p>Sports Partnership membership £1410.00</p> <p>Transport £4512.00</p> <p>Total £5922.00</p>	<p>The sports partnership organises competitive events aimed at different abilities. Every pupil 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)</p>	<p>Continue to attend cluster events with other small school to give our pupils the opportunity to compete in teams against other pupils. Continue to encourage pupils to join clubs outside of school and celebrate successes.</p> <p>Build relationships with cluster primary schools to - develop competition opportunities, joint events, share resources.</p> <p>Display flyers and promotional literature about local clubs</p>

Signed off by	
Head Teacher & Subject Leader:	J. Bamber
Date:	31.7.24
Governor:	FGB
Date:	