

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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](#) (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 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 **31st 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 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - KI1: Outdoor provision to enable activity independently. - KI2: 49% children on SEN register have taken part in an extracurricular club or competition (afterschool). - KI2: Resources to enhance SEN and inclusion: scooters, sensory and physio equipment, wheelchairs... - KI3: Staff readiness for PE and therefore more confidence in teaching the lessons whilst setting high expectations and raising the profile of PE across school. - KI4: Whole school event days and trips such as sports days and special events (DRUMBA, York Rugby match...). - KI4: 69% of KS1 and KS2 children have attended a club afterschool (184 children). - KI5: 40% of KS2 children have taken part in one or more competitive sports competitions (107 children). 	<ul style="list-style-type: none"> - KI1: Use of active brain breaks throughout school to increase engagement in classroom lessons and also hit 30 minutes of physical activity. - KI2: Wellbeing – staff and children, links to RHE. - KI2: First Aid and understanding of safe sport (for children) - KI3: Staff CPD for weaker areas such as dance. - KI3: CPD for support staff, especially those supporting SEND children. - KI4: Continue to plan in termly (more if possible) specialist days for the children to experience a new sport or activity. - KI5: Map out competitions and games throughout the year to avoid overload in summer yet opportunities for all. Buy into YSSN to continue accessing their games and competitions.

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 - 2022		Total fund allocated: £19,500 of £32,280 Total fund spent: £32,007		Date Updated: July 2022	
Key indicator 1: 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:
					35%
Intent	Implementation		Impact		£11,330.47
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:
- Improve the playground markings and facilities in order for children to be able to access self-led playtime games and easily access 30 minutes of active play each day. Children will be able to organise games themselves at playtimes and continue to be active individuals from EYFS to Y6.	Invest in playground markings which will engage all children across school. Ensuring that there’s something suitable from children in EYFS/KS1 and KS2.	£9779	Pupils now have extra opportunities to engage independently in physical activities during break and lunch times. Children are deciding to play games themselves without prompting from adults or sports leaders. Teachers can use the markings throughout the day as teaching aids too and again the children can continue their learning in active ways throughout the day independently.		Markings are a lasting investment and should not need updating for the foreseeable future. School staff should continue to encourage the use of markings both at break and lunchtimes and also during lessons.
- Continue to improve physical activity levels and participation amongst girls within KS2 (as identified and began to focus on over the last two academic years).	Use last years ‘Girls Active Ambassadors’ as mentors for other girls within KS2. Use their knowledge from last year’s course to help implement activities and strategies in school to engage more of their peers in sport. Also enable these mentors to ‘train up’ new ambassadors within summer term so the legacy can be continued once they leave St. Oswald’s.	CB to train up – no cost.	More girls have taken part in leadership within school: sports leaders, sports council, warm up leaders. Within PE lessons many girls feel more confident in their own skills and abilities and far more girls are taking part in competitive games too.		Continue to enable girls to take part in extracurricular sports and play competitively against other teams and schools. Continue to run girls football in school and ensure equal opportunities for competition.
- Continue to improve physical activity levels amongst the least active children – a new group to	Invite a new group of least active children to join a lunch time change4life club and bring a friend along where they can try new skills and sports without	CB to run –	Unfortunately this club did not take off this year, but will try again for the next academic year. Children within		Try to run a least active club next year – lunchtime club to help engagement and uptake.

be identified from last year. Engage them in meaningful activities which increase their confidence within sport.	the pressure of being in a large group. Engage them in new and unconventional sports and activities.	no cost.	each class, or phase, have been target through their own PE sessions and prompting to attend other after school clubs which are not specific to least active.	
- Increase independent activity over lunchtime. Enable older children to facilitate games and activities with the younger children.	Recruit Y6 Sports Leaders and enable them to work with TL or CB to mentor the youngest children in school and engage them in exciting activities to get them active over lunchtime.	CB to train up – no cost.	Y6 sports leaders have been able to facilitate games and activities, helping to engage younger children in being active. More children are spending their lunchtimes doing active games.	Continue to train up sports leaders in Y6 – potentially with Y5 too so that they are able to support the new sports leaders each year. Find some training for sports leaders externally too.
- Increase confidence and participation of SEND pupils to help them engage in PE lessons and also at break and lunchtimes.	Resources specifically designed for SEN or disability will be purchased to be used during physio\1-1 intervention and also during PE and playtimes.	£2,451	Children with SEND have been able to engage in PE with reasonable adjustments and carefully selected resources. Attitudes towards PE have changed now that particular children can access the curriculum in the same or similar ways to their peers. Boxes have been made for brain breaks or sensory breaks for active rests from lessons – one per phase. Scooters have been bought to help developmental balance for SEN children.	Keep using the resources purchased and now look forward on the long term plan to buy in more specialist equipment for the children with SEND who need additional resources. Phases to monitor use of resource boxes and ask for updated resources as and when necessary.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8.5%
Intent	Implementation		Impact	£2763.80
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:
- Engage parents in physical activity along with their children. Children seeing their parent take part in sport may encourage the least active.	Hold once termly events/after school sessions where parents can come into school and enjoy some type of physical activity with their children.	CB to deliver. Join in on special days	Due to continued COVID restrictions this has not happened as hoped. Parents have been invited to Summer Sports Days but they have not been able to attend other events	To forward plan in these events for the upcoming academic year.

		(allocation below *)	throughout the year. This will continue to be part of our spending plan for the next academic year.	
- Teachers to feel confident in using the new playground markings during lessons (number squares/phonics pond) to engage children in physical outdoor learning. Children will then be able to use these resources independently during break and lunchtimes.	Discuss with teaching staff during a PDM about how the new outdoor resources can be used during/before/after teaching inputs in a variety of lessons in order to deliver active cross curricular lessons. Ensure that all classes have time to explore the new resources and talk about how they can be used in class or at break times.	(Allocation within KI1)	See KI1 – point 1	See KI1 – point 1
- Update fixed playground resources (netball/basketball hoops) with safety padding and relevant sized equipment for KS1 and KS2 children.	The old hoops and nets will need to be removed from the playground floor. New nets will need to be installed on the new playground markings.	£908.72	Pupils are now able to confidently take part in netball and basketball lessons and opportunities at lunch\after school. Hoop size can be changed to enable engagement from all children.	Continue to ensure the equipment is maintained and usable for lessons and extracurricular activities.
- Children to engage in 5 minute daily warm ups (daily mile, wakeupsakeup, skip2bfit) – aim to feel awake and ready for the day of learning and also increase enjoyment in physical activity.	Teacher to timetable in opportunities (or flexibly be ready for opportunities) to head outside to do 5 minute 'brain breaks' and engage in PESSPA. Children will be able to use the new playground markings during this time – activity trail/daily mile track/dance with me.	(Allocation within KI3 and KI1)	Children have been given flexible opportunities throughout the year to feel ready for their learning. Sometimes this is as a break between lessons or prior to starting something new. Children seem more ready for their learning and are also benefiting from additional exercise.	Continue to enable children to use active breaks to ready themselves for their learning. Provide teachers with different types of 5 minute activities which they can access as and when needed.
- Specialist coaches and sports people to come into school and work with the children in their skilled areas: skip2bfit, chance2shine cricket, Fulford Tennis... Engage the whole school in the same activities and opportunities to create talking points.	Once termly specialist day where the children will have an opportunity to experience new and exciting PESSPA.	£1620	Children have experienced new sports such as DRUMBA this year, they have taken part as a school and have learnt new transferable skills. Children who may not typically like sport have been shown new ways to participate. Diversity day visitors helped inspire disability sport.	Equipment was purchased so that DRUMBA can be ran in school and children can continue to experience the skills and activities even without the 'special day'.
- Support SIP of reading by investing in sports books for whole school. A box of books for EYFS and KS1 to share followed by a box of KS2 books for children	Talk about PE in other areas rather than just when active. Children can read the books in their own time, or before\during\after as a stimulus to a PE lesson.	£234.58	Many children talk about the advantages of PE in other ways than just being physically active. Many children have read about successful sports people and have felt inspired	Continue to refresh the books as and when needed. Continue to read success stories to the children to inspire them.

to access. Hope to target those who love sports but struggle with reading, or tend to read only one particular genre.			even if they weren't typically 'into sport'.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27%
Intent	Implementation		Impact	£8751.08
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"> Use vocabulary cards throughout school so that all staff are knowledgeable about the words they should be using and exposing the children to within each unit of learning. 	Staff to continue to consistently use vocabulary progression document to ensure they are using challenging and relevant vocabulary within each lesson. Staff should continue to encourage the children to use this vocabulary too.	Already in use – no cost.	Staff have been able to use subject specific vocabulary throughout their teaching and children in turn are able to use these words in their own conversations and throughout the PE lessons. Children are able to make connections within and across different sports and skills and widen their understanding of the world around them.	Resource display cards that the children can use in lessons themselves. Warm ups which include key words which they will be using in the lesson.
<ul style="list-style-type: none"> Ensure that staff are supported in the assessment of PE by using a whole school approach to skills progression and end of year assessment. 	Staff should begin to use the assessment tools discussed during a staff meeting in June 2021. CB will check in on staff each half term to see how things are going and tailor assessment criteria and expectations where necessary.	Already in use – no cost.	Staff are using the long term plan (see below) to structure their lessons, assessment is still not confidently used by all staff.	Whole school approach to assessing foundation stage subjects is needed (and is planned for) to ensure assessment in PE is in line with other areas and expectations are similar.
<ul style="list-style-type: none"> Use a long-term plan so that the PE lead knows what sports/skills are being delivered in each phase. Also, to enable staff to clearly plan for following units and ask for help/resources in time. 	Continuing from last year, staff should continue to use the long term plan to ensure they are teaching a broad range of sports and activities and expose children to new skills.	Already in use – no cost.	Children are being taught progressive lessons with clear skill development from lesson to lesson, year to year. Children have a positive attitude towards their lessons as they are building on prior knowledge and opportunities are provided for all level of skill.	Continue to use the long term plan and effectively maximise staff CPD for best teaching and learning of skills and sports that staff have identified as a weaker area.

- Ensure all equipment is updated and new resources are bought for sports and skills being taught in this cycle (Cycle A).	Audit all equipment and resources in indoor and outdoor PE stores. Keep a list of used equipment that may need updating throughout the year.	£3981.08	Children are experiencing PESSPA which is well resourced. Teachers are able to organise lessons effectively and therefore teach beneficial lessons as equipment is accessible and easy to find.	Continue to ask teachers to check equipment prior to them needing it so resources can be updated in preparation for teaching of the skill or sport.
- Training for the PE subject leader in inclusion and the least active pupils – will help to best support staff in planning and delivery of PE in school.	Cover staff will be costed for using the premium to offer flexibility to PE leader to access training in school time. PE lead will be able to share new knowledge to other staff and upskill through staff CPD.	£350	PE subject leaders have been able to access training on SEND and inclusion in PE and also Girls Football and writing – lessons can be tailored to target the least active and ensure everyone has an opportunity to excel in PE.	Continue to access staff training which can then be shared with the rest of school. Implement ideas from the training to ensure inclusion in PE.
- Provide staff with suitable clothing to support them in confidently and effectively teaching the curriculum. This will help model to the children the high expectations we have in PE and the importance of dressing appropriately.	Buy in staff PE kit packages so staff are able to pick clothing they feel would be suitable for delivering high quality PE.	£3500	Children are able to see the importance of wearing correct kit in PE. Staff feel confident in teaching suitable clothing for the PE lessons.	Staff will be able to continue using the PE kit in coming years throughout winter and summer seasons. Ensure new staff are equipped with the kit they need.
- Staff CPD. Staff to feel more confident in delivering a range of physical activities. Feel inspired by subject specialists and be able to transfer skills across areas of PESSPA.	Find suitable training for in school CPD to happen within PE lessons.	£910	Staff feel more confident in leading different sports and activities in PE and can plan effectively for a range of groups.	Staff will continue to access CPD throughout the coming years. They can plan lessons to their strengths and support any other teachers in areas of PESSPA they feel strongest in,

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23%
Intent	Implementation		Impact	£7450
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:
- Plan clubs that the children have suggested through KOBOCA and	Provide a lunchtime or after school club per phase per half term. Change up the club each half term	Sports club costs:	Clubs timetable evidences the opportunities that have been provided to each phase	Continue to plan clubs and activities for all children in

shown an interest in during PE lessons. Opportunities for clubs at different times of the day so that more children have a chance of attending (before, during and after school).	so that a wide range of sports and activities have been offered throughout school. Specialist sports coaches for sports the children may not have experienced much of before to enable them to be exposed to a wider range of clubs and activities outside of school.	£3880	throughout the year, ranging from school staff to external providers. 184 children, from Y1 – Y6 have taken part in one or more extracurricular clubs this year (69% of KS1 and KS2).	school. Target EYFS in spring and summer terms too.
- Subject long term plan and progression of skills clearly distribute sports and skills so that the children are exposed to different sports throughout the two-year cycle within each phase.	Long term plan to include different sports on cycle A and cycle B of the long-term plan. Attacking and defending, invasion games, net and wall, striking and fielding, OOA, athletics, dance and gym to feature on both cycles so skills are being covered each year.	Already in use – no cost.	Children have had opportunities to excel in a number of sports and skills throughout the year. The curriculum has been balanced so that each half term focuses on a different skill set to ensure all children have a chance to show off what they know or can do. With a clear plan set out it has helped in regards to space and resourcing too.	Continue to use the long term plan effectively with no additional costs apart from staff CPD.
- Specialist days where children can experience new sports and activities, led by specialists in that area (Skip2bfit, DRUMBA...) Children will have opportunities to find new interests which can be maintained.	Once termly specialist day where the children will have an opportunity to experience new and exciting PESSPA (see KS2 – final point)	Allocated within K12.	Pupils have experienced new and exciting ways to get fit and enjoy sports. Children are able to apply the skills and ideas learnt on these days to wider areas of PESSPA. Children are able to talk about positive sport experiences and draw upon prior experiences too.	Continue to plan in days where the children can be inspired by sports and the opportunities sport can provide.
- Provide EYFS teachers easy opportunities to use wide range of resources to engage children in PESSPA during provision. EYFS children will be able to be active at times other than directed PE lessons.	Resource an EYFS shed near to their outdoor provision so that staff can access equipment as and when needed.	£1570	Children in EYFS have been able to use the balance bikes purchased last year more often than they were previously able to. Children have opportunities to take part in PESSPA throughout their provision.	Continue to replenish resources as and where needed.
- Children have opportunities to experience 'real life' sports and competition in the local area which cannot be accessed on the school site. Inspire them to watch\support local teams and even take part themselves.	Tickets for local sporting events to be purchased, transport to also be provided. Target children who have enjoyed taking part in a sport, or those who have never seen live sport before. Visiting places where sports can be done – residential\day trips for climbing, water sports...	£2000	20 children have been to a York Rugby game at the new local stadium. They have experience sport in the local area and for many this has inspired them to watch more or join in with the school rugby club. All KS2 children have taken part in sport outside of school – orienteering, climbing, abseiling, water sports...	This event inspired many children and taught them what good examples of perseverance, determination and respect. Children have had an opportunity to take part in new sports and activities and have been inspired to have a go themselves too.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5 %
Intent	Implementation		Impact	£1712
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"> Engage parents in physical activity along with their children. Children seeing their parent take part in sport may encourage the least active and may also bring out a competitive nature within families during sports days – hopefully having a lasting impact. 	Hold once termly events (winter sports day/summer games/family skip/box2bfit) and after school sessions where parents can come into school and enjoy some type of physical activity with their children.	Included within KI2 allocation.	See KI2 – point 1.	See KI2 – point 1.
<ul style="list-style-type: none"> Termly sports events in phases/as a school - winter sports day, summer sports day and an alternative sports day in spring to enable all children in school to take part in competitive games and activities. 	CB to create sports events which will appeal to a variety of children in school. All children will participate in their house groups and will all have a chance of representing their class in a number of different ways.	CB to organise - No cost.	Children have had more opportunities to take part in a range of events and activities. All children have been able to take part and feel a sense of pride whilst competing.	Continue to plan for these events throughout the next academic year – possibly try to get visitors in to help host the events too.
<ul style="list-style-type: none"> Create more opportunities within the local area and schools within the cluster to take part in competitions and sporting events. Enable the children to visit other schools/sports centres to add to the excitement and enjoyment of PESSPA. 	CB to communicate with local schools and connected schools in order to create flexible fixtures for all children across school.	Transport cost £750 Event registration and resourcing £212	107 children from Y3 – Y6 (%) have taken part in one or more competitive events throughout the year and have represented the school with confidence and pride. The children have experienced teamwork, compassion and respect as they have hosted, or visited, new places. Many inactive children have stepped out their comfort zone and had a go too. SEN children have also had a wide range of opportunities!	Continue to plan in events throughout the academic year, targeting KS1 with competition in the next academic year too.
<ul style="list-style-type: none"> YSSN competition buy in to enable skilled sports, least active and SEN children in multiple competitions across the city. 	Communicate with YSSN specialists and SGO and take part in as many inter and intra school competitions.	£450 YSSN buy in.	(same as point above)	(same as point above)
<ul style="list-style-type: none"> Children be fully equipped to attend competitions outside of 	Appropriate kit and resources to be purchased – enough for multiple teams to be out at once.	£400	Children we wear school kit with pride and will represent our school whilst enjoying	Kit can be used for the next couple of years. Younger

school. Children feel like they are representing the school with pride.			sport and hopefully inspire others to do the same.	children will be inspired to take part too.
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Meeting national curriculum requirements for swimming and water safety.	
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 2020.	76%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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? Yes – top up lessons have been provided for 30 children in Y5\6 who have had lessons in school, but have not met NC requirements.	Yes

Head Teacher:	
Governor:	
Subject Leader:	Chloe Bell
Date:	July 2022 (Sports Premium Review)

