

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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 2020/21	£9164
Total amount allocated for 2021/22	£16386
Total amount spent 2021/22	£25,550

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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>	
<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>	66% (2 / 3)
<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>	66% (2 / 3)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	Yes

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: 2021/22	Total fund allocated:	Date Updated: 5.7.22		
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:
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>In order for children to participate in 30 mins physical activity each day, we have continued to invest in more sports equipment for active break times and lunch times.</p>	<p>Audit of equipment and assessed their condition.</p> <p>Speak to staff and midday supervisors.</p> <p>Pupils and staff were questioned as to what equipment is most used/popular.</p> <p>Staff want to include resources for less-engaged children so ensured the resources meet their interests so made an effort to ask these children.</p>	<p>Repairs to trim trail £1,015.00</p> <p>Basket ball stand £135.90</p> <p>Crazy catch £91.58</p> <p>Football bibs £346.96</p> <p>Shape tracks £48.99</p> <p>7 piece gym equipment £437.00</p>	<p>Children have used equipment as part of their active break times.</p> <p>Pupils now use sports equipment during afternoon exercise.</p> <p>Arrived Autumn term and throughout the year.</p> <p>Y6 girl commented "I had fun using the basketball hoop outside."</p> <p>Children continue to use the outdoor trim trail and have a lot of use at break times.</p> <p>The indoor gymnastics equipment has not only been used in lessons but also is used at lunch times and after school to increase activity levels. One boy commented 'i had never seen anything like it before! It was so fun to do!'</p>	<p>Ensure that equipment is looked after and managed effectively.</p> <p>Seek continuous feedback from lunch staff, pupils and monitor use of the equipment.</p>
<p>To encourage more active play, Coaches to deliver one sports club each week.</p>	<p>JM to arrange areas and staffing. Staff to speak with Sports Leaders and pupils to determine which sports would be enjoyed.</p> <p>JM to liase with Tigers Trust about the focus of the clubs. These are to change regularly.</p> <p>Admin to monitor attendance of the clubs.</p>	<p>Part of £4560</p>	<p>A high percentage of pupils from Year 1 to Year 6 engaged with the clubs. The clubs have been varied across the school. Sports have included ports and energetic, fun games including hide and seek tig, bug 52 and other games. A year 6 boy commented that 'It has been an incredible experience and I really look forward to sports club on a Friday.'</p> <p>EYFS are now able to store their</p>	<p>Continue to encourage engagement with sports. .</p>
				

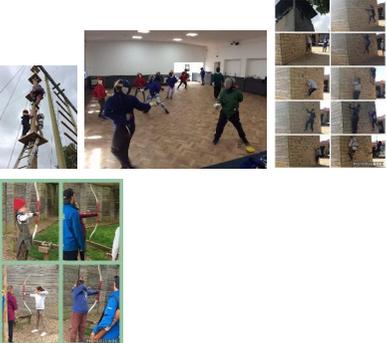
<p>To develop outdoor activities in the EYFS area to encourage more physical activity..</p>	<p>Discuss with EYFS team about resources and development of their areas. Admin and JM to discuss prices and order equipment. Equipment to be ordered and installed. Staff to monitor usage.</p>	<p>Balance bikes EYFS £53.32</p> <p>Puddle Suits various sizes £175.50</p> <p>Clipboards for EYFS £9.91</p> <p>Teepee £399.99</p> <p>Large outdoor shed EYFS £699.00</p> <p>Sandpit £132.99</p> <p>Paddling Pool £32.99</p> <p>Sand £93.75</p> <p>sand and water trays/potion bottles £145.44</p> <p>Windmill crates £109.99</p>	<p>resources effectively meaning they can rotate their resources and use them effectively. The sandpit and paddling pool have been used in summer to keep outdoor learning effectively used. The teepee has been used for group activities to enhance active learning.. One member of staff commented ‘Our outdoor area has really been used effectively since receiving these resources this year.’</p>	<p>Ensure that equipment is looked after and managed effectively.</p>
<p>To increase the physical activity for less active children by creating an outdoor performance space for children to use at break and lunch times.</p>	<p>JC and JM to look at options for the stage. Price up the options and arranging installations.</p>	<p>Outdoor performance area- £5059.21</p>	<p>Delays have meant that the area has not yet arrived or been installed but the staff are eager to have this space. It is intended that children will be encouraged to use the area and this will be used in schools too. It is hoping that it will have a big impact for less active children who have a keen interest in dance and performance.</p>	<p>Monitor usage and upkeep once it arrives.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
Link PE to other subjects to embed it across the curriculum.	Teachers to be reminded and consider this in their medium and short term planning.	N/A	<p>Ch engaged in cross-curricular active learning in a range of subjects from Science, PSHE to English and Maths. This enabled children to apply PE skills to a range of contexts.</p>  	Teachers to reflect and make links when planning for each topic. Staff to complete topic overviews that outline cross-curricular links to a range of subjects including PE.
Have regular awards for sporting progress and demonstration of core values of the school provided by coaches.	Weekly 'WOW' awards to be provided to coaches for various reasons. Teachers to inform choices for awards.	Part of £4650	<p>Children have responded positively to the rewards each week. Children have brought their sporting medals in to school, across all classes.</p> 	Stickers and awards to be used and more resources ordered if necessary. Teachers to ensure that these awards are celebrated further by ensuring photos are uploaded to Twitter too.

<p>Celebrate sporting achievements outside school by discussing these on Friday Worship.</p>	<p>EG to remind staff and children to share their wider sporting achievements. Staff to allow children to share and discuss the achievement with peers to encourage more potential engagement. Staff to post achievements to raise the profile</p>	<p>N/A</p>	<p>Children have been encouraged to talk about experiences. One child said “I joined Skirlaugh because it sounded really good. I’m enjoying it lots.” Staff have reported that it gives children the ability to celebrate their achievements outside school.</p>	<p>JM to continue to encourage children to share sporting achievements in Worship. Teachers to continue uploading photographs to Twitter and the newsletter as well as Seesaw and Tapestry.</p>
<p>Inspirational speech from sportspeople to enhance PSHE and aspirations,</p>	<p>Admin to arrange visit discussion about outcomes from the session</p>	<p>Part of £1328 admin</p>	<p>Children participated in a sports session and assembly with Jenny Wallwork. this discussed many aspects of PSHE and the sport itself. One KS2 child said ‘It has made me want to work even harder to achieve my dreams.’</p> <div data-bbox="1310 790 1814 1157"> </div>	<p>Continue to plan links with inspirational sports people.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Subject Lead support through termly network meetings, regular advice and sharing of information with the Ebor specialist.	Staff to attend Ebor network meetings. Read and respond to emails to explore opportunities.	£N/A	Staff have attended network meetings throughout the year. This included discussions about sports spending, PE and opportunities for staff and pupils. From this, EG has explored different assessment strategies and opportunities.	Continue to participate in network meetings.
Coach Craig and Olivia to plan and deliver high-quality lessons to increase staff knowledge and skills and the quality of lessons taught to children.	Book coaches Staff to observe and work with coaches Coaches to complete staff and pupil voice termly to inform future support for staff.	Part of £4560	Coaches have delivered high-quality lessons to children. They have asked staff about areas for development and broadened the understanding of staff. Staff have commented that they feel more confident about teaching PE	Monitor staff development. Ensure that skills and concepts are applied in teaching. Continue to monitor data and assessment.

Sports Partnership to offer workshops to develop all staff skills – Active 60 focus.	JS to attend Humber PE Conference JS to select menu of options and book training.	Part of £1695.60	because of this. JS attended the Humber PE conference and commented that he enjoyed practical sessions and acquired new skills. All staff invited to Active 60 session booked for summer 2 term but postponed due to circumstances.	Continue to explore and engage with training sessions.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
To improve competency and skills whilst using balance bikes and scooters.	These are activities the children enjoy outside of school. So there was a need to ensure this was done safely. Admin to book lessons with agencies. Training to be delivered	Scooter training £22.00 Pedestrian training £40.00 Balance Bike training £50.00	The children are able to use balance bikes safely in school and access these. A range of children use scooters outside of school and parents are more confident that they can do this safely.	Continue to encourage safe usage of balance bikes and scooters. Continue to talk to children and identify their sporting interests outside of school and pln based on these.

<p>A wider selection of after-school clubs with the coaches to give all children more opportunities to experience a wider range of sports.</p>	<p>JM to plan with coaches, AC to monitor attendance and communication to parents by devoting time each week to monitor and put information out to parents.</p>	<p>Part of £1328 £4560 and part of</p>	<p>Weekly KS1 and KS2 clubs have run each week. These have covered a range of sports and activities. . The children have had a large opinion about what they would like to experience. One child commented “I love going to sports club and trying new things.</p>	<p>Continue to seek pupil voice about opportunities and work with external clubs/coaches.</p>
<p>A wider selection of sporting activities to be offered to children at Residential. -</p>	<p>JM to book and plan residential. EG and SP to select activities based on the needs of our children.</p>	<p>N/A</p>	<p>Children completed a range of sporting opportunities: raft building, rock climbing, tower climbing, fencing, and archery. One child commented “ I loved doing the archery and would do it again in the future, if I had chance.”</p> 	<p>Continue to promote sports. Look into getting archery/fencing instructors in school next year. Promote the local archery festival to children, held in September.</p>

<p>Following Covid, we felt there was a need for Year 3, and 5 children to have additional swimming lessons.</p>	<p>JC/AC to book lessons and transport Staff to arrange the trips to the swimming pool.</p>	<p>Lessons- £996.88 Transport-£800</p>	<p>Children in Year 5 commented that they now felt more confident with their swimming. Teachers commented that the children's confidence and ability improved over the weeks. Some children had never been in water before so it was very beneficial for them, especially considering the close proximity to the beach. Water safety was completed by all children prior to the summer holidays.</p>	<p>Continue to identify whether there is a need for additional swimming lessons.</p>
<p>To give children specialist information and coaching from a professional badminton player.</p>	<p>AC to arrange and book sessions with Jenny Wallwork.</p>	<p>N/A</p>	<p>One child commented that 'I can't believe I met a professional badminton player. It made me think about the sport a lot'</p> <div data-bbox="1294 885 1758 1220"> </div>	<p>Continue to develop links with professional sports people do broaden the range of sports offered.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:	Sustainability and suggested next steps:
Schools Sports Partnership membership to increase opportunities for Level 2 competitions.	Agree the service level agreement Attend cluster meetings Liaise with coordinators	£1965.50	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Sigglesthorne has several events including Cross Country, golf, Athletics, Table Tennis, Hockey</p> <p>Siggelesthorne hosted an event in school for other schools to attend and it allowed other children to enjoy and participate in.</p> <p>“I love doing competitions and representing my amazing school.”</p> <p>Commented one child after a competition.</p> <p>Team Riston had lots of fun participating in the Indoor Athletics competition, at Hornsea this week. #ristpe . Thanks so much to Mrs Prosser for accompanying the children @SiggsCEPrimary</p>  <p>11:31 am - 2 Feb 2022 - Twitter Web App</p> <p>Sigglesthorne School @SiggsCEPrimary · 29 Apr</p> <p>The Foxes had plenty of fun yesterday afternoon when we hosted an intra-athletics event in connection with the School Sport Partnership! #SiggySport</p> 	<p>Subject Leader to continue to ensure that children attend a range of activities and events in the partnership.</p> <p>Enter for the School Sports Award</p>

Plan and hold a football match with our partner school.	JM to arrange the date and event. BR to share information with parents Children to attend	N/A	The completed the football match in Spring 2. The children commented that it was "Good fun."	Continue to build and develop competitions between the two schools.
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Signed off by	
Head Teacher:	J. Marsden
Date:	26.7.22
Subject Leader:	E Groom
Date:	19.7.22
Governor:	H.Freeborn
Date:	26.7.22