

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



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:

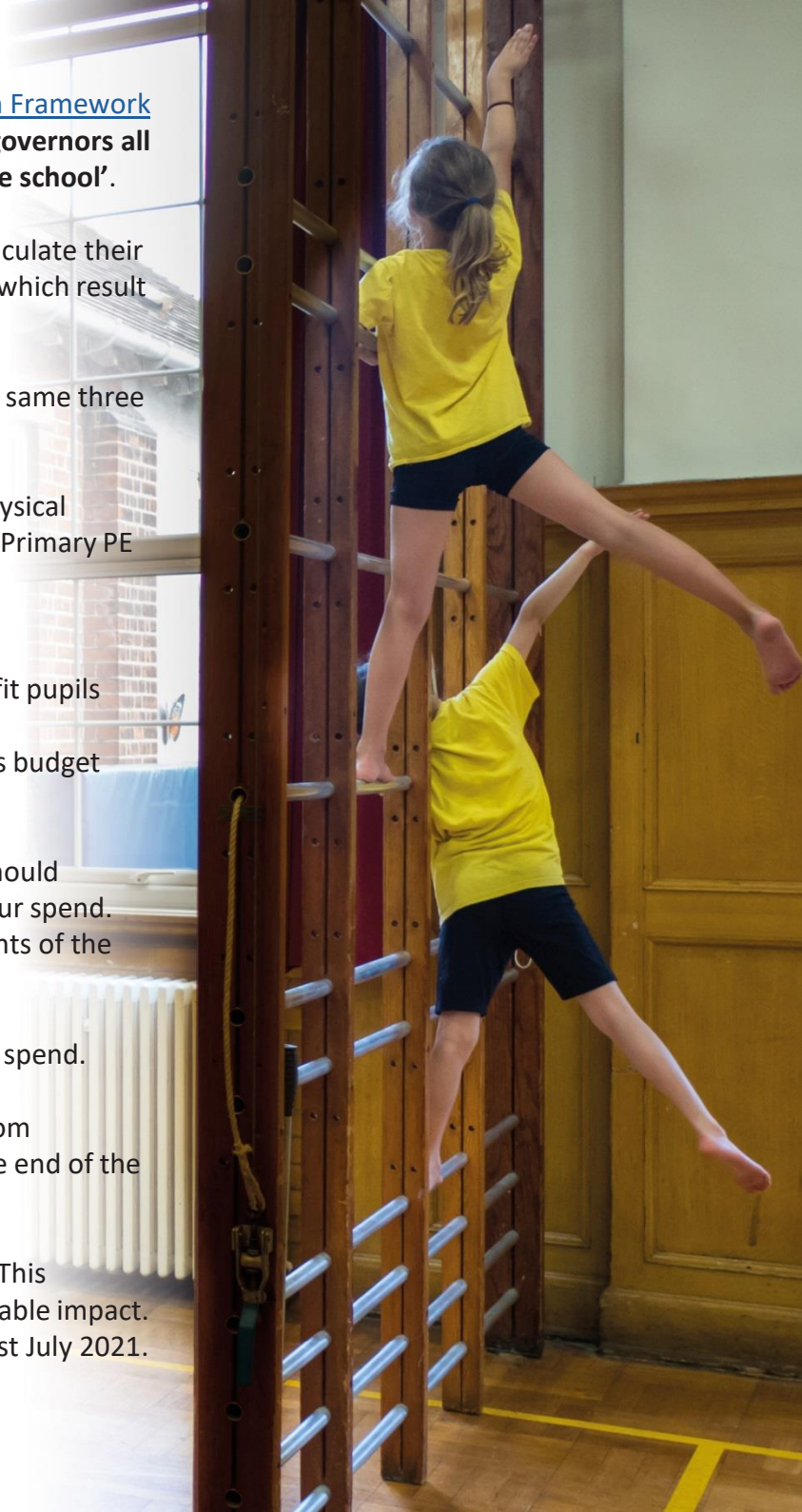
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31<sup>st</sup> July 2021** 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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>We have used the PE funding to enhance the broader sports that we offer throughout school as extra-curricular. This has enabled children from EYFS, KS1 &amp; KS2 to access new sports that they have not tried before. For all clubs we ran, all places were taken and, in some cases, we ran the club for a second time to ensure all children who wanted to take part in the club had the opportunity.</p> <p>As a consequence of this, we achieved the North Yorkshire Sports Award for broadening the sports on offer at school.</p> <ul style="list-style-type: none"> <li>• In order to make sustainable changes to our PE curriculum delivery, we have used a substantial amount of funding each year in staff development. This has included upskilling teaching and TAs to ensure that high quality PE is taught throughout school. By providing teachers to opportunity to identify areas they want to develop, we have been able to team teach with our SSCO who has developed the ethos and delivery of different units such as dance and gymnastics. This has led to greater confidence in our staff to teach PE.</li> <li>• By using the funding, we have been able to access more sports competitions beyond our cluster. This has included various trips to sporting venues to take part in training and other events. As well as this, we have been able to continue funding our minibus; without this, we would be unable to access the different sports competitions due to distance. By having additional staff and ability to access sports competitions, we achieved the participation in competitive sports award from North Yorkshire.</li> <li>• Our level of participation of children in inclusion events has risen and, in 2016-2017 we had 82% of children on our SEND register taking part.</li> <li>• In 2017-18 this figure rose to 92% of our children on our SEND register taking part.</li> </ul>	<ul style="list-style-type: none"> <li>• Carrying out at EYFS assessment of fundamentals in skills development will ensure that</li> <li>• In order to support to basic skills for children in our school so they have the foundation skills in order to access the KS1 &amp; KS2 curriculum more effectively, we have identified the need to develop the confidence of EYFS teachers and TAs. This will also involve supporting them in delivering the fundamental skills in an active and engaging way.</li> <li>• We have two NQTs who may require PE CPD opportunities.</li> <li>• In order to continue our development of high quality PE being taught throughout school, we are going to look into training and support for TAs to be utilized in an effective way during PE lessons. By giving them the confidence and knowledge to support effectively in PE lessons, children will make greater progress in their learning. Ensure we are able to offer a wide range of extra-curricular sports for all children by subsidizing these to ensure all children can access a broad range of extra-curricular opportunities.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO \* Delete as applicable

Total amount carried forward from 2019/2020   £.....0  
+ Total amount for this academic year 2020/2021   £.....  
= Total to be spent by 31st July 2021           £.....

<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 transfer to the pool when school swimming restarts.</p> <p><b>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.</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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.</p> <p>Please see note above.</p>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	100%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/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:		
<b>Key indicator 1:</b> 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:	
			£6953.86	
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:
Ensure that 100% of our children can swim a length confidently and understand water safety by the time they leave primary school.	<p>Provide free swimming sessions for our Year 5 and 6 children.</p> <p>Provide additional sessions for children who have been unable to swim a full length</p> <p>Provide specialist coaching from qualified swimming teachers with our trained Tas.</p>	<p>£820.70</p> <p>£4719</p>	<p>As above in the swimming data; 100% of children in Year 6 were able to swim a full length confidently. They also took part in water safety education.</p> <p>The impact of having in-house, fully trained swimming teachers has been invaluable to our children and has ensured that the percent of children who are able to swim a full length with confidence has increased.</p>	<p>Early identification of Year 5 children who have not been able to swim a full length will take part in swimming in 2021/22. This will then move down to Year 5 in September and Year 4 in October. This is to ensure that ultimately our Year 6 children will not have to have the same level of swimming teaching.</p>
Ensure correct and relevant PE resources are available for all children and teachers to have a broad	Complete clear tracking of children who are able to swim a length confidently, including the stroke	£774.15	Children from R – Year 6 have a clear curriculum path. They learn skills in a range of ways and using	The resources purchased will be long lasting; however, for sustainability purposes, we are

and balanced PE curriculum.	type and additional water safety completion.  Additional resources purchased to ensure children have high quality PE sessions. Children are able to have individual resources where required as well as working resources.		a range of resources. By doing this, the children have the ability to learn skills that can be applied to a range of sports. Our curriculum is broad and balanced with popular sports covered as well as additional sports.	aware that additional resources will need to be purchased on a rolling cycle.
Have resources available for all our children to have active playtimes and dinner times.	Playground leaders to follow a plan of regular playground games for all EY and KS1 children to take part in at lunch time.  All children in KS2 to experience a range of sports at break and lunch times including football, cricket, dodgeball and tennis.	£640.01	During playtimes and lunchtimes, 100% of our children are actively taking part in additional structured sport opportunities.  At lunch times 100% of EY and KS1 children are taking part in games organised by our playground leaders. This is in addition to the structured play that the children can access in the EY outdoor areas.	Resources will be ongoing but on a rolling cycle of replacement.  Our playground leaders will continue throughout the year and support the transition to the next set of playground leaders.

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation:
	£7150.30

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?:
Ensure that, as part of our recovery curriculum PESSPA is at the heart of our drive for children's health and wellbeing.	Provide a high-quality outdoor education program that provides our children a wide range of opportunities that go beyond the curriculum. This will also ensure that	£2431.30 – resources and sessions eg fishing.	The impact of children taking part in our outdoor education program has been incredible to see. 100% of children from KS2 have experienced 3 weeks of half
			Sustainability and suggested next steps:
			We are ring-fencing the funding we are allocating to our outdoor education tutor for 2021-2022. This will include a structure of 3 weeks per half a

	<p>our children’s health and wellbeing is at the heart of our curriculum offer; giving our children further opportunities to flourish, reconnect with their peers and rebuild relationships with staff. In addition, clear links with academic learning will continue and life skills such as resilience that can be transferred to our learning the classroom.</p> <p>As part of our outdoor education offer we include:</p> <ul style="list-style-type: none"> <li>- Fishing sessions</li> <li>- Drystone walling</li> <li>- Waterproofs and boots</li> <li>- Mountain expeditions</li> <li>- Geocaching</li> </ul>	£4719 – Fully qualified outdoor instructor.	<p>day outdoor education. The enthusiasm for this program is great and the feedback has been incredibly positive.</p> <p>Teachers reflect on the impact, noticing the change in children’s attitude towards learning and how their confidence has increased. The impact of children’s various lockdowns have ensured that reconnection has taken place regularly and it has been seen that the children are positive around this.</p>	<p>class with 4 afternoons and one full day to access longer expeditions. Our outdoor education program will run from Year 1 – Year 6.</p> <p>This will also expand into further events such as forest schools activities, fossil hunting and hammock building.</p>
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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:
Greater focus on progression in PE taught within units and across Key Stages.	<p>Additional training carried out using the new PE app to support teachers in identifying progressive teaching in PE.</p> <p>Opportunity to plan across year groups and phases to ensure</p>	£0 – no cost but just time and in-house cover for teachers to commit to team teaching and observations.	<p>Raised confidence in teaching PE and particular focus on skills based learning.</p> <p>A clear and progressive curriculum in place that shows challenge, ambition and wide opportunities</p>	Continue on a rolling program of support for teaching and support staff to identify their developing strengths and units of learning that they may need additional support in.



	<p>progression in planning is achieved within each PE unit.</p> <p>PE co-ordinator and other PE specialists supporting staff teaching and supporting in PE with their confidence and knowledge in how to progress children's skills.</p> <p>Teachers who feel underconfident in teaching PE given opportunity to observe high quality teaching from others and opportunities to team teach.</p>		for our children in all aspects of a skills based PE curriculum.	Continuous review of curriculum and focus on 'is this working' and how we can see progressive skills being used.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				£1939.96
<b>Intent</b>	<b>Implementation</b>		<b>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:	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:
Additional achievements:  Give children opportunity to experience high-quality tuition from specialist sports coaches.	<p>Tennis coach from Skipton Tennis Centre to coach KS2 tennis.</p> <p>Tag Rugby coaching from Upper Wharfedale Rugby Club to all KS2 children.</p> <p>Additional resources around these</p>	<p>£660</p> <p>£1140</p> <p>£139.96</p>	<p>Children are showing increased confidence, ability, and knowledge in these sports.</p> <p>Children will have the opportunity to use their skills from other areas of the PE curriculum in these identified areas.</p>	Continue to seek additional sport coaches, where possible to enhance our curriculum and extra-curricular activities further.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£2000
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:
Children to take part in competitive events against other school.	Contribute to the annual cost of the Skipton Sports Co-ordinator role. Ensure that we are attending all competitions that take place and, where possible, take B and C teams or whole classes to events so that all of our children are able to experience competition at a wider range and level.	£2000	Due to COVID, the number of competitions on offer has massively reduced; however, we have been able to take part in a number of remote competitions throughout lockdown as well as hold our own in-house and local schools competitions to ensure children are able to access competitive sport.	Continue to buy in to the Skipton Schools Sports Partnership.

Signed off by	
Head Teacher:	<i>Jonelle Yeoman</i>
Date:	16.06.21
Subject Leader:	Clare Smurthwaite and Anita Hoggarth
Date:	16.06.21
Governor:	Kelly Tempest- Chair of Governors
Date:	16.02.21