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for Education

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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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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: |
|--|---|
| <ul style="list-style-type: none"> ● More staff have been trained in rebound this year supporting more staff to feel confident in delivering sessions. ● Some level three teaching assistants who have a keen interest in PE are using the Real PE scheme to plan and deliver PE lessons in their classes supporting CPD of support staff. ● Sports day went ahead and even though it was different due to covid restrictions it was still a success and pupils had a wonderful day. Parents were unable to attend however we shared photos from the event on tapestry for them to see. ● We did a whole school walk to school week challenge in October and tallied up how many metres each class achieved. | <ul style="list-style-type: none"> ● Next year, we need to increase the amount of competitions which our children attend and compete in. Due to Covid-19, we have had a real lack of competition and this is something we will improve next year if we are able to. ● We want to build links within the community plan and deliver some sporting events with similar schools that are accessible for our pupils. ● Our swimming assessment previously was not effective. Now we can swim again. We will pass on our new swimming award scheme to the swimming teachers to work towards in lessons. Staff using the school hydropool will also work towards these awards with pupils to ensure pupils swimming sessions are meaningful and the intent is appropriate. ● We are aiming to ensure that all PE sessions are of a high quality, and that our children have the opportunity to experience a wide variety of opportunities. To do this, we are planning to use the funding to ensure we have the resources which are needed to teach each session. We will order equipment linked to the real PE curriculum, to ensure our teachers have the correct equipment for each session and maximise pupil outcomes. ● As the whole school curriculum is changing we will ensure we have enough appropriate resources for regular fine and gross motor development in classes and on playgrounds. ● LW to write new physical development scheme of work. |

Did you carry forward an underspend from 2020/21 academic year into the current academic year? YES

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2020/21 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

| Academic Year: September 2020 to March 2021 | Total fund carried over: £13,200.54 | Date Updated: 20/07/2021 | | |
|--|---|---|--|--|
| What Key indicator(s) are you going to focus on? Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Total Carry Over Funding: £13,200.54 |
| Intent | Implementation | | Impact | |
| <p>Your school focus should be clear how you want to impact on your pupils.</p> <p>As a school we are upgrading all provision as part of our school development plan. This includes classrooms, outdoor provisions and shared areas.</p> <p>The white room is going to be a big part of this upgraded provision. It is a room used by pupils for physical regulation and physical development. It needs specialist equipment such as swings, hoists, crash mats, squeeze machines and rollers.</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> <p>OT to do an assessment of the white room and soft play as well as of pupils sensory needs within the school.</p> <p>The OT to give us feedback and ideas to inform our purchases to ensure they are exactly what our pupils need.</p> <p>OH and LW to spend time researching high quality, long lasting and appropriate resources for the space with the pupils physical development needs in mind.</p> <p>OT to deliver white room training to all staff.</p> | <p>Carry over funding allocated: £13,200.54</p> | <p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <p>Room will be used regularly and staff will be able to confidently talk about the purpose of the sessions, next steps and the learning that is taking place.</p> <p>Pupils will show high levels of enjoyment when in the room and there will be equipment that they seek out and want to use.</p> <p>We will have a room in school purpose built for supporting the physical development and regulation of pupils.</p> | <p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>Regular checks of equipment as well as constant training when we have new staff.</p> <p>Information in the room for staff to access on safety, session ideas and what each piece of equipment is for.</p> |

| | |
|--|--------------------------------|
| <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.</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>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.</p> | N/A - not swam for over a year |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | N/A - not swam for over a year |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | N/A - not swam for over a year |
| <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> | N/A - not swam for over a year |

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: £ 17,000 | | Date Updated: 20/07/21 | |
|---|---|--|---|------------------------|--|
| <p>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</p> | | | | | 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>To continue to provide pupils with accessible equipment across the school to support engagement of physical exercise in more parts of the school day aside from PE sessions.</p> <p>Our pupils love to be outdoors but are often not very active when outside. We want to make our outdoor spaces more exciting and provide pupils with options of physical activities they can do to enable them to engage more in regular physical activity. We want our playgrounds to be used to support physical development throughout each day and to incorporate fine and gross motor development opportunities.</p> | <p>-Buy new resources for the both playgrounds which will support a range of movements, coordination and balancing skills.</p> <p>-Repair adapted bikes for both playgrounds to suit all mobility needs.</p> <p>- New covers for trampettes</p> | <p>£1803.45</p> <p>£210.41</p> <p>£39.95</p> | <p>Outdoor equipment continues to create higher levels of engagement and excitement from the pupils. Pupils who usually do low levels of movement outside are now climbing on the climbing frame, riding bikes, rolling tyres and engaging physically a lot more. The outdoor equipment is not only used on break times but also for other parts of the day which has increased the amount of time children are engaging physically each day.</p> | | <p>Yearly bike repairs.</p> <p>Yearly check of all outdoor equipment and ensuring things are fixed or replaced if broken.</p> <p>Next year create water areas and mud kitchens in each playground.</p> |
| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | | | | | 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 our physical development offer in shared areas across school. | More swings in appropriate classrooms, squeeze machines and long lasting, specialist physical development resources for areas such as soft play, whiteroom and sensory room. | £9000 | → This is being rolled over to next year. OT is doing an assessment of the white room and soft play as well as of pupils within the school. The OT is giving us feedback and ideas to inform our purchases to ensure they are exactly what our pupils need. | OT assessments. LW and OH to do an order of equipment. |
| Certificates to support rebound sessions. | LW order rebound certificates and inform staff on how children will be awarded with them. Reinforce the rebound targets. | £18.65 | Pupils have begun to achieve the certificates. | Yearly reminder of them to all staff. |

| 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: |
| Purchase of continued subscription to real PE to ensure staff have all relevant planning, assessment and learning resources needed for sessions online. These can be opened and used on the portable screen in the gym during sessions and on iPads. | LW to ensure new staff know how to get on the online portal and how to use it effectively. LW to attend real gym training which is also part of the real PE scheme of work. | £495 £145 | Staff are accessing the scheme of work to support their teaching of PE. Gym was out of use for a while due to not being able to share spaces when in class bubbles so some activities were done in classrooms from the scheme. When we can use the gym next year each class has a timetabled slot. | Purchase the scheme again next year. This will support staff in planning and delivering PE sessions. This will help develop their confidence in planning and teaching PE. Work alongside staff to look at the progression of skills throughout the year. Begin to ask staff to start adapting sessions and planning their own using the knowledge of the scheme/development of skills. LW to write the new physical development scheme of work for the school linking real PE in and share to all staff. |

| Purchase of continued subscription to MOVE to ensure staff have all relevant information to support pupils. | EP & SS to ensure new staff are aware of the framework and are using it. | £250 | Staff are using MOVE and the subscripiti resources to support pupils' physical development. MOVE is now also on tapestry therefore supporting assessment of progression. | LW to write the new physical development scheme of work for the school linking MOVE in and share to all staff. |
|---|---|--|---|---|
| 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 provide a range of physical development experiences for all of our pupils to suit all abilities and interests . | <p>Special School Sports Partnership Buy In</p> <p>Money towards Year 6 residential - to ensure all children can take part in the adventurous activities.</p> <p>As above was cancelled we provided a two day of Get cycle being in school with an inflatable race track and bikes.</p> | <p>£250</p> <p style="color: red;">Cancelled due to covid.</p> <p>£570</p> | <p>Due to covid SSSP could unfortunately not host any events this year. As a school we also decided the virtual ones were not appropriate for our learners.</p> <p>Event was a huge success and parents of year 6's joined as well as every class in school having a turn on the track. Each class took part and had an allocated time and lots of positive feedback from class teams explaining how much the pupils enjoyed the day.</p> | <p>Attend SSSP events next year.</p> <p>Happy memories for life made after a tough year and residential being cancelled. Next year focus on funding the physical development activities on the residential.</p> |

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|--|--------------------------------|------|-------------------------|--|
| | Just Dance sessions - weekly . | Free | Cancelled due to covid. | |
|--|--------------------------------|------|-------------------------|--|

| 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| To provide all of our pupils the opportunity to take part in competitive sport events with other schools across our region. | Special School Sports Partnership Buy In - this ensures we can attend a range of competitive events with other schools across North Yorkshire suited to our abilities and physical needs. | £1395 usually but due to covid was £250 this year. | Unfortunately pupils could attend one this year due to covid-19. We managed to end the year with a competitive sports day within school. | Arrange an event at our school to do with similar schools when we cannot attend some of the events aimed at older pupils. LW to organise this through Fran. |

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| Signed off by | |
| Head Teacher: | Olivia Hargreaves  |
| Date: | 23rd July 2021 |
| Subject Leader: | Liz Waters  |
| Date: | 23rd July 2021 |
| Governor: | Gail Blunt  |
| Date: | 5th November 2021 |