

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



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SPORT  
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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 **31<sup>st</sup> 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Christ Church has been awarded the School Games Mark award – Gold Award 2019/20, 2018-19, 2017-18, 2016/17, 2015/16 and Bronze Award 2014/15</li> <li>• Healthy Schools Award – Bronze July 2020</li> <li>• Increase in active play during breaks and lunch time helped along by the new playground equipment in the upper playground. The new equipment installed last year has also helped to encourage more active play in the lower playground too.</li> <li>• Our Playground leaders and adult play leader have facilitated and led games during break and lunch times to increase active play. This is working towards being active 30 minutes a day.</li> <li>• Continuing to offer the opportunity to experience new sports and outdoor adventurous activities for the whole school through a targeted programme.</li> <li>• Encouraging children to work collaboratively through our team building equipment purchased last year. Creating a healthy body and mind.</li> <li>• Continuing with our Healthy Schools Committee and Sports Crew (involving 71 % of our Year 5/6 children in class 5) to allow children a voice in school about encouraging play and staying healthy.</li> <li>• In order to make sustainable changes to our PE curriculum delivery, we have used some of our 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 the opportunity to identify areas they want to</li> </ul>	<ul style="list-style-type: none"> <li>• Review our current long term plan with the focus to be on skills development</li> <li>• Review of our current PE scheme of work</li> <li>• Review of the assessment of PE in school. Focus next year on the assessment of PE and self-assessment using possibly I-pads, peer assessment etc.</li> <li>• Apply for the Healthy Schools Award – Silver with the focus on active lives.</li> <li>• School Development Plan 20/21 priority area three (personal development, behaviour and welfare) – continue to work on driving forward a culture of emotional and physical well-being, encouraging a healthy lifestyle for all. We will continue to work on and monitor our school priority area.</li> <li>• More involvement of the less active in sport -implement the change 4 life programme in school.</li> <li>• Continue to ensure we are able to offer a wide range of extra-curricular sports for <b>all</b> children after school through our own staff and outside agencies.</li> <li>• Encourage and provide more opportunities to get the older girls in school more active in competitions and involved in sport</li> <li>• More opportunities for the younger children to be involved in competition and events</li> <li>• Gather new ideas for achieving our active 30 minutes, including utilising the new running track and equipment in the upper playground. Involve the play leaders in this.</li> </ul>

<p>develop, we have been able to support them through specialised coaches. This has led to greater confidence in our staff to teach PE.</p> <ul style="list-style-type: none"> <li>• By using the funding, we have been able to access more coaching and sports competitions through the organisation of our School Sports Co-ordinator. This has resulted in increased attendance at various sporting competitions. This year some of KS2 have attended their tag rugby on the rugby field at Sandylands and had aimed for tennis sessions to be played on tennis courts. (This was affected by Covid 19)</li> <li>• We have provided the children with a range of extra-curricular sports activities. The results from a parent questionnaire showed that 97% of parents were happy with the range of extra-curricular sports and activities we offer at school. Attendance of our pupils at extra-curricular sports clubs or involved in organising lunch time games was on average 53%.</li> <li>• Continuing to provide the EYFS and Key stage 1 pupils with the opportunity to attend swimming lessons. (EYFS did not attend due to Covid)</li> </ul>	
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Meeting national curriculum requirements for swimming and water safety.	
<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 2020.</p>	80 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75 %

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Due to COVID 19 the children did not attend swimming in the summer term when they would have covered this requirement.</p>
<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>	<p>Yes - Children in Class 2 (Year1/2) have all attended swimming lessons for half a term paid for by the Sports Premium money. (due to covid only for 3 weeks) The intention was for Class 1 (Reception/Year 1) to also attend swimming lessons but this did not happen due to COVID.</p>

## 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: 2019/20	Total fund allocated: £	Date Updated:			
<b>Key indicator 1:</b> 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:	
				7.71 %	
				£1,350	
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?:	
<u>Increase children in regular physical exercise</u> -encourage children to be active for 30 minutes every day - ensure all children are being active and if not targeting these children -be active during breaks and in class where possible	<b>Play leader -</b> We have employed a play leader (Mrs Matthews) to increase physical activity in school at break/ lunch times with the support of the Play leaders in class 5. Mrs Matthews helps guide/organise/leads play. She identifies the children who are inactive or need social support. Mrs Matthews organises a rota with our Play leaders and with their help they identify games they would like to teach. New equipment in both playgrounds to increase active play.		£10 per hour x 5 days = £50 weekly  Autumn term = 15 weeks Spring Term 12 weeks  Total =50 x 27 weeks Total = £1,350	Targeting the less active or those who struggle to make friends. Adult play leader records in her file.  Children are more active during the school day and have the opportunity to play games with Play leaders who are leading play. There is also the new play equipment in both playgrounds which has aided active play. By meeting with Mrs M the Play leaders get to choose the play activities they want to offer. This helps to build up independence,	Setting up the change 4 life club will help to engage the less active.  Play leaders will continue all year. Aim is to build up independence in choosing, organising games and collecting resources for outside games. Aim to reduce the role of the adult who leads the play  The current Year 5 children
<u>Play leaders</u> –Our Play leaders are made up of volunteers from Class 5 (Year 5/6).					

<p>The role of the children is to <u>encourage/lead active play at lunch times.</u></p> <p><u>Increase activity in class</u>          -Increase the children's time being active during the school day and in class.          -achieving being active for 30 minutes.</p> <p>Purchase of PE equipment – range of PE equipment to restock our</p>	<p>Training for the Play leaders with Katie Hoggarth (sports partnership lead) at the start of the year.          Meet with Mrs Mathews to discuss the rota for break/lunch time and they suggest the games they would like to lead.          Keep a wall display to showcase what they has been doing.</p> <p>Every morning each class starts the day with an exercise programme for 10 minutes. This is usually Activate or Just Dance. Every afternoon each class will partake of 7 minutes exercise either outside or in if wet. If the class have PE lesson then they will not need to carry out an extra 7 minutes.          Use of the equipment in the lower and upper playground to encourage active 30.</p>	<p>Spending to be reviewed – Covid-19 prevented purchases</p>	<p>Increased participation as the children are being active during the school day. The play leaders will set up in both the lower playground and upper playground during the whole of lunch time. The offer a range of games to encourage the children to be active. The children are much more active during lunch times with focused games.          71 % of our Year 5/6 children are part of the Play leaders</p> <p>Children are more active during the day.          Will monitor the active 30 minutes in school.          Monitor-          Are the children being more active in the playground?          In the playground are the children are being more active with using the new equipment?</p>	<p>will be able to continue as Play leaders next academic year. They will be able to train the new children who wish to join.          Aim to have the play leaders help children keep a record of how they are regularly active in school eg. number of times round the track in 5 minutes.</p> <p>Think about ways for the children to be more independent in measuring if they have achieved their active 30 minutes.          Use of the running track and new sports equipment in the upper playground to encourage active 30.          Look into Active literacy and maths.</p> <p>Personal challenge board to be set up at lunch time with an activity to do in a set time.</p> <p>Encourage children and sports crew to monitor the</p>
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supplies	Stock take of PE equipment to see where stock need to be replenished or where there is a need for new equipment to encourage active play.		Suitable resources to allow the children to fully take part in sports. Children are more active in the playground using the new equipment and movable equipment.	children's results when participating in personal challenges  Monitor the stock Effectiveness of the personal challenge.
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

				Percentage of total allocation:
				4.49 %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£785.70
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:
<u>Raise the profile of PE in school</u> – to include healthy body, eating and mind.  Increased focus on PE in the School Development Plan. Focus is on drive toward a culture of emotional and physical well-being, encouraging a healthy active lifestyle for all.	Apply for the Healthy Schools Award  Continue to raise the profile in school of active life style and healthy well- being, through the expectation of every pupil in school being active for 30 minutes. This is being achieved through the morning exercise programme when they arrive at		Healthy schools Award – Bronze awarded in July 2020  Every class in school is taking part in a morning exercise class before the school day begins. Active 7 minutes in the afternoon every day unless the class had a PE session that day. The children are more ready	Aim to achieve the silver Healthy Schools Award focusing on Active lives.  Monitor the 30 minute active and find ways to improve its delivery. This can also be discussed with the children and as a staff. Consult with the Play leaders and Healthy Schools

<p><u>Play leader</u> - We have employed a play leader (Mrs Matthews) to increase/promote physical activity in school at lunch times by guiding/organising/leading play. Mrs Matthews organises a rota for our Play leaders with their help of games they would like to teach</p>	<p>school, the 7 minute active in the afternoon and through the play activities provided by the Play leaders and adult Play leader.</p> <p>Also the new play area for the lower and upper playground will also encourage children to be more active.</p> <p>Coaching in school to provide teaching staff with the opportunity to build up their own skills in PE.</p> <p>Healthy school group – children from classes throughout the school to represent the view of their class. Also to promote health and well-being.</p> <p>In collective worship healthy school group to promote healthy body and healthy mind.</p> <p>Aim is to raise the profile of being active in school. Mrs P. Mathews targets non-active children or those on their own in the playground. She targets these children to help them be active at breaks or to help them</p>	<p>See section 1 for costs</p>	<p>to begin learning again.</p> <p>Healthy Schools Committee and Play leader meet regularly to look at ways we can promote the focus on the school improvement plan. The new equipment in the lower and upper playground will encourage children to be more active.</p> <p>Healthy schools group have taken collective workshops on promoting healthy eating and healthy minds.</p> <p>Children are more active during the school day and have the opportunity to play games with Play leaders leading play and Mrs Matthews. By meeting with Mrs M the Play leaders get to choose the play activities they want to offer. This helps to build up independence,</p>	<p>Committee to hear their ideas to promote our school development focus. New equipment in the playgrounds will help promote the importance of being active. Monitor the team building equipment to aid and promote emotional and physical well-being.</p> <p>The play leaders will continue to run the break and lunch play sessions. Aim to have them help children keep a record of how they are regularly active in school eg. number of times round the track in 5 minutes.</p> <p>In discussions with adult play leader discuss different ways they can promote/lead active play.</p>
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<p><u>To raise the profile of being a healthy school</u> Healthy Schools Committee has been running now for its second year.</p> <p><u>Promote the importance of keeping healthy and active</u> -Encourage children to attend extra-curricular sports. By doing this, we are providing children with a range of different sports to try and promoting the importance of keeping healthy and active.</p> <p><u>EYFS and Key Stage 1 swimming</u></p>	<p>to play with other children. Meets with the Play leaders to discuss games to lead.</p> <p>Healthy schools committee made up of children from Year 3 to 6 plus 2 teachers. Meet every half term to raise the profile of health and sports in school Discuss how we can make our school a healthy school in terms of healthy mind and body.</p> <p>Continue to run a wide range of after school clubs. This can be achieved through outside agencies as well as our own staff. Play leaders to run games at lunch time eg. football, dodgeball.</p>	<p>See section 4 costs</p> <p>Class 2 (29 children) = 6 weeks x £23.20 =£139.20 (80p per child)</p> <p>£9.25 per ½ hour for teacher 3 teacher = £27.75 a week x 6 weeks = £166.50</p> <p><b>Total=</b> <b>£305.70</b></p>	<p>Targeting the less active or those who struggle to make friends. Mrs Mathews records in her file.</p> <p>Achieved the Bronze Healthy Schools Award – July 2020 Collective worship led by the children on mental health and on healthy eating. Discuss how we can ensure we are partaking in the active 30. Discuss and input on equipment for the upper playground</p> <p><u>Autumn Term</u> – Gymnastics club KS1 +KS2, American sports KS2, football, dance KS1</p> <p><u>Spring Term</u> – Football KS2, dodgeball KS1 + KS2</p>	<p>Involve the younger children in the healthy schools group Focus on how to achieve the Silver healthy schools award.</p> <p>Continue to offer a wide range of sports clubs from outside agencies and staff. Ask the children which clubs they would like to see in school as part of PE audit in summer term. Play leaders keep a record of games played at lunch time and results.</p> <p>Continue to provide this opportunity for the EYFS and Key stage 1 children</p> <p>Look at the progress they</p>
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<p><u>lessons</u></p> <p>-To build water confidence -to develop their swimming skills</p> <p><u>Promoting sport and being active</u> PLT meetings – Teacher to attend three termly PE meetings with the Craven School Sports Coordinator and other representatives from local schools Time for PE coordinator to manage and monitor the subject.</p> <p><u>Parents informed about sports in school</u> -Termly newsletter to inform parents of PE events we have attended, results and PE in school.</p>	<p>Class 1 (Reception/Year1) and Class 2 (Year 1/2) children to attend swimming lessons for half a term each.</p> <p>Two 2 afternoons per half term including PLT meetings to organise and arrange events we are attending.</p> <p>9th Sept PLT pm 13<sup>th</sup> Jan PLT pm 11<sup>th</sup> March CPD – gymnastics I small spaces</p>	<p>2 afternoons per term £120 x 4 afternoons Total = £480</p>	<p>Due to COVID only class 2 attended swimming lessons. Building water confidence in swimming from an earlier age. Providing the opportunity for all to have swimming lessons. Aim is that when they reach Key Stage 2 their progress in swimming will accelerated due to gaining water confidence in EYFS and KS1. All to achieve the Year 6 swimming expectations. Current Year 6 figures for Ks2 swimming requirement is higher than last year.</p> <p>At the PLT meetings events are discussed and organised. In school the time is used for organising events and risk assessments Newsletters every term with sporting news and results. PE – review the PE curriculum and monitoring</p> <p>Parents are informed of sport in and out of school. This raises the profile of sport and</p>	<p>have made after their swimming session, particularly at the end of key stage one. Look at the impact of the lessons and the impact as they progress through the school.</p> <p>Ongoing</p> <p>Continue with the newsletter and updates of event on the school website under latest news. Create a file under sports premium money with regular sporting pictures. Currently we do have photos of sporting events.</p>
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<p>-Information on the school website.</p> <p>-Bus Stop Notice Board for parents</p>	<p>Every term a school Sports newsletter will be uploaded to the school website. This newsletter will outline sporting events we have attended, results of these events and include PE in school.</p> <p>Website –give up to date results from events.</p> <p>Every week the head teacher displays a notice board outside the school entrances to inform parents of events in school that week. The sporting events we are attending, coaching in school and sports clubs are all written on the board.</p>		<p>the importance of sport to our school.</p> <p>Termly newsletter about sporting progress</p> <p>Parents are informed in advance of up and coming events.</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:
				20.42 %
Intent	Implementation		Impact	£3573.50
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 the pupils with high quality teaching in PE. Provide staff with the confidence and skills to deliver high quality PE.  CPD – Provide opportunities to increase teachers’ and teaching assistant’s knowledge and skills in teaching a variety of sports in school as part of the curriculum. Training to therefore provide a high quality level of teaching in PE and support.	Audit of staff to see which areas of PE they would like training in with the support of a coach.  Coaches to come into school for dance, gymnastics, football, tag rugby, tennis KS1. The coach will deliver a 5-6 week programme for each class in their area of specialism. The coach will provide lesson plays showing skills progression. The teacher and teaching assistant will observe the lessons and make notes to be used for future lessons.  Tag rugby coaching and KS2 tennis– the children and staff will attend the coaching at Sandylands to allow them the space and more suitable playing	Tennis – KS1 - £315 KS2 - £480 Total =£795  Gymnastics – £861 (KS1 and KS2)  Football – KS2 -£537.50 KS1 - £270 Total= £807.50  Dance - £1050 (KS1+KS2)  Tag rugby - £60 (most cancelled due to covid)	Coaches to provide lesson plans for staff to see the progression and to allow them to annotate in the plans. Staff to make notes on lessons to allow them to use these notes in the future. Audit sheet at the end of each coaching session to assess the impact of the coaching.  Class audit sheet to gather the children’s views about the coaching they have received. Teacher audit sheet about their views on the coaching sessions.  Teachers to feel more confident or have new approaches to teaching a range of sporting skills.	Audit sheet at the end of the year for each staff member to establish their confidence in teaching different areas of PE and to establish further areas for development.  Next year we will continue our tennis training for Key stage 2 down at Skipton Tennis Club.  Looking ahead to next year consider where we need to observe professional coaches and if we continue with some of our coaches where we could team teach. Identify other outside agencies that can help and support our practice.

<p>Sports Partnership CPD</p> <p><u>Balanceability training with Class 1</u> To continue to make use of the balance bikes purchase as part of the Craven sports partnership to develop balance skills in the early years.</p> <p>New PE scheme to be purchased</p>	<p>area to work on. Qualified coaches to deliver the lessons with the support of Craven College Sports students.</p> <p>(Due to Covid most of the tag rugby and KS2 tennis did not take place)</p> <p>Make staff aware of PE CPD through North Yorkshire</p> <p>Katie Hogarth (School Sports Coordinator) to bring balance bikes bought for the Skipton Cluster. She will spend 4 mornings training the staff and children in Reception/Year 1 in using the bikes.</p> <p>To update the current PE scheme to one which is more current and provides a range of skills to develop and resources.</p>	<p><b>Total coaching</b> £3573.50</p> <p>Delayed due to Covid-19</p>	<p>Improve the balance of Reception/year 1 And to continue to use the bikes we have in school. Attend the balance festival for Reception/Year 1</p> <p>To be purchased ready for the new academic year.</p>	<p>Look for CPD opportunities via sport partnership and North Yorkshire sport K Hogarth could provide CPD</p> <p>Bikes available for schools to borrow.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7.46 %
Intent	Implementation		Impact	£1306
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><u>Skipping Day for the whole school</u> -Opportunity for all children to try an activity they may not have tried before. -trying to encourage children to be more active - developing skipping skills to enable them to be active at breaks and lunch times.</p> <p><u>Opportunity to attend competitions and coaching during school day at other venues</u> -opportunity to try new sports -be involved in competitions against other schools - attending inclusive events -chance to experience sports in the sporting environment eg. swimming pool, fields, tennis courts at Sandylands)</p>	<p>Skipping day booked in Autumn term with a session for every class.</p> <p>Two extra staff needed to accompany the class to the following events:</p> <p>Cross country Yr 3 orienteering Y3/4 football competition Y5/6 football competition Y5/6 basketball competition Y3/4 basketball competition Inclusion Festival Orienteering Year 5 Aqua splash</p>	<p>£325</p> <p><u>11 events</u> 2 hours of time for each staff member. £10 an hour</p> <p>Each event £40 to cover 2 x staff for 2 hours. 11 events = <b>£440</b></p>	<p>Children have been learning how to skip. Learning not to give up but to try something new even if it is hard at first. Opportunity at break and play time to use the individual and ropes for a larger group.</p> <p>Staff needed to provide adequate staffing walking to and back from the sporting events. Opportunity to experience a range of sports at different venues -swimming pool, basketball on a basketball court, orienteering in a large open field at Sandylands Space to fully develop their sporting skills in a more suitable environment.</p>	<p>Encourage the play leaders to bring out the ropes and to teach the children skipping games with large ropes.</p> <p>Continue to look for opportunities to provide children with the chance to experience a range of sports in venues more suitable for developing their skills.</p>

<p>Opportunity for KS1 to develop their swimming skills</p> <p>-chance for children to develop water confidence at an earlier age - helping them to build swimming skills at an earlier age, therefore achieving a higher success rate when meeting the national swimming requirements at the end of KS2</p> <p>Providing opportunity for Pupil Premium children to attend after school sporting clubs</p> <p>-offering sporting clubs to all regardless of finances -Payment of afterschool sporting clubs to allow pupil premium children to attend. -providing the opportunity to try a range of sports without the financial restraints</p>	<p>Swimming gala competition Balance festival</p> <p>Swimming KS1 - 2 extra staff needed (1.00- 2.30) £10 an hour Class 2 – 3 weeks for 1 ½ hours £30 a week for 2 staff x 3 weeks = <u>£90</u> (remainder of weeks cancelled due to COVID)</p> <p>Payment of afterschool sporting clubs to allow pupil premium children to attend.</p>	<p>£90</p> <p>£451 (see breakdown in impact column)</p>	<p>This year there has been an increased rise in the percentage of children achieving the national expectations in swimming (despite COVID) Aim is to keep the figure high due to starting swimming lessons at an earlier age. Therefore achieving a higher success rate when meeting the national swimming requirements at the end of KS2</p> <p>Good attendance at many of the after school sporting clubs offered. Pupil Premium children attending after school clubs:</p> <p><u>Autumn 1 term</u> KS1 gymnastics – 3 children. £24 for 6 weeks per child x 3 = cost £72 Ks2 American sports – 1 child =</p>	<p>Continue to offer swimming lessons to KS1 using the sports premium money.</p> <p>Monitor the impact</p> <p>Continue to offer payment at after school clubs to encourage all to participate regardless of finances.</p> <p>Monitor these pupil premium children in PE lesson to see if attendance at after school clubs is having a positive impact.</p>
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<p><u>Opportunities to access a broader range of sports/activities</u></p> <p>The use of local outside agencies to support in the coaching and teaching of various sports, provides the children with the opportunity to acquire more specialized skills, as well as supporting the teacher through CPD opportunities.</p> <p>Offer a range of after school clubs to provide children with a range of sporting opportunities on the school premises Also identify new</p>	<p>Continue to develop links with Skipton Rugby Club, Upper Wharfedale Rugby, Craven College, Skipton Cricket Club, Skipton Tennis Club, Skipton Swimming Club &amp; Kanga Sports as outside agencies that will support us in extra-curricular and curriculum areas.</p> <p>Taster sessions in school to provide children with an opportunity to try new sports (eg. American sports,</p>	<p>See section 3 for costs</p>	<p>£24 for 6 weeks = £24</p> <p><u>Autumn 2 term</u></p> <p>KS1 dance – 3 children for 5 weeks. £20 for club x 3 children = £60</p> <p>Ks2 football coaching – 3 children @ £3 a session for 5 weeks = £15 x 3 = £45</p> <p><u>Spring 1 term</u></p> <p>Ks1 dodgeball – 3 children for 5 weeks. £20 for club x 3 children = £60</p> <p>Ks2 football coaching – 5 children @ £3 a session for 6 weeks = £15 x 6 = £90</p> <p><u>Spring 2 term</u></p> <p>Ks1 dodgeball – 3 children for 5 weeks. £20 x 3 children = £60</p> <p>Ks2 dodgeball – 2 children for 5 weeks. £20 x 2 children = £40</p> <p>Opportunity to access new sports</p> <p>Chance to pursue a sport after school through our links with local clubs.</p>	<p>Continue to identify other agencies that can support and engage our children in extra-curricular sport. This will enable children to have even more specialized coaching and teaching as well as teachers to learn additional skills.</p> <p>Continue to offer a range of extra-curricular sports</p> <p>Review ways to ensure continued and improved engagement in light of</p>
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<p>types of sports to introduce and to encourage children to try new sports.</p> <p>Tennis –Following on from the tennis coaching in school. Skipton Tennis Club offer 6 children from each class the opportunity to take up tennis coaching at their club for 2 free sessions to encourage them into this sport...</p> <p>Develop our resources to ensure we have a wider range of resources for teachers to use in lessons as well as extra-curricular sessions. Audit of pupils at the end of the year</p> <p>Sports Partnership Craven – sporting events calendar 2019-20</p> <p>Provides an opportunity to attend a range of activities and sports.</p>	<p>dodgeball). Following on from these session, we will run after school clubs.</p> <p>Speak to Skipton Tennis Club about the vouchers to hand out to the 6 children from each class.</p> <p>Complete an audit of the equipment we currently have in school. Audit KS1, Year 3/4 and 5/6 sporty and less sporty children to see how we can improve PE and extra-curricular clubs in school. Questionnaire to pupils in school</p> <p>K Hoggarth (School Sports Co-ordinator) provides us with a sporting calendar for the year.</p>		<p>Uptake with clubs has been good 53%</p> <p>Many of the children in school attend Skipton Tennis Club for lesson or for the holiday clubs.</p> <p>Due to COVID19 this has not taken place. Staff audit can take place.</p> <p>Meet termly to discuss the upcoming PE events and those we wish to attend. The sports partnership offers a range of different sporting coaching or events to attend throughout the year. This provides the children with the opportunity to learn new skills, try out new sports and to</p>	<p>Covid-19 restrictions on provision</p> <p>Summer term audit</p> <p>See below in section 5</p>
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			compete against other schools,	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11.97 %
Intent	Implementation		Impact	£2095
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><u>Involvement and attendance in coaching and intra school competitions organised</u> by our School Sports Co-ordinator (Katie Hoggarth). Competitions are for local schools and schools in the surrounding areas.</p> <p>Our schools sports coordinator provides:</p> <ul style="list-style-type: none"> <li>-coaching which leads into competitions</li> <li>-Organises intra school competitions for us to attend</li> <li>-Provides new opportunities to work together or compete against other schools.</li> <li>-opportunity to try a range of sports</li> <li>- Opportunity for inclusive events to offer sport to all.</li> </ul>	<p>Pay Katie Hoggarth (School Sports Co-ordinator) to organise intra school sports coaching and events for our school to compete in or take part in.</p> <p>Attend the PLT meetings to discuss upcoming events and coaching. Katie provides us with a sporting calendar for the year.</p> <p>The sports partnership offers a range of different sporting coaching or events to attend throughout the year. This provides the children with the opportunity to learn new skills, try out new sports and to compete against other schools.</p> <p>Attendance at events: <u>Competitive events</u> which range from cross country, basketball,</p>	£2000	<p>Improved performance.</p> <p>Opportunity to learn new skills or further develop the children’s skills through the sports coaching provided after school.</p> <p>This coaching/competition can lead on to pursuit of a sport due to our links with many local clubs.</p> <p>Opportunity for the children to compete against other schools:</p> <p>Orienteering – 21 children (Yr3) Orienteering – 17 children (Yr 5) Cross Country – 36 children attended from Year 3 to 6.</p> <p>Year 3/4 football Tournament 3rd overall Year 5/6 football Tournament</p>	<p>When attending final PLT meeting this year contribute new ideas for competitions or ways to improve participation, especially for younger children and older girls.</p> <p>Consider ways of providing training in school prior to competitions.</p>

<p>(Due to COVID 19 many competitive events did not take place – Dance festivals, Tag rugby, Football, tennis competitions)</p> <p><u>School Sports Day – September 2019</u></p> <p>-Opportunity for the whole school and parents to come together to celebrate our skills and team work through sport.</p> <p>-House teams compete against each other</p> <p>-use the skills they have learned in school PE lessons.</p>	<p>swimming galas, orienteering, tennis, tag rugby and football. Balance Festival Dance festival for KS1 and KS2</p> <p>Inclusive events–encouraging children on SEND register or less active into sport and to try a new activity.</p> <p>Sports day for the whole school on the Astro Turf at Sandylands. Compete as House Teams Range of different events Parents invited to attend and participate</p> <p>Climbing competition against other schools. 3 teams were sent to the event.</p>	<p>None</p> <p>Total cost = £95 (£5 a child to include cost of event and bus)</p> <p>Year 3 - £30</p>	<p>3rd overall</p> <p>Basketball competition Y5/6 – 4<sup>th</sup> overall Basketball competition Y3/4 Inclusion Festival – 10 children (SEND/Pupil premium)</p> <p>Aqua splash for non-swimmers Swimming gala –4th overall at local level Craven Swimming Finals – Second in this competition. Four children represented the Skipton team.</p> <p>Event held at Sandylands astro turf to allow us more space to run the sports day. Team event – children earn points for their team as they compete in competitive traditional sports day events. House team wins the event. Parents involved in warm up and initial team games.</p> <p>Children had the opportunity to</p>	<p>The children really enjoyed attending new events. Look for more opportunities to attend new events. Opportunities for inclusive events in school with Katie eg. archery</p> <p>Continue with this style of event next year.</p> <p>Will send new teams to this event next year.</p>
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<p><u>Climbing Competition</u> at High Venture Outdoor Centre on March 3<sup>rd</sup></p> <ul style="list-style-type: none"> <li>-To try out a new sport by attending the event</li> <li>-To compete against other schools at a climbing event</li> <li>- Outdoor adventure opportunity</li> <li>- Confidence and team building</li> </ul>	<p>Year 3 – team of 6 Year 4 – team of 7 Year 5 – team of 6</p> <p>High adventure will organise the event and buses provided. Children chosen who have never attended the event before and consider children who would benefit from this opportunity. Opportunity to compete in a new event and learn new skills</p>	<p>Year 4 - £35 Year 5 = £30</p>	<p>try a new activity and to challenge themselves.</p> <p>Opportunity to work as a team to compete against the other schools.</p> <p>Building personal confidence and challenging oneself.</p>	<p>Look for more outdoor opportunities.</p> <p>Use the team building equipment we purchased to continue to develop working as a team.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Carol Shuttleworth
Date:	19 <sup>th</sup> July 2020
Governor:	
Date:	