

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	£9,978
Total amount allocated for 2021/22	£16,728
Total amount spent 2021/22?	£26706

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?</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> <p>Please see note above</p>	75%
<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>	75%
<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	
<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?:
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>EG completed audit of equipment and assessed their condition.</p> <p>Speak to midday supervisors.</p> <p>Pupils and staff were questioned as to what equipment is most used/popular.</p> <p>EG wanted to include resources for less-engaged children so ensured the toys met their interests so made an effort to ask these children.</p> <p>JM spoke to risk-assess and staff more outdoor areas to create more space for outdoor sport.</p>		£295	<p>Children have used equipment as part of their active break times.</p> <p>Pupils now use sports equipment during afternoon exercise.</p> <p>More outdoor zones have been created to create more space and opportunity for physical activity.</p> <p>Arrived Autumn term and throughout the year.</p> <p>Y6 girl commented “I really enjoy using the coloured scarves to do different dances.”</p> <p>One Year 4 boy commented “I love using the pop-up goals to create other games.”</p> <p>A high percentage of pupils from Year 1</p>
					Sustainability and suggested next steps:
					Ensure that equipment is looked after and managed effectively.
					Seek continuous feedback from lunch staff, pupils and monitor use of the equipment.

<p>To encourage more active play at lunch times, Tigers Trust to run two lunch clubs per week, to target less-engaged pupils.</p>	<p>JM to arrange areas and staffing. EG to speak with Sports Leaders and pupils to determine which sports would be enjoyed. EG to liaise with Tigers Trust about the focus of the clubs. These are to change regularly. Lunch staff and EG to monitor attendance of the clubs.</p>	<p>Part of £8500</p>	<p>to Year 6 engaged with the lunchtime clubs. In the Autumn Term, time was dedicated to training the Year 5 and 6 children to become Play Leaders. This was half a term of dedicated sessions. This enabled the children to encourage and create physical activities for other children at break times, contributing to increased physical activity. One child commented ‘I can lead activities with younger children and it’s so fun!’ The lunchtime clubs have remained popular due to the changing themes such as: football. Dodgeball and athletics. The children are able to join at any time which has helped children to try a range of activities too.</p>	<p>Year 5 Play Leaders to continue their role in Year 6 and impart their knowledge and skills to the next year group. EG to continue to monitor and discuss the impact of play leaders. Next year, EG to explore possibility of Lunchtime staff creating activities for different year groups.</p>
<p>To develop opportunities for more time to be spent engaging in physical outdoor activities in the EYFS area.</p>	<p>Research teepees and protective tarpaulin. Research roof canopy with EYFS team, JM and Ebor. Order and install</p>	<p>Teepee and tarpaulin- £413 Canopy-£8902</p>	<p>There were delays with the delivery of the teepee but it has arrived. The teepee is planned to be used in the outdoor area as a space where children can play, especially during poorer weather. Due to events, the new canopy has been delayed but the team are eager to have this installed so the children have much more space and opportunity for physical activity, especially during adverse weather. EYFS teacher commented ‘It will give us a lot more space for the children to be physically active.’</p>	<p>Develop the use of the teepee and canopy outside and incorporate in outdoor play.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
<p></p>				<p>%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		<p></p>

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 develop children's Maths and English skills through sports-related work with Tigers Trust coaches.	Designate one hour slots per week for each class. Teachers to plan how to use this time most effectively for their children. Teachers to monitor impact in the specific area.	Part of £8500	Robins used coaches to support and facilitate active learning indoor and outdoor learning in their classroom to develop physical development, personal, social and emotional development. Staff commented that children made progress in these areas and less active children were given opportunity to develop their skills. Year 1/2 used the coaches to support with general learning in the class. They were used to increase the confidence of lower-ability learners. The staff kept the children active by leading 'brain breaks' in their learning Year 3 / 4 used coaches to target active times table learning in the class and impact of this was evident in times tables assessments. Year 5/6 used the coaches to encourage a love of reading in the class as the teacher identified this as a barrier. The coaches went out of their way to encourage reluctant readers. They also found sports-related texts and used these to inspire and motivate pupils. Evidence of increased fluency and skills in summative assessments. There was more engagement in reading from home, monitored by the rewards system.	Teachers to consider techniques in their own teaching going forwards.

<p>Link PE to other subjects to embed it across the curriculum.</p>	<p>Teachers to be reminded and consider this in their medium and short term planning.</p>	<p>N/A</p>	 <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>	<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.</p>
<p>Platinum Jubilee Celebrations- To enable all children to participate in a fun, 1950s theme sports day combined with other activities linked to British Values.</p>	<p>Staff to plan the rotation of activities. EG to ensure that equipment is sorted. LS to lead the activities for each class.</p>	<p>N/A</p>	 <p>The children completed a range of activities linked to sport and British Values. One child commented “That was hard... I loved the welly wanging and I won the sack race.”</p>	<p>Staff to consider sporting links to National Events. In 22-23, focus on the World Cup and incorporate it in School celebrations.</p>
<p>Have regular awards for sporting progress and demonstration of core values of the school provided by Tigers Trust.</p>	<p>Weekly awards to be provided to each class in Tigers Trust lessons for various reasons. Teachers to inform choices for awards.</p>	<p>Part of £8500</p>	<p>Children have responded positively to the rewards each week. One child commented that “It makes me want to try hard.” Staff commented that they feel it positively reinforces the core values of</p>	<p>Stickers and awards to be used and more resources ordered if necessary. Teachers to ensure that these awards are celebrated further by</p>

<p>Celebrate sporting achievements outside school by promoting images on Seesaw and Twitter.</p> <p>Using sports to raise money for the wider school community.</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>JM and EG to discuss events with PTFA. EG to support with setting up the sponsored run and sending information. PTFA to plan a sports-related end-of-school treat for Year 6 pupils.</p>	<p>N/A</p> <p>N/A</p>	<p>the school well.</p>   <p>Children have brought their sporting medals into school, across all classes. 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>Year ½ had an epic ‘Smartie Party’ after raising the most money. The staff commented that there was a lot of dancing and fun involved.</p>	<p>ensuring photos are uploaded to Tapestry/Twitter/Seesaw</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>JM to continue to discuss future events and activities linked to sport.</p>
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			Year 6 will have the opportunity to go bowling at the end of the year- this will be the first time for some pupils.	
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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:
Subject Lead support through termly network meetings, regular advice and sharing of information with the Ebor specialist.	JS/EG to attend Ebor network meetings. Read and respond to emails to explore opportunities.	£862	EG has 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.
Tigers Trust to plan and deliver high-quality lessons to increase staff knowledge and skills and the quality of lessons taught to children.	Book Tigers Trust. Staff to observe and work with tigers trust. Tigers Trust to complete staff and pupil voice termly to inform future support for staff.	Part of £8500	Tigers Trust have completed termly feedback questionnaires with staff and pupils. They have used this to inform their future planning and support. PE data is good. Most cohorts are achieving 80% ARE or more. SEN pupils have been included and their attitudes and progress has been very good.	Monitor staff development. Ensure that skills and concepts are applied in teaching. Continue to monitor data and assessment.

<p>Sports Partnership to offer workshops to develop all staff skills – Active 60 focus.</p>	<p>JS to attend Humber PE Conference JS/EG to select menu of options and book training.</p>	<p>Part of £3250</p>	 <p>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.</p>	<p>Continue to explore and engage with training sessions.</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:

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Tigers Trust to train Year 5/6 Play Leaders to facilitate a wider variety of activities and sports at break times.</p>	<p>Plan sessions with Tigers Trust EG to supply hats to play leader children Tigers Trust</p>	<p>N/A</p>	<p>The children have engaged with leading activities and sessions across school. School Council meeting minutes evidence discussion and feedback from this. Children have engaged with netball, basketball, dance and volleyball at their break times which they didn't</p>	<p>Year 5 Play Leaders to continue their role in Year 6 and impart their knowledge and skills to the next year group. EG to continue to monitor and discuss the impact of play leaders.</p>

<p>EYFS to have lessons designed to engage them with a wider variety of sports to prepare them for mixed class teaching in Year 1.</p>	<p>EG to discuss options with EYFS team, looking at KS1 curriculum to bridge the gap. EG to consult with Tigers Trust. Tigers Trust to assess children and build planning from this.</p>	<p>Part of tigers trust payment</p>	<p>engage with before.</p>  <p>EYFS have had a wider exposure to skills, concepts and sports. This means they have more understanding for their lessons in Year 1. This should bridge the gap between Year 1 and Year 2 next year. For example, they have looked at pre-netballing skills ready for their learning in Year 1.</p> 	<p>Continue to monitor and baseline in September to highlight any other improvements.</p>
<p>A wider selection of after-school clubs to give all children more opportunities to experience a wider range of sports.</p>	<p>EG and JM to plan with Tigers trust BR to monitor attendance and communication to parents by devoting time each week to monitor and put information out to</p>	<p>£2000</p>	<p>Weekly KS1 and KS2 clubs have run each week. These have covered: football, dodgeball, multi-sports, rounders, cricket and athletics. The children have had a large opinion</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>-</p>	<p>parents.</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>about what they would like to experience. One child commented “I was surprised how much I enjoyed playing rounders. I have got a lot better.”</p> <p>Children completed a range of sporting opportunities: raft building, rock climbing, tower climbing, fencing, and archery. One child commented “My mum is taking me to an archery club now.” And others have said they are interested in other sports. Staff commented “It was great to see the children’s confidence grow. They enjoyed the activities and embraced the challenge”</p>	<p>Continue to promote sports. Look into getting archery/fencing instructors in school next year.</p>
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<p>Following Covid, we noticed a need for Year 3, 5 and 6 children to have additional swimming lessons.</p>	<p>BR to book lessons and transport JM and EG to arrange the trips to the swimming pool.</p>	<p>Lessons- £1059 Transport-£1425</p>	 <p>On third of year 6 children were now able to pass their 25m, compared to their last swimming lessons in Year 3. The Year 5 children increased their percentage pass too with over half passing. This was the first time they had been swimming.</p> <p>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.</p>	
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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		£3250	EG to continue to ensure that children attend a range of activities and events in the partnership.



Riston has several events including Cross Country, golf, Athletics, Table Tennis, Hockey
 “It’s really good to see other friends, and do lots of sports.” Commented one child after a competition.

Team Riston had lots of fun participating in the Indoor Athletics competition at Hornsea this week. #ristpa . Thanks so much to Mrs Prosser for accompanying the children @SiggsCEPrimary



11:31 am · 2 Feb 2022 · Twitter Web App

<p>Plan and hold a football match with our partner school.</p>	<p>JM to arrange the date and event. BR to share information with parents Children to attend</p>	<p>N/A</p>	 <p>The completed the football match in Spring 2. The children commented that it was “Good to be a team.” And compete with others.</p>	<p>Continue to build and develop competitions between the two schools.</p>
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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