



Evidencing the Impact of the Primary PE and Sport Premium

Dringhouses Primary School Plan 2021/2022 Impact

Commissioned by
Department for Education

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Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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](https://www.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.

Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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.

We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money



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 students today and for the future.

<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>	85%
<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>	24%
<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 – Year 6 booster swimming sessions

Academic Year: 2021-2022	Total fund allocated:	Date Updated: July 2022		% of total allocation
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improve physical activity levels in our most inactive pupils.	<p>Increase percentages in all year group for those children attending ASCs and representing the school – specific focus on offering opportunities to those children deemed inactive as highlight through school tracker (Continued post (COVID))</p> <p>YSSN offer increased. Targeting least active</p>		Participation levels are continued to be tracked throughout the school. This data is being used to highlight those children deemed as inactive alongside the use of the Kobocca survey. This information is being used to target those inactive pupils for the next academic year.	The participation tracker is a working document that will follow the children in their journey at Dringhouses. Those inactive children will be specifically target for future ASC.
Provide additional lunchtime and after school clubs for pupils to access their 30 minutes of physical activity. Engage the least active pupils in meaningful activity and give them the confidence to move on to regular extra-curricular and community clubs to ensure lifelong participation.	<p>Increase percentages in all year group for those children attending ASCs and representing the school – specific focus on offering opportunities to those children deemed inactive as highlight through school tracker.</p> <p>School playground improvement and equipment.</p> <p>Refresh and update of provision available to children on a lunchtime basis</p>		YSSN, Yorkshire Cricket Board and school staff offering lunchtime and ASCs. Uptake in the clubs has been 20+ children.	<p>Training of KS2 play leaders to lead physical activity opportunities at break time and lunchtimes – continuing/retraining.</p> <p>School playground equipment has been improved – use of storage on the playground for easy access. This allowing lunchtime to continue being active.</p>

<p>Ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extracurricular clubs as possible.</p>	<p>Continue to use pupil voice to ensure clubs meet the demands of pupils.</p> <p>Reintroduce ASC offer post COVID</p> <p>Use participation tracker to identify those children deemed less active.</p>		<p>Clubs at 20+ for all activities.</p> <p>Clubs able to take place again post pandemic.</p> <p>See 'Participations Level' document – attached.</p>	<p>To have extra-curricular clubs on offer daily throughout the school by the spring/summer term – this target is to continue from the previous year.</p>
<p>Ensure breaks and lunchtimes have the option of active play. Encourage pupils to take part to achieve the guidelines.</p>	<p>Re-design of playground area to encourage pupil engagement in active play.</p> <p>Relaunch school play leaders - YSSN</p> <p>Refresh and update of provision available to children on a lunchtime.</p>		<p>Purchase of basketball nets alongside teaching of basketball in PE has seen Y6 children self-organise and self-run a lunchtime basketball league.</p> <p>Launch of 'Daily Mile' has seen children trying to 'improve their lap score' at breaks and lunch.</p>	<p>Y5/6 pupils to continually pass on skills to upcoming year groups to carry on play leader group.</p> <p>High quality investment in high quality equipment!! (Lunchtime trolley was a great success however equipment bought was not of a great quality and was easily subject to wear and tear) – this is something that will need regular investment to ensure children are engaging with the frequently.</p>

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure pupils are healthy and happy students.	Complete annual school survey – pupil voice (Kobocca). Use of pupil voice - wellbeing		Evidence through student voice and school survey.	Continue to establish which pupils will gain the most from the sports premium funding.
Develop and enhance leadership, communication and origination skills in young people.	YSSN to provide playleader training to year 5/6 pupils each year. This will include leadership, communication and organisation skills training.		Ongoing.	Ensure all midday supervisors are involved in playleader training to allow them to be continued without PE Specialists.
Build confidence and feeling of belonging to the school through ensuring all pupils represent the school in some form.	Increase the % of children representing the school in competitive sport. Intra-school competitions at the end of PE unit.		School sports tweets displayed on class information stations and on entrance display board. Children are recognised in special mention for their sporting involvments	Continue to engage in School Games competitions. Child written match reports to go in school newsletter.
Build collaboration and team ethic as key principles of Dringhouses Primary School	Use of tweets on class information stations to showcase participation.		Kit application successful – students excited and proud to have the opportunity to wear. Active twitter feed for all competitions.	Kit to be worn at ALL competitions and tournaments. A sense of Dring identity.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improve the knowledge and skills of staff in teaching PE to ensure high quality PE Lessons.	All teachers to receive mentoring through YSSN partnership for a half term block. Reflection sheet post mentoring.		Evidence is now shared in teams and is planned by a teacher with PE experience. This planning is then shared and talked through if and when needed. This approach has had a positive effect – one teacher station they are teaching the best PE they ever have. Use of YSSN PE specialist to team teach has allowed unskilled/unconfident teachers to develop their skills. This support has been greatly received and appreciated by staff.	PE co-ordinator to spend time with class teachers sharing practice and idea. Observing lessons and looking at planning. Progression in PE to be evidenced. Continue with extra buy in of YSSN PE specialist.
Improve the quality of delivery of striking and fielding through accessing National Governing Body CPD mentoring such as Chance to shine.	Engage in Chance to shine skills program to upskill teachers in delivery of Cricket.		Did not take place due to staff illness and being unable to reschedule.	Chance to Shine scheduled to take place next academic year.
Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity.	All teachers to receive mentoring through YSSN partnership for a half term block. Use paired teaching to upskill less confident teachers.		Teacher voice evidences impact of PE specialist mentoring block. Upskilling teachers in pedagogy and planning of PE.	With continued funding, this is to continue next academic year. Each teacher will continue to receive a half term block with a PE specialist.

<p>Involvement of girls in sports and their access to training and competitions.</p>	<p>Enter all girl specific competitions offered through YSSN. Enter girls' football league. Inclusive ASC selection</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:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Identify which activities pupils would like to try by year group, gender and least active groups.</p> <p>Ensure our school is providing activities that will engage the most pupils as well as the least active.</p>	<p>All Pupils to complete survey to establish most popular sports. Top sports for each year group to be provided.</p> <p>Top sports requested by least active group to be provided. (Utilise YSSN Staff)</p> <p>Monitor uptake of clubs and actively encourage pupils from the least active group to attend activities they have requested.</p>		To be completed during summer term.	<p>Renew buy in at element 2 through YSSN.</p> <p>Complete Survey every year to allow student voice to influence our extra-curricular sports program.</p>
Access sports through YSSN and other providers which are currently not offered through school.				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure all pupils receive the opportunity to represent school in competition.	<p>Provide intra school competition for every child through PE lessons with teachers and PE Specialists.</p> <p>All Pupils to complete survey to establish which pupils have not represented the school in sport. Work with these pupils to ensure they are given this opportunity if wanted.</p> <p>Full completion of YSSN activity calendar.</p>		<p>Participation in competitive school sport is now tracked through the entire school.</p> <p>School organising 'friendly fixtures' to give the opportunity to those children less confident in a competitive environment.</p> <p>KS2 entering all YSSN competitions – congestion of Summer calendar had an impact on all competitions being able to be accessed</p>	<p>Opportunities for KS1 to represent the school in competitive sport.</p> <p>B Team fixtures used to target those pupils that have not represented the school in competitive sport.</p>