

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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](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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2022. 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 allocated for 2022/23	£18,663
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£18,663

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 2023.</p>	70%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	68%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	45%
<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>	<p>Yes – Year 6 booster swimming sessions focusing on life rescue skills</p> <p>£730</p>

Academic Year: 2022/23		Total fund allocated:		Date Updated:	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:	
				54.7%	
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:
All pupils to take part in 1 hour 30 mins of scheduled, high quality P.E lessons weekly.	All pupils from EYFS to Year 6 take part in 90mins scheduled PE lessons a week. YSSN PE specialists are utilised in order to support the planning, structure and delivery of these PE lessons. All members of teaching staff in school to work with the PE specialist for at least a half termly block throughout the academic year. PE lead to ensure structure and planning of PE is in line with school philosophy of PE. PE led to plan and direct PE specialist. Teaching staff to complete questionnaire pre working with specialist to focus key areas of development for that half term. PE led to support and guide teaching staff on delivery and planning of subject.		YSSN buy in £1150 Resourcing of equipment £500 Ignite Sports Coaching £1120	All staff members have received two half terms of mentorship from the YSSN PE specialist. This mentorship saw staff observe, shadow, team-teach and receive continual feedback in lessons. Staff were questionnaired on entry and exit of their mentorship blocks with all staff feeling their confidence, subject knowledge and teaching ideas had been improved as part of the mentorship. This was then implement in teachers own teaching.	A move away from the mentorship scheme that has run for previous years and a monitoring of PE being taught in school as a result of numerous years of the mentorship package.
Improve physical activity levels in our most inactive pupils and provided a wide range of sporting opportunities for all pupils across the school.	Pupil participation tracker in order to see least active pupils. YSSN kobocca survey to identify least active pupils. YSSN to provide ASC opportunities for targeted groups.		Kobocca as part of YSSN £350 ASC £540	See attached pupil participation tracker including figures on pupil premium and SEND children.	Increase the amount of ASCs available to children at DPS. Ensuring ALL children have been offered a place at an ASC and that AT LEAST 60% of all year

Provide additional lunchtime and afterschool club groups for pupils to access their 30 minutes of physical activity. Engage the least active pupils in meaningful activity to give them confidence to move on to regular extracurricular and community clubs to ensure lifelong participation	YYSN providing extra curricular for targeted pupils. Staff providing out of school clubs. YYSN to train play leaders who will run activities on a lunch time for all pupils.	Training of play leaders as part of YYSN Funding £1050 ASC £540	Successful implementation of Sports leader through the YYSN package and as part of schools wider OPAL package. The training of play leaders lead to twice daily sessions of games and activities put on for all classes across the school at lunchtimes.	groups have participated ASCs.
Ensure breaks and lunchtimes have the option of active play.	Quality of equipment available in order to encourage children to play. YYSN to train sports leaders to encourage active play.	Extension to trim trail £1800	Introduction of the OPAL play scheme has seen increasing activity levels at break and lunch times. It has also decreased the number of behaviour incidents and accidents. Continual restocking of equipment allowing for high quality PE and play.	Continuation of Sports leaders at DPS. Next year playleaders to be trained in Y6 and Y5 to ensure a smoother transition the following academic year.
Children actively encouraged to engage in active lifestyle choices	Form links with local clubs so children can pursue interests out of school. Clubs are planned in direct correlation to children's interest through pupil voice and Kobocca survey.	Equipment £500 Opal play initiative £2500	Pupil voice surveys used to align ASCs with children's interests. See attached pupil participation tracker for child engagement including Pupil Premium and SEND participation.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 6.7 %
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>Ensure pupils are healthy and happy students.</p> <p>Develop and enhance leadership, communication and origination skills in young people.</p> <p>Build confidence and feeling of belonging to the school through ensuring all pupils represent the school in some form.</p> <p>Build collaboration and team ethic as key principles of Dringhouses Primary School</p>	<p>Completion of annual schools survey and pupil voice.</p> <p>YSSN to provide training for pupils to be sports leaders.</p> <p>Allocation of funds to support refugee and PP pupils access to residential school trips.</p> <p>School sports tracker in place to see who has represented the school. All children to be given the opportunity. Each half termly block of PE to be consolidated with an intra-school competition.</p> <p>Showcase on schools, fb page, Instagram and website. Achievements to be shared in whole school assemblies and displayed on class information stations.</p>	<p>Kobocca and play leader training as part of YSSN £350</p> <p>Residential Hardship Fund £750</p>	<p>Through the YSSN Play leader training, children became self-sufficient in running their sessions. The play leader team consisted of 10-15 Y6 pupils who ran sessions for children from reception to Y6.</p> <p>See school sports participation tracker as attached including SEND and PP children. All children across the school participated in intra-school competitions and part of their end of term block.</p> <p>PE curriculum assembly now take place every half term. These assemblies showcase the PE and sport that has been taking place across the school. These assemblies are also used to promote PE within the school. Collaboration and community minded at two of Dringhouses character values and are key principles that the school drive.</p>	<p>Enhance the leadership opportunities within school in relation to play leaders – extended to Y5/6 and refreshed every half term.</p> <p>Increasing in inter school competitions for year groups other than Y5/6.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 25%
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:
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.	Tutoring as part of YSSN £2000 Ignite Sports Coaching £1120	All staff members have received two half terms of mentorship from the YSSN PE specialist. This mentorship saw staff observe, shadow, team-teach and receive continual feedback in lessons. Staff were questionnaired on entry and exit of their mentorship blocks with all staff feeling their confidence, subject knowledge and teaching ideas had been improved as part of the mentorship. This was then implement in teachers own teaching.	
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.			
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.	Tutoring as part of YSSN £1500	All ASCs that run are offer inclusive selections and are open to everyone. See Pupil tracket sheet for SEND and PP numbers.	

Involvement of girls in sports and their access to training and competitions.	Enter all girl specific competitions offered through YSSN. Enter girls' football league. Inclusive ASC selection	Competition entry as part as part of YSSN £100		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 5.3%
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:
Offer and range of sports and activities across the school and throughout the academic year Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.	YSSN provides ASCs. Staff to provide ASCs. Buy in of external ASCs. Identify local clubs in the area where pupils attend and promote clubs to offer a wide range of opportunities.	ASC as part of YSSN funding £1000	See attached ASC calendar for the 2022 – 2023 academic year.	Increasing the ASC offer at DPS. Using the Sports premium budget to ensure morning and ASC are happening $\frac{3}{4}$ days of the school week.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 5.3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure 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>	PE Specialist and survey as part of YSSN £1000	All children in KS2 take part in intra-school competitions at the end of a half termly PE unit. Children are also tracked throughout the year in regard to their ASC attendance and if they have represented the school during that academic year. In alignment with the 'Dring 50' all children are required to represent the school during their time at Dringhouses.	Delegation of responsibility of school staff in regards to extra curricular school competitions.

Signed off by	
Head Teacher:	Mr B Sutton
Date:	20.9.23
Subject Leader:	Mr S Hardcastle
Date:	20.9.23
Governor:	Mr M Boxall
Date:	20.9.23