

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 2021/22	£ £2,700
Total amount allocated for 2022/23	£ £16,921
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ NA
Total amount allocated for 2022/23	£ NA
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 19,621

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%

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?

No

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: 2022/23		Total fund allocated: 16,880		Date Updated: 03.11.22	
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					Percentage of total allocation: 50%
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: £8,440	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To improve fitness activities during Breakfast Club.	1. Devise a personalised approach to 'Wake Up, Shake Up' during Breakfast Club, with Rufforth's Sports Leaders being invited to create music, dance and fitness videos to encourage greater participation and engagement. Audit and purchase active games equipment & resources e.g. portable badminton set to provide a range of activities.	£	'Wake Up, Shake Up' fitness video created by Sports Leaders has had a positive impact on those attending Breakfast Club and forms a regular part of the morning routine. Some pupils use a limited range of active games periodically at Breakfast Club. This is not extensive and requires further consideration and development.		Video to be updated annually using 'current' Sports Leaders to optimise participation and engagement. Consider creating additional/alternative videos to support and encourage interests in dance and fitness etc. Survey interest, through the Pupil Voice of club attendees, in active games and resource accordingly.
To improve fitness activities during After School Club.	2. Create a range of 'fitness challenges' to be set up in the hall – notice board required. 3. Continue to offer a daily outdoor play session, weather permitting. 4. Audit active games resources.		'Fitness challenges' are well established and available to all pupils who attend Breakfast and After School Club. Take-up has been excellent! The outdoor play sessions continue, weather permitting, across the year.		Continue to offer a range of fitness challenges, reviewing regularly to maintain interest and engagement. Audit 'active' games, considering the viability of those requiring considerable space/supervision.
To ensure the pupils have sufficient space at break times to be active.	5. Review zoning of the playground (timetables) and field in the summer months to ensure that all pupils can access the resources they would like to use and have the necessary space to do so.		Areas for football and other ball games have been identified and football rotas have been established. Pupils are aware of zoning and timetabling. Access to the tyre-park etc. is available year-round. A track to encourage take-up for the 'daily mile' was added to the field during the summer months.		Space is always at a premium and allocating areas to support all interests can be challenging. Zoning and timetabling should be reviewed regularly to ensure that the most efficient use is being made of the space available and that it reflects pupils' needs and interests.

To ensure all pupils have the opportunity to be active at break times.	<ol style="list-style-type: none"> 6. Twice a week, sports coaches run enrichment clubs during lunchtime. One session for KS1 and one for KS2 (to reflect pupil interest and upcoming tournaments) 7. Trained Sports Leaders to lead lunchtime sessions. 8. New Sports Leaders to be trained (Summer 2). 9. Offer a football club for girls to promote equal opportunities. 10. Offer a boccia / archery club for SEND and less active pupils. 		Lunchtime clubs are offered to all KS1 and KS2 pupils. They rotate across the year and reflect pupil interest and the need for additional coaching for upcoming tournaments and competitions. Sports Leaders for 2023-2024 have been trained and are available to offer lunchtime sessions. Clubs for SEND and the less active have been offered and well attended. Girls' football was well received.	Commitment to maintaining activity at break times needs to be ongoing. Pupil Voice should be at the heart of the selection process for clubs and all groups should be catered for across the course of the year. 'Invitation only' clubs and interventions for SEND and the less-active have provided a safe and stimulating environment for pupils to experience a range of new and familiar physical activities. Feedback has been positive.
To offer physical activity clubs to all year groups across the school week.	<ol style="list-style-type: none"> 11. Total Sports provide afterschool enrichment clubs to KS1/2 with a half termly focus. 12. Continue to subsidise the cost of after school clubs to ensure all pupil groups have access to the 'same offer'. 13. Continue to offer SEND and less actives access to lunchtime/enrichment clubs and interventions. 14. Conduct pupil voice exercise to understand pupil preference for enrichment activities. Target SEN and less active groups. 		The uptake for afterschool enrichment clubs has been considerable in both KS1 and KS2. Subsidised costings have ensured that all pupils have access and that barriers are removed. Pupil Voice is used to understand interests and preferences and informs the yearly plan. SEND and the less active also have access to lunchtime clubs and interventions.	Enthusiasm and engagement remain high across the school with Pupil Voice balancing a need to prepare pupils for upcoming Sports fixtures and events. Children attending relish the challenge offered and are always keen to improve their performance and represent their classes and school in both inter- and intra-events.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

15%

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: £2,532	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Sports Week</p> <p>To provide an opportunity to celebrate the importance of sport and the value of healthy living.</p> <p>To provide the opportunity to try new activities, develop new or existing skills and to encourage an appreciation for competitive sport.</p>	<ol style="list-style-type: none"> 1. Use pupil voice to ascertain interest levels in a range of different sporting opportunities and activities. Sample different groups. 2. Identify a suitable week to hold Sports Week in and timetable activities. Ensure that any additional/ new resources required, are purchased. 		Sports Week was highly successful. Pupils experienced a range of contrasting and challenging physical activities – feedback was very positive. Sports Day was well attended and supported by parents and the wider community. Sports Leaders and Y6 pupils experienced leadership and coaching opportunities. All pupils	Identify a date for the start of Sports Week and Sports Day. Start early to plan for the inclusion of a range of new sports and physical experiences for Sports Week.

	<ol style="list-style-type: none"> Organise a whole school sports day event that parents are invited to/ can be involved with. Elicit feedback from parents/ pupils. 		participated in events across the day – some of which involved working as a team whilst others promoted individual competition.	
<p>Swimming</p> <p>To ensure that all Year 6 pupils can meet the expectations of the curriculum and swim a minimum of 25m.</p> <p>To provide essential water skills and swimming opportunities to KS2 pupils who may have had their learning interrupted by the restrictions imposed by Covid.</p>	<ol style="list-style-type: none"> Contact swimming providers to arrange for swimming lessons to take place in the spring term for all pupils in Years 3-5. Audit swimming skills at the start and end of the teaching sequence to ensure that progress has been made. Identify Y5 children who may need to attend lessons next year in order to achieve 25m+ by the time they leave school. 		<p>Energise Pool was attended during the first half of the Spring term by pupils in Years 3-5.</p> <p>Initial assessments were made and progress was measured. Professional swimming instructors ensured that misconceptions were addressed and that all pupils had a positive experience.</p> <p>Longer, 45 minute lessons maximised the progress that could be made across each session.</p>	<p>Next academic year Class 3 will attend swimming lessons with those pupils from UKS2 who are still working towards the end of Key Stage 2 expectations. The take-up of 45 minute long lessons will continue to maximise the potential progress that can be made across the half term block.</p>
<p>For the whole school community to enhance their knowledge around healthy eating and nutrition.</p>	<ol style="list-style-type: none"> Continue to monitor lunch boxes and healthy snacks in line with Healthy Schools guidelines to ensure that high standards are maintained. Continue to access Phunky Foods resources to support healthy eating and participate in face to face workshops to support curriculum and learning. Breakfast/ After School Club continue to offer healthy meal/snacks as part of their provision following a member of staff's attendance at Provide a gardening club to promote ideas around 'grow your own' with its associated health benefits. Participate in face-to-face workshops to enrich the curriculum e.g. Hutchinsons to provide a healthy eating/ nutrition workshop. 		<p>Lunch boxes and snacks are in line with Healthy Schools guidelines and both Breakfast and After School Club continue to provide healthy snacks as part of their provision.</p> <p>Phunky Foods resources have supported teaching and learning in Science and DT lessons and a very active, popular gardening club has promoted positive values around the health benefits of 'growing your own'.</p>	<p>Continue to promote values associated with healthy eating and its associated benefits through the monitoring of food eaten at school.</p> <p>Continue to access Phunky Food resources to support work across the curriculum.</p> <p>Encourage the continuance of Gardening Club.</p> <p>Participate in workshops to enrich the curriculum e.g. Hutchinsons to provide a healthy eating/nutrition workshop.</p>
<p>To continue to teach healthy eating through the design and technology and science curriculums.</p>	<ol style="list-style-type: none"> Staff to continue to teach DT and Science topics centred on healthy eating in school. 		<p>EYFS, KS1 and LKS2 participated in Science and DT topics relating to healthy eating this year. Pupils are able to talk about what constitutes a healthy diet and why it is important to have one.</p>	<p>Continue to embed the Science and DT curriculums identifying where links can be made with healthy living, lifestyles and activity.</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: £4,220	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
In order to improve progress and attainment of all pupils the focus is on up-skilling the staff.	<ol style="list-style-type: none"> 1. Total Sports continue to develop the CPD element of their provision with the introduction of bespoke progression mapping, readily accessible lesson plans and unit overviews. 1:1 training and CPD is to be offered within PE sessions where appropriate. Training cycles will provide opportunities to observe, work in partnership and lead sessions using a mentoring model. Short training videos are to be made to demonstrate new skills and highlight what progress across a series of lessons will look like. 2. Teachers work with coaches to provide support for SEND in PE lessons and interventions/ clubs for all pupils including SEND and less active groups. 	£	<p>Total Sports have continued to develop the CPD element of their provision by developing bespoke provision mapping, unit overviews and lesson plans and through the introduction of short training videos.</p> <p>They have attended training, which has been cascaded to teaching staff at Staff Meetings and have started to develop a more formalised training and mentoring model to be introduced in the next academic year.</p> <p>Teachers have started to work more closely with coaches to identify opportunities to support SEND in lessons and to encourage engagement from the less active through targeted interventions and clubs.</p>	Formalised training cycles to be introduced to provide additional CPD for teaching staff. PE Coordinator to work with the SENDCO to incorporate adaptations for pupils with SEN into long term planning.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
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: £1,688	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Audit PE resources to ensure there is the appropriate equipment for high quality PE lessons and enrichment clubs.	<ol style="list-style-type: none"> 1. Pupil voice to identify new areas of interest e.g. multi-skills etc. – to be resourced in line with feedback. 2. Review and purchase equipment required for high quality PE lessons and enrichment clubs. 	£1,685	Resources were audited and equipment required for the delivery of the 'refreshed' curriculum for 2022-2023 was purchased. This included materials necessary for the delivery of orienteering, which will also support work in Geography. Mental health and wellbeing opportunities	The auditing of resources should continue to take place annually and should support the implementation of the long-term plan for PE and the physical and mental health and wellbeing of all pupils in school. Additional purchases should be made

Support mental health and wellbeing of pupils in school.	3. Offer mental wellbeing and resilience workshop to all KS2 pupils (Ross Divorty)		were offered to small groups and individuals this year through ELSA interventions and the Wellbeing Service.	in response to changing needs and interests and should reflect Pupil Voice. A wellbeing workshop for KS2 Needs to be organised.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Rufforth Primary School has retained the School Games Mark Gold in 2021/22 (2 nd year) and intends to continue all its good work with the intention of applying for a third Gold Award this summer.	<ol style="list-style-type: none"> 1. Ensure that all pupils continue to have the opportunity to participate in a range of sporting events and activities. 2. Ensure that engagement by all groups is sufficient to maintain the gold award for the third year. 3. Audit resources annually to ensure that equipment is sufficient to provide adequate provision in line with a review of the PE curriculum, any changes made to the long-term plan and appropriate equipment for pupils to train for competitive events. 	Included above £	School was awarded the School Games Mark Gold again this summer (3 rd year) in recognition of the quality of Sports / PE provision and the engagement of pupils in the events, tournaments, festivals, activities and clubs organised and offered across the course of the year. See comments in Key indicator 4 relating to the auditing of resources.	Ensure that all pupils continue to have the opportunity to participate in a range of sporting events and activities. Ensure that engagement by all groups is sufficient to maintain the gold award for the fourth year.

Signed off by	
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Date:	28.09.23
Subject Leader:	Emma Kite
Date:	28.09.23
Governor:	
Date:	