



# **Evidencing the impact of the Primary PE and sport premium At Haxby Road.**

**Commissioned by the  
Department for Education  
Created by**

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
- 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](http://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 by the end of the summer term or by **31<sup>st</sup> July 2021** 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 2021.

To see an example of how to complete the table please click [HERE](#).

Created by:  **YOUTH  
SPORT  
TRUST** Supported by:

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"><li>● Brain Breaks - We design it to be done in the classroom as a break during lessons to help with pupils' engagement in lessons using short bursts of exercise.</li><li>● Children are much more active at break times and lunchtimes.</li><li>● Staff are more confident with the delivery of PE lessons after purchasing the PE Hub membership</li><li>● We achieved the Virtual School Games award recognising what we achieved with children and physical activity during lockdown within our schools sports partnership.</li><li>● Engagement in some inter and intra competitions</li><li>● Increased activity levels per day outside of PE lessons using different Initiatives and challenges i.e break time/lunch time .</li><li>● Involvement in 'Girls Active' initiative</li></ul>	<ul style="list-style-type: none"><li>● To continue to build on the success of Sports Leaders by creating a timetable of events which Sports Leaders will run.</li><li>● Continue to expand school and community links by utilising the school website and newsletter to signpost parents and children to opportunities within the community.</li><li>● To continue to develop provision for 30 minutes of daily physical activity through the introduction of a daily activity break. This will be even more important as the vast majority of children return after a long time away from the school environment.</li><li>● Implement a more rigorous intra-sport program so all children have multiple opportunities to participate in competitive sport.</li><li>● Further raise the profile of PE and sport across the school as a tool for whole school improvement.</li><li>● To start school swimming, when it is safe to do so.</li><li>● Increase range of extra-curricular PE clubs on offer to all pupils (this has not been possible this year)</li></ul>

Did you carry forward an underspend from the 2019-20 academic year into the current academic year?

**YES**

Total amount carried forward from 2019/2020 £8165  
 + Total amount for this academic year 2020/2021 £21970  
 = Total to be spent by 31st July 2021 £ 13,755



Created by: Supported by:

<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 transfer to the pool when school swimming restarts.</p> <p><b>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.</b></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><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 2021. 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>	80%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	83%
<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>	No



Created by: Supported by:

Academic Year: 2020/21	Total fund allocated: £	Date Updated: July 2021		
<p><b>Key indicator 1:</b> 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>			<p>Percentage of total allocation:</p> <p style="text-align: center;">15%</p>	
Intent	Implementation		Impact	
<p>-Educate children to the value and benefits of a healthy active lifestyle.</p> <p>- Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</p> <p>- Use active lessons to increase physical activity levels and learning.</p> <p>-Target priority groups - Pupil Premium/ SEND/inactive children.</p> <p>To support the children’s physical and mental well-being, improved levels of concentration as well as physical fitness- changes to the daily routine (given timetable constraints for outside due to staggered breaks) to deliver sporting activities.</p>	<p>- Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing.</p> <p>Further CPD from sports specialists and School sport partnerships (SSP) to broaden subject knowledge of PE and sport teaching. Purchase of essential equipment and resources to enable a wide variety of sports to be taught effectively.</p> <p>All classes to engage children in active breaks in or between</p>	<p>Funding Allocated:</p> <p>£3168</p> <p>Sport specialist to run enrichment for years 5/ 6</p> <p>After school Sports clubs for years 3/ 4 and years 1/ 2</p>	<p>- Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour</p> <p>SSP and sports specialists have provided the school with links so each class can access active PE sessions on youtube and Koboca to ensure children at home are still accessing a broad and balanced PE curriculum (<b>lockdown January-March</b>)</p> <p>Children take part in regular active breaks throughout the day Gives</p>	<p>- Monitor physical activity levels to ensure ALL classes meet the government guidelines of at least 30 minutes a day for each child in school time.</p> <p>Enable staff to be able to offer and teach a wide range of sport within their PE sessions with confidence</p> <p>PE lead to monitor impact of Koboca sessions across</p>

<p>To keep the children engaged during the school day- regular, cross-curricular physical activity breaks throughout the day were used (active breaks and mental health and wellbeing), to get children moving particularly during a time when they are seated in rows.</p> <p>All children are encouraged to increase their fitness through internal colour house competitions.</p> <p>Children are engaged in high quality play/regular activity throughout lunchtime break to increase: mental wellbeing, pupil aerobic activity, team building and communication; balance, coordination and core strength; skill, tactic and to encourage pupils to independently design and build.</p>	<p>lessons to increase regular physical activity (twice weekly).</p> <p>Whole school sports day took place in the last week of July 2021, (The sports days took place over 4 days run by our sports specialist . The school also ran Inter- coloured house sporting tournaments/competitions throughout the year, for all children, ie: Football (Euros), Cricket, Rounders, , tug of war, Tag Rugby and Athletics to coincide with the Olympics.</p> <p>Year group bubbles are engaged in daily physical activity on the field/playground for approx' 60 minutes a day- each bubble has an activity and changes daily. Play time and lunch time staff to have support/training to lead engaging and covid safe activities during break times - purchase of new equipment for use at lunchtime: New</p>		<p>children opportunity to move more during class time to aid focus during lessons. Using P.E activities to ensure children have brain breaks during learning, especially as, due to Covid, movement in class is difficult. (Spring):children at school accessing Koboca regularly and all other children have class logins to access Koboca at home (remote learning to ensure they are still receiving active sessions and brain breaks to support their learning</p> <p>Sports day for EYFS/KS1 and KS2 organised – children within phases kept in their class bubbles and scores added and awarded for house points. Impact – development of social skills positive relationship building for life. Demonstration of leadership, teamwork and communication skills, alongside facing new challenges.</p>	<p>the school – complete staff and pupil voice for Koboca in spring.</p> <p>Review training needs for midday supervisors going through games and rules to help run an effective play/lunch times- autumn term. Training took place in summer term with MDS to use all new equipment.</p>
---	---	--	--	--

Provision of after school sporting clubs for children-mindful of COVID	basketball Nets for KS1 & KS2 Multi-skill equipment - target throws, skipping ropes, hoops, etc). External training for our new Pupil Advocates (Sports Leaders) and mid-day supervisor training where necessary.		Was not able to take place due to Covid restrictions and in summer term, need to use all available rooms for bubbles.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				4%
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 children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.  To embed physical activity into the school day through active travel to	Year 6 children to train year 5 children in becoming play leaders. To develop a program of peer mentoring across school.	£500 for sport leader resources (jumpers/caps /activity boxes.	Having the sports leaders out at playtime/ lunchtime is having a real positive effect on all key stages, especially key stage 1. helping with promoting active/healthy lifestyle, emotional resilience and understanding the importance of winning and	To continue to raise the profile of school sport and daily exercise throughout the school and within the wider community. To continue to research the benefits of new sports and activities on the impact of children's physical

<p>and from school, active break times and active lessons and teaching</p> <p>Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</p> <p>To raise the profile of PE and sport at home</p> <p>Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Use PE and sport to develop the whole person including thinking, social and personal skills? - Use PE teaching to aid fine and gross motor skill development? - Use sporting role models used to engage and raise achievement?</p>	<p>All classes to use Koboca to engage children in active breaks in or between lessons to increase regular physical activity</p> <p>Introduce a healthy eating week (postponed due to COVID)</p> <p>School to offer access to Koboca at home to promote to parents</p> <p>As a school we contribute funding to sustain The York School Sport Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> <li>• Additional competitions outside of the School Games programme</li> <li>• Comprehensive CPD programme</li> <li>• Outdoor activity days</li> <li>• Remote learning</li> </ul> <p>Lessons/activities</p> <ul style="list-style-type: none"> <li>● Sport specialist from SSP teaching across school in terms 1,3 &amp; 5</li> </ul>		<p>losing.</p> <p>Gives children opportunity to move more during class time to aid focus during lessons Children are taking part in active play and it is having a positive impact on their focus during lesson time.</p> <p>Opportunities for pupils to access fun fitness activities at home (Lockdown) Children working from home have received a class log in for Koboca</p> <p>Personal development (physical skills, thinking skills, social skills and personal skills). - Attainment and achievement, behaviour and attendance. - PE</p>	<p>development and mental health.</p>
--	---	--	--	---------------------------------------



<p>- Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils) - High quality PE lessons delivered during curriculum time. - To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school</p> <p>- School staff better equipped/ more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage - Sports leaders develop younger pupils into becoming leaders themselves</p>	<p>- Sports leaders to help run and organise the intra-house festivals in the Key stage 1</p>		<p>physical activity and school sport have a high profile and are celebrated across the life of the school</p> <p>- Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. - Continued progression of all pupils during curriculum PE lessons. - Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE.</p>	
---	---	--	--	--

			Sports leaders/Girls Active leaders impact importance of sport/activity by being positive role models in the school - Successful sports day held – ALL pupils able to participate fully even without parents being able to attend	
--	--	--	---	--

Created by:  **YOUTH SPORT TRUST** Supported by:

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				9%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Hire specialist coaches to deliver high quality training in key sporting activities to work alongside staff to develop their subject knowledge and progression if skills,	To use qualified sports coaches to work alongside teachers to team teach- enhance or extend current opportunities. PE leaders to attend Zoom training (1st4sport & uk coaching)	£1, 816	Children taking part in lessons that are confidently delivered by staff Teachers confidently delivering lessons with increased confidence and skills PE leads to	Continue to use SSP to support staff professional development  PE leads to continue accessing workshops through

<p>To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school</p> <p>Our swimming TA is confident in her role to support our swimming teacher to promote excellence in swimming.</p> <p>Provide staff with professional development, mentoring, training and resources to help ensure confidence in teaching and delivering high quality PE resulting in higher quality teaching.</p>	<p>ATs to attend training/team teaching/modelling and observing swimming coach.</p> <p>Staff are trained appropriately to ensure quality of teaching.</p>		<p>be secure in whole school curriculum overview</p> <p>Teachers confidently delivering active break sessions alongside curriculum subjects</p> <p><i>"I now feel more confident in delivering P.E than I did before. Having these CPD courses has meant that i feel competent in delivering lessons at a high standard, knowing the children are going to learn and improve"</i> T.A in key stage 2</p> <p><i>"Really enjoyed having the external sports specialist in from chance to shine and york city knights rugby - i didn't realise there were so many fun games you can do , whilst using very little equipment. I learnt so many helpful tips - from organisation of the area to drip feeding techniques so it's manageable for the children. great fun!"</i> T.A key stage 1.</p> <p>Observation of the swimming teacher and TA to ensure a safe, supportive environment is promoted.</p>	<p>1st4sport and uk coaching.</p>
---	---	--	--	-----------------------------------

			Sports Specialist to team teach with teachers to show exemplary lessons and offer support to teachers to increase confidence in teaching PE.	
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<p>Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. - Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport - Providing additional links to Community Sports Clubs - Children participate in festivals/tournaments - Increase opportunities for KS1 children - Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups</p>	<p>- Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. - Review extra-curricular activities</p> <p>coaches to provide age and stage appropriate extracurricular sporting opportunities and to improve sports skills in children through increased opportunities in school</p> <p>To keep the PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year) - Pupils to take photos of themselves in 'the clothing they wear when taking part in their favourite activities and/or sports for noticeboard -</p>	<p>Funding Allocated:</p> <p>£ 3711 equipment</p>	<p>Year groups asked to take a sports questionnaire using (Kobacca )of sports clubs that they would like to be</p>	<p>Sustainability and suggested next steps:</p> <p>- Improved behaviour and attendance and reduction of low level disruption - Increased pupil awareness of opportunities available in the community - improved physical, technical, tactical and mental understanding of a range of sports - Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership? - Coaches signposting children to community sessions. Evidence includes - Curriculum map, Inclusive health check, Registers of participation, Extra-curricular data,</p>

<p>Support and involve the least active children by providing targeted activities, and running or extending school sports.</p> <p>Virtual competitions hosted by SSP</p> <p>Internal House colours competitions held termly</p>	<p>Children to attend the extracurricular clubs. - School to enter children into sporting festivals/ competitions. - Links made with coaches and outside clubs – tennis/ Gymnastics/Athletics/cricket/Judo/Ballet/rugby/football/hockey - Equipment continues to provide opportunities during break and lunchtimes.</p> <p>Reception to Y6 to take part in whole school competition, internal event between school colour houses</p> <p>Whole school sports day</p>		<p>offered in school. This may encourage children who are interested in a variety of sports to participate.</p> <p>Children participate in online internal competitions starting in the Autumn term – to be promoted by class teachers. Children will upload their results online.</p>	<p>student/staff surveys</p> <p>Add more internal competitions for Spring and Summer Term –  Athletic comp  Cricket comp  Sports Day</p>
---	---	--	--	--

Additional achievements:				
--------------------------	--	--	--	--

Created by:  **YOUTH SPORT TRUST** Supported by:

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				30%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
- Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, resilience ,competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. - Increased participation in School Games competitions. -	Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions. - Use external coaches to run competitions to increase pupils' participation. - Identify a set number of competitions/events to provide transport to. - Ensure pupils get the opportunity to take part in	Minibus costs £ 3000 including fuel costs and sporting events/trips throughout the year.	Vast majority of KS2 pupils participated in the intra-house competitions. - Sports day set up, participated in and enjoyed by ALL pupils. - Fixture results to be published in Newsletters Evidence includes - School Games Mark - Competition/ events calendar - Photos displayed at school.	- Review attendance data and identify children for appropriate opportunities. - Continue to attend York schools Partnership meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality. - Further widen opportunities

<p>Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. -- Enter external events to give pupils the opportunity to compete against other schools - Investigate further use of virtual inter house competitions/ children leading own events</p> <p>Purchased York School Sports Partnership (YSSP) to all the competitions in the York area to provide all pupils with as much opportunity to compete in a range of sporting events.</p>	<p>local competitive leagues, tournaments and festivals. - Regular (termly), intra-house sports competitions for pupils across different sports.</p> <p>Attend meetings and develop competitions for ALL age groups.</p> <p>Organising and facilitating a number of tournaments</p> <p>Year 1-6 experienced a range of competitions outside of school as well as intra competitions</p>	<p>York schools sports network (YSSN) 2020/2021 Level 3 £3376 Working directly with children.</p>	<p>pupils from ks1-ks2 have benefitted from a range of competitions, with many more to come until the end of the summer. (unfortunately due to Covid 19 we had to do all of our activities virtually .</p>	<p>for pupils to take part in competitive sporting events - Investigate further use of virtual inter house competitions/ children leading own events</p> <p>Review the competitions that we have attended- have they been successful? What sports do we need to improve on. what sports haven't we tried, that we would like to do next year.</p> <p>To hold more in house events.</p> <p>To continue to develop the children's aspirations and experiences by taking them on sporting school trips i.e. match day experience or elite sporting events</p>
---	---	---	--	--

Signed off by	
Head Teacher:	Laura Woodward
Date:	23.7.21
Subject Leader:	T.Robinson
Date:	23.7.21
Governor:	Patrica Goodall
Date:	23.7.21

Created by:  YOUTH SPORT TRUST Supported by: