

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool



Academic year 2020/ 21

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



Details with regard to funding

Total amount carried over from 2019/20	£1083
Total amount allocated for 2020/21	£19690
Total amount to spend and report on in 2020 21	£20773
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19690
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19690

Swimming Data

<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 2020.</p> <p>Please see note above</p>	93%
<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>	69%
<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>	No

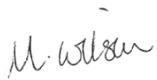
Academic Year: 2020/21		Total fund allocated: £19690		Date Updated: 31.07.2021	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					<p>Percentage of total allocation: 23%</p>
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>Encouraging active play during break times and lunchtimes</p> <p>All children in school take part in the ‘Skip into Summer’ initiative. All children increase their fitness through daily skipping. Maintain engagement and interest through weekly video tutorials which teach new skipping skills and set new challenges.</p>		Buy class sets of skipping ropes for all 15 classes so that every child can skip using individual ropes as well as longer class ropes. Each kit includes teacher ropes so that staff can skip with children.		£1,500 for class skipping rope sets	
Purchase of playground equipment including balls, skipping ropes, basketballs, balance equipment, throwing/ catching equipment and marker cones.		Children have a greater choice of high quality play/ sports equipment to use at playtimes and lunch times to encourage more active play.		£3,000 for play equipment £240 (24 hours TA time)	
				A pre-project survey carried out in May 2021 showed that 20% of children surveyed could not skip at all and that 55% of children surveyed were competent skippers. A post-project survey carried out in July 2021 showed that 91% of children surveyed were now confident/ competent skippers and less than 1% of children could not skip at all.	
				Children are more active at playtimes and lunchtimes, as they have a wide variety of equipment to play with. For example, skipping ropes purchased for break times have been put to very good use, as children have used them to embed the skills that they learned from taking part in Skip into Summer.	
				Sustainability and suggested next steps: We still have the class packs of skipping ropes, so children will be encouraged to continue to skip frequently. In KS2 children have a daily mile/ skipping break every afternoon rather than a ‘playtime’. Playground equipment will be used into the next academic year. Some of it will be used to enhance children’s use of the new playground markings.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				33%
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: £6838	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Encouraging active play during break times and lunchtimes Increase physical activity for all children through high-quality multi-skills playground markings. These can be used at playtimes and lunchtimes as well as during PE lessons, as they are multi-skills zones.	Purchase multi-skills playground markings from ESP specialist playground equipment manufacturer. Once these are installed, access staff training so that all teachers can teach their classes how to use the markings for active playtimes and lunchtimes as well as in PE lessons.	£6, 838 for multi-skills markings	Children are more active at playtimes and lunchtimes. Children use markings for warm-up activities in PE which leads them to use the markings creatively to design and play active games.	Markings are guaranteed for 10 years. Teachers have all accessed training and are already training TAs and children in the multiple ways in which the markings can be used. Teachers have all been given training packs and access to further ideas and guidance on the ESP website.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				44%
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: £11970	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across school	During the period of national lockdown, the sports coach that we employ via a third party was put onto furlough, so teacher training was interrupted. The coach trained teachers in KS1 to deliver a range of different sports within their PE	Intended spend £11970 Actual spend was £9195 in total for the	Staff CPD feedback demonstrates increased capacity to teach high-quality PE lessons covering a range of sports including invasion games, athletics, gymnastics and athletics.	These teachers will apply their improved knowledge and skills when teaching in current and future years.

Hire qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils	lessons.	sports coach to impact on this KI as well as KI 5		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: Included in KI 4 cost
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>Introduce a new range of sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities</p> <p>This was not possible to implement in the academic year 2020 – 21, as schools were operating under tight Covid-19 restrictions.</p> <p>However, we employed the sports coach to work with KS2 children at lunch times and after school within bubbles to ensure that they could access a broad range of activities. We ensured that the sports coach provided targeted activities to involve and encourage the least active children.</p>	<p>We wanted all children to have opportunities to access a wider variety of sports and other activities by offering new after school clubs. This was not possible because of Covid-19 restrictions.</p> <p>We focussed on our lunchtime offer and offered some after school sports clubs in bubbles. We wanted the least active children to engage with activities that they enjoyed, so we gave them chances to decide upon the lunch time sports and activities that they undertook with the sports coach.</p>	<p>See above – a portion of the sports coach cost had impact on the opportunities we could offer at lunch times and after school (within Covid restrictions)</p>	<p>Some of the least active children in KS2 joined in with these lunchtime clubs. Because we had to keep children in class bubbles, not all children could access the wider range of activities.</p>	<p>In the academic year 2021 – 22 we will offer children in the identified year groups in KS2 equal chance to try out for the IGS Sports League teams. Our playground markings will mean that all children will have access to a wider range of activities, as these markings lend themselves to a huge range of active participation.</p>

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
This was not possible to fully implement in the academic year 2020 – 21, as schools were operating under tight Covid-19 restrictions. Some in-school football sessions took place after school where children within the same bubbles could take part in friendly matches.	Intention was for children in KS2 to be able to take part in IGS Sports League fixtures. Modified intention was for all children in Y6 to have opportunities to participate in after-school sports activities within Covid-19 restrictions.		Children in Y6 who chose to were able to take place in an after-school football club, where they played friendly matches in school.	The Ilkley Grammar School Sports Leagues have re-started for the academic year 2021 – 22. We will have teams training with and competing against other local schools in a wide variety of sports including hockey, football, rugby, cricket and rounders.

Signed off by	
Head Teacher:	
Date:	31.07.2021
Subject Leader:	Sarah Blaby
Date:	31.07.2021
Governor:	
Date:	31.07.2021