

Evidencing the impact of the Primary PE and sport premium

Yatton Junior School
July 2022

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](#) (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

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 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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

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: | Areas for further improvement and baseline evidence of need: |
|---|---|
| <p>During 2021 -2022, a number of initiatives and plans were placed on hold due to staff shortage and hikes in Covid cases between January and March 2022. However, we continued to provide many sporting challenges and the profile for PE remains high.</p> <ul style="list-style-type: none"> • Quality PE provision within the curriculum • Successful Sports day, where children completed a range of activities. • Paul Taylor, Smart Moves, small group interventions, developing physical skills including the ABCs of sport, improving self-esteem, team building working with, vulnerable learners, disadvantaged pupils (PP) from all classes across the school. • Y5 and Y6 PE Leadership at playtimes with challenges for children to earn points for their Houses. These were celebrated in assemblies throughout the year. • We have established strong links with local clubs including Yatton Rugby Football Club and Claverham and Yatton Cricket club and Yatton Bowls Club. • We provide a range of after school clubs including Soccertots, football, tag rugby, street dance, netball, forest school and Zumba (staff). | <ul style="list-style-type: none"> • Continue create local links with outside local sports clubs. • Further develop Y5 and Y6 play leaders scheme – taking children’s ideas and ensuring resources are available. • Continue to up-date school noticeboard to promote sport at Yatton Schools and on Twitter and website. • Provide more opportunities for all year groups to be involved in sports events provided by NSSPEA • Achieve gold or platinum mark. • PE co-ordinator to observe and team teach to ensure consistency and excellence is continued. When risk assessment allows. • To develop way PE learning can add to other curricular areas. • Improve assessment of PE in all year groups. |

- We offer our children the opportunity to attend a wide range of after school sports clubs with financial support available for pupil premium children.
- Highly competitive sports teams have competed in local and regional events.
- Passionate children which have engaged in various sporting opportunities provided.

Did you carry forward an underspend from 2020-2021 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you must complete the following section

Total amount carried forward from 2020-2021 £1371.00

+ Total amount for this academic year 2021/2022 £19, 550

= Total to be spent by 31st July 2022 £20,921

| | |
|---|-----|
| 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. | |
| 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 2022. | 84% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 74% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 64% |
| 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 |

[illegible]

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |
| <ul style="list-style-type: none"> Ensure a PE notice board is regularly updated with sports results for both in school and out of school clubs to celebrate and continue to build links with the wider community. To work towards school games - Gold mark. To attend the North Somerset Dance Festival (March) at the Playhouse theatre in WSM. To raise the profile of dance within the school and creating an unforgettable experience for children and their families. Walk, bike scoot to school promoted | <ul style="list-style-type: none"> Continue to regularly update. Ensure sufficient budget is available to participate. Increased participation in Dance in upper key stage 2 Children to feel inspired and motivated to take part in PE and sport Raised profile of PE and Sport across the school and increased knowledge of local sports clubs and facilities. Increased participation in children walking, biking or scooting to school once a week – Bikability for all Y5 and Y6, Scooters can be used at playtimes. | £800 | <p>20 Y5 children learnt two dances with the dance coach and performed at the Playhouse to a full audience. They then showed the video to the whole school. They were buzzing about this and increased interest in other year groups.</p> <p>All of Y5 and Y6 experiences a session of Bowls at the Yatton Bowls Club which they enjoyed and some wanted to continue.</p> <p>More children are walking, scooting or cycling to school.</p> | <p>Ensure engage with Dance Festival next Year for Y4 and Y5 children in March 2023</p> <p>Build in a specific Sports Update in newsletter (linked with infant school – activity of the month)</p> <p>Look into increasing link with Bowls Club inwinter months?</p> <p>Continue to encourage walking, scooting and biking to school. Continue with Bikeability for Y5 and Y6</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--------------------|--|--|
| | | | | 20% |
| 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 staff are fully trained to deliver PE through our Real PE and Real gym programmes. PE lead to offer coaching sessions to increase confidence and knowledge to colleagues. PE lead to provide lesson plans linked to the new curriculum map. | <p>Continue to monitor and survey to ascertain staff confidence.</p> <p>Use the Real PE/Gym online platform, which gives teachers lesson plans, delivery notes, resources and an assessment tool to ensure that all teaching is at least good across school.</p> <p>Staff meeting to promote PE and ensure staff are confident in delivering/keeping children active throughout lessons.</p> | £4000 | Improved staff confidence and enjoyment. The children have an enhanced PE experience. | Continued CPD for staff in 22/23 in response to 21/22 audit. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Continue to offer Bikeability levels 1, 2 and 3 next academic year. | Children learn to be safe on bikes outside of school | £500 | Bikeability offered to all children in Y5 and Y6 – 27% of Y6 and 36% of Y5 completed course. | Continue to offer Bikeability to Year 5 and 6 next year. |
| Children will experience a different sport each term. A better variety of after school clubs to be offered, and to children lower down the school. (Covid-19 permitting) | Focus on higher attainers and how they are pushed in lessons to deepen their knowledge and understanding in specific strands of the curriculum. | | Learning college postponed due to Covid 19 restrictions in January but happened in May – 4 sports courses: Benchball, Outdoor Sports, Street Dance and Archery was offered with 90 children (1/4 of school) picking these courses. | Learning College to continue next year with two sessions – March and June. Offer new sports for children – link with NSSPEA e.g .fencing, New Age Kurling ,Speed Stacking, lacrosse |
| Learning college to offer a variety of different sports (archery, bench ball) | Learning College to be organised in Jan and July 2022 | | Y6 – Morfa Bay Camp – body boarding, climbing, assault courses, mountain biking. | |
| Play leaders to offer lunchtime activities. | Weekly activity Challenges to be shared in assembly and set –up outside at lunchtime. | | Mini-Marathon run – all year groups participated. | Continue next year with introduction in Y3 and Y4. |
| SMART Moves for children with gross motor needs or team/ self-esteem needs | Paul Taylor (Sports Coach) to implement program. | £10,000 | Children really engaged with this and enjoyed getting House points. | Continue next year for specific children. |
| | | | 56 children supported by | |

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|--|--|--|---|--|
| | | | SMART Moves. Significant impact on their ability to engage in PE. | |
|--|--|--|---|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------------------|--|---|
| | | | | 11% |
| 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: |
| <ul style="list-style-type: none"> Membership for North Somerset PE Association to provide opportunity for children to participate in a range of sports at competition level. Use NSPEA funding to provide quality coaches to prepare children for events. Providing Supply teachers to release staff to attend competitions so that pupils can attend more events and staff benefit from experience of monitoring and refereeing. Provide Coaches to take children to NSPEA events | <ul style="list-style-type: none"> Competitive opportunities with increased participation. Disadvantaged children to have opportunities to represent the school in inter competitions. Attending additional regional events e.g. Cross Country North Somerset. | £1696 £295 £ 300 | <p>Increased level of participation in competitive sports.</p> <p>All year groups will take part in In-house schools and north Somerset schools competitions</p> <p>In- house 2021-23 Lunchtime Challenges – gained House Points (for engagement and winning challenges) Mini – Marathon – all classes involved – better runners competitive and receive medals. Sports Day – House Games and individual competitions for sprints and relays – winning medals.</p> <p>North Somerset/ NSSPEA Oct -Cross Country Y5 and Y6 – highly successful for both individual boys and girls. March -Under 11’s Football Tournament April – July Y6 Girls Football – North Somerset – our girls won the cup.</p> | <p>Continue providing challenges for in house competitions at lunchtimes. Think about extending to inter-class sports afternoon 3 times a year with NSSPEA offer e.g. Y3/4 New Age Curling/ Boccia</p> <p>Sign-up for more competitions next year – hopefully, no staff/ Covid issues in 2022-23.</p> |

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| Signed off by | |
| Head Teacher: | Jo Keeble |
| Date: | 26 July 2022 |
| Subject Leader: | Gareth Thornton- Grimes |
| Date: | 23 July 2022 |
| Governor: | Nicholas Ogborne |
| Date: | 26 July 2022 |