

Threshfield Primary School

Sport Premium Funding Impact Report

2020-2021



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 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 **31st 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](#).

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 until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Before schools closed due to the pandemic, all children had a minimum of 2 hours PE per week.</p> <p>Key worker children continued to receive P.E. lessons during lockdown.</p> <p>During lockdown 2020, we kept the profile of P.E high with regular activities and ideas posted on dojo and achievements celebrated with a rise in children learning to cycle without stabilisers and children achieving personal bests.</p> <p>New P.E. equipment purchased to enable higher quality P.E as we could no longer access Sports Hall at UWS.</p> <p>P.E and sporting opportunities in the area regularly promoted through Dojo and newsletters.</p> <p>During Autumn 2020, we took part in all available North Yorkshire virtual challenges with Year 2 winning the Dance Challenge.</p>	<p>Apply for the School Games Mark (school achieved Gold in 2018)</p> <p>Enhance opportunities for less active and targeted groups</p> <p>Inspire and develop Sports Leaders so that they can effectively lead activities during play time and lead intra school competitions</p> <p>As competitive sports have not been possible for over a year, most of our KS2 children (Y3-5) have not experienced inter school tournaments so as restrictions on competitions ease, promote team and individual sports and develop positive Sportsmanship through the values.</p> <p>Create an ongoing competition for the houses that culminates with Sports Day. Sports Leaders maintain a leader board throughout the year and plan intra school competitions and events.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?NO

Total amount for this academic year 2020/2021 £16,452

<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>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 2021.</p> <p>Please see note above.</p>	86%
<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>	86%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	Yes/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: 2020/21		Total fund allocated: £16,452		Date Updated: July 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>									
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?:					
Employing specialist PE teachers or qualified coaches to work alongside teachers to increase subject knowledge and confidence in P.E		<p>Andrew Bode 'Kanga' P.E teacher</p> <p>Skipton Tennis Centre Coaches</p> <p>Hedley Verity Wharfedale Rugby Club delivery of P.E. and additional physical activity</p>		<p>Aut 1: £815 Aut 2: £665 Spring 1:£665 Spring 2: £380 Summer 1: Summer 2:</p> <p>Aut 1: £342 Aut 2: £342 Spring 2: £180 Summer 1:</p> <p>Aut 2: £375 Spring 2: £300 Summer 1:£375 Summer2: £180</p>		<p>Children from pre-school to year 6 had high quality multi-skills P.E. to improve fundamentals in movement, hand eye coordination and use of space and fitness.</p> <p>Specialist tennis coaches with additional equipment – outstanding P.E. lessons with a good level of progress across school.</p> <p>Children continue to build on previous learning and development of skills across the school. Increase knowledge of tactics and techniques.</p>		<p>Sustainability and suggested next steps:</p> <p>Continue to use specialist P.E. coaches for high quality P.E. in the next academic year and provide further opportunities for high quality CPD for staff.</p> <p>Involve all coaches in the progress of children's sporting ability.</p> <p>Audit P.E. equipment and make sure all equipment is organised tidily and safely.</p> <p>Access P.E. training for all staff to develop subject knowledge across the P.E. curriculum.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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.E. Certificate for each class in Celebration Assembly each Friday. During lockdown children remain active After school provision for Sports Clubs offered for all ages To have a good range of P.E. equipment for delivery of P.E. curriculum as P.E. will be taught on site	1 child per class awarded certificate each week. Liaison with specialist teachers after P.E lessons. Children encouraged to upload photographs and videos of active/sporting achievements during lockdown with these been celebrated during remote celebration assemblies. Re-instated Kanga Sports Club when restrictions lifted. Purchase new equipment for EYFS, dance, tennis, rugby, gymnastics and athletics.	£955	Children enjoy celebrating P.E achievements in P.E. lessons and are increasingly active during playtimes During lockdown children were motivated by each other's activities and set each other challenges e.g. Sir Captain Tom Moore's 100 challenge. Lots of children eager to take part with increased enthusiasm particularly in younger years. Children have access to good quality equipment so can build skills using appropriate equipment for age and ability.	Increase Sports Leaders involvement with promoting physical activity across school – equipment will be needed. If and when restrictions lift look to reinstate clubs e.g. football, running, yoga clubs To audit equipment for football, basketball and young leaders.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
To provide high quality P.E. sessions for all pupils with regular opportunities for CPD for all teachers and teaching assistants.	See KI 1 for specialist teaching provision and CPD	See K1	All teachers feel confident to lead P.E. as they had an improved understanding of the progressive P.E. curriculum.	Audit confidence level of teachers and teaching assistants to see where further CPD would be useful.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:
Once COVID-19 restrictions ease to provide children with exciting sporting opportunities within and outside of curriculum time.	See K 1,2,3 Adventure Day at HowStean Gorge abseiling, gorge walking and caving for UKS2 Activity Day for KS1 and LKS2 at Netherside Hall involving, team games, go karting and archery. Den Building for EYFS, KS1 and LKS2 Sports Day at Netherside Hall including mini golf, team games, night line, low ropes	£1000 £75 £310	All children involved motivated and challenged with a WOW experience to leave primary school with. All children tried new activities that they hadn't experienced before. Children gained team building, leadership skills whilst building independence and confidence.	Target less active children with clubs and playtime activities. Find opportunities to inspire all children e.g. taster sessions for external providers. Assess swimming ability of year 5 pupils to plan provision to ensure they reach expected standard of swimming ability

Key indicator 5: Increased participation in competitive sport				
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:
In the absence of competitive sport, take part in virtual competitions of athletics, dance, kurling and archery Introduce intra school sports competitions in the Summer term so that children experience competitive sport.	Ensure teachers have curriculum time to plan and deliver virtual events. Tag Rugby tournament at Rugby Club Sports Day at Netherside Hall. Create film of the day so that parents can engage with activity Mini Olympics	£35	Year 2 won the North Yorkshire Virtual Dance contest. Children accessed competition All children have taken part in competitive sport with achievements celebrated in Celebration Assembly.	Create 'buzz' around houses from September so that house competitions become a year round competition that culminates on Sports Day. Increase opportunities for Gifted and Talented to attend more events throughout the year. Access inclusion events for children with SEND

Signed off by	
Head Teacher:	Bethany Alexander (Acting Head)
Date:	2/07/2021
Subject Leader:	Reuben Elliott
Date:	2/07/2021
Governor:	Ian Green
Date:	5/07/2021