

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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](https://www.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](#).

Tadcaster Community Primary Academy

PE at Tadcaster Primary Academy has evolved over the years: it is our mission to ensure that all children become healthy and active adults. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children.

We want to provide as many opportunities as possible so that our pupils leave Tadcaster Primary Academy physically literate and have a life-long desire to take part in sport and keep healthy. PE is offered to pupils from Year 1 through to Year 6 twice a week. Our Early Years Unit provides ongoing daily opportunities for gross motor activities and has a session once a week delivered by a PE specialist. We offer a range of extra-curricular clubs throughout the year. As well as having specialist PE coaching, we also seek to provide PE provision from external providers within the local community. With so much participation and enthusiasm for sport, we also enter as many competitions as possible, allowing our children to take their sports enthusiasm to the next level. We do this by buying into the Tadcaster Sports Partnership.

We provide opportunities for our children to be taught by professional sports coaches which also provides the opportunities for the staff to observe best practice. This high level coaching motivates and enthuses our children to take their interest further. In addition to our sports coaching we have a designated PE leader who seeks new opportunities for our pupils and recognises the importance of a healthy lifestyle and the need to instil this into our children. With the funding available from the government, Tadcaster Primary Academy sees this as an opportunity to build upon and create a legacy for ALL its children. We plan on spending the money in a way which benefits all children and staff, not just now, but also in the future. We want to create capacity to offer a sustainable programme of sport.



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>Tadcaster continued to offer children PE and PA during lockdown. Weekly PE and PA lessons were sent out virtually. We also delivered two virtual sports weeks to all children in the school to keep them active during lockdown. The virtual sports weeks also had cross curriculum links to subjects such as geography and history.</p> <p>Tadcaster Primary Academy offers two PE lessons a week to all pupils from Year 1 - 6.</p> <p>Tadcaster Primary Academy pupils represent the school in a number of level 2 competitions in the Tadcaster Sports Cluster.</p> <p>All children in KS2 have swimming sessions for a term each academic year.</p> <p>TPA has remained part of the Tadcaster sports cluster. Offering children a variety of sports festivals and events that they can attend, representing the school</p>	<p>Increase Physical Activity of children throughout the school day through a variety of different offers such as Sports Leaders, playground markings and a variety of equipment</p> <p>Reintroducing level 2 events back into school as and when guidance will allow us</p> <p>The reintroduction of after school clubs delivered by both staff members and external agencies.</p> <p>To continue to access a wider range of opportunities to all children in the school through PESSPA and continue to raise the profile of our PESSPA programme through school</p>

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


YES/NO * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to July 2021	Total fund carried over: £9079.48	Date Updated: 23/7/21		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £9079
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
The PE lead to identify different ways of tracking and monitoring children's physical activity during their time at school.	<p>The PE lead to carry out research on different ways children's physical activity can be tracked and monitored during their school day.</p> <p>As a school we can look at how we can increase children's activity throughout the school day through various means such as lessons, after school clubs etc</p>	£1344	<p>The school purchased Moki bands for every child in KS2. Children wear their Moki bands all the time they are in school. The bands measure children's step counts and more vigorous physical activity. Children will wear the same band they received this year until they leave school in year six. Weekly assemblies showcase which children have been most active during the week. <i>'I like the Moki bands because it encourages me to be more active on a normal school day and become fit and healthy'</i> - Logan Year 6</p>	<p>The PE lead and school staff will continuously monitor children's physical activity through the Moki bands. New ways of keeping children active or increasing children's activity will be identified and implemented into the school timetable.</p>

PE lead to identify CPD opportunities for staff to be upskilled and trained in to help improve their confidence, knowledge and understanding from external sources	The PE lead to carry out research on what activities staff would like to be upskilled in and source best practices from other schools and contacts.	£1525	Cross Curriculum Orienteering came in and delivered a staff CPD after school session. They also mapped the school and provided resources such as lesson plans and schemes of work.	The PE lead will lead a follow up staff meeting to receive feedback on how the delivery has been going and if any additional support is needed.
Develop playground to help support delivery of PE lessons and increase physical activity options for children during play and break times	Sports Coach and SLT to identify markings. Pupil voice also to be used for final decision.	£2029	<p>Sports Coach and class teachers have been able to use new playground markings to help with delivery of PE lessons. Children have also been using the new markings during play time. These markings have helped increase choice children have during play times and physical activity breaks.</p> 	Teaching staff to monitor how often the playground markings are being used. Staff also to provide activities for the children that they can use on the markings.
Ensure children have access to relevant and high quality equipment for all aspects of the PE curriculum	<p>During the course of the year the PE coach will conduct an audit of the sports equipment that the school uses for PE lessons and events/competitions</p> <p>PE coach/lead will identify which</p>	£5238.95 (£4181.48 was taken from the underspend from 2019/20 PE and Sports Premium)	The school now has access to a variety of equipment which allows us to deliver a broad PE curriculum. This equipment is completely relevant to the PE session that is being conducted and will help improve the	The PE coach/lead will continue to monitor and update the PE itinerary and begin to identify what equipment needs to be purchased or replaced for the forthcoming academic year

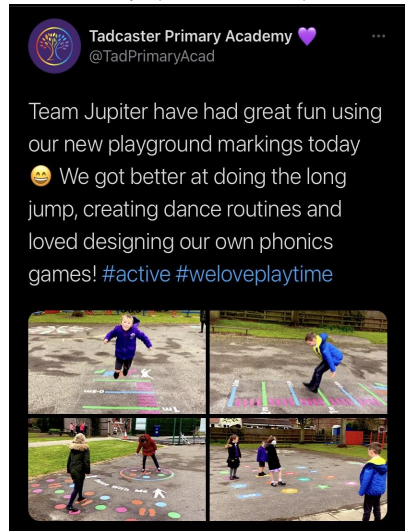
	sports equipment needs purchasing in order to offer the children a varied and broad PE curriculum and create a prioritised list. The PE coach/lead will then liaise with the SLT team to begin purchasing the equipment.		children's skills within that chosen unit of learning. A speaker system has been purchased and used for various reasons such as complimenting delivery in PE lessons, music played during break and lunchtimes to keep children active and also for families and children arriving at school in the morning.	
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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 2020.	<i>Unable to attend swimming this year due to COVID.</i>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<i>Unable to attend swimming this year due to COVID.</i>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<i>Unable to attend swimming this year due to COVID.</i>
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: 2020/21		Total fund allocated: £16860		Date Updated: 23/7/21	
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:	
				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:	
Children who have been selected as Sports Leaders will continue to engage children in positive activities at lunchtimes and break times throughout the week.	Children are continuously upskilled on games and activities by staff members to ensure the positive activities are engaging the children who are wanting to participate. This will be offered to all children at the school. Release time for staff to deliver training	£0	As a result of confident and knowledgeable delivery from Sports Leaders all pupils, irrespective of any special needs or disabilities are given the opportunity to participate in positive sporting activities. <i>The Sports leaders programme was affected by COVID this year and will be rolled out again next year.</i>	All year 5 and 6 children will have the opportunity to apply, be interviewed and to be trained for the role as a playleader. (Children who are leaving year 6 to go to high school are to be replaced by the new year 5/6 children)	
Staff to be upskilled to help improve their knowledge of healthy activities such as Active 30:30, wake up, shake up the daily mile and therefore meeting the criteria set by the government of every child to participate in 30 minutes exercise everyday.	Staff to access a variety of 30 minute exercise options such as the daily mile.	£0	All children from KS1 and KS2 have been participating in the daily mile. A resource from Yorkshire Sport Foundation has been used and children have been traveling around the globe on their daily mile journey learning about facts from different countries. <i>‘I like the daily mile as it keeps you fit and you get to run, jog or</i>	The subject leader will work closely with staff to maintain activities that are continuously being logged and delivered to the children.	

			<p><i>walk with your friends all whilst keeping fit and healthy' - Harry, Year 6</i></p> <p>Staff members to record any exercise or sports activities they have delivered to the children on the active 30:30 website calendar. This can be used to monitor the levels of activities children are participating through the week - <i>This information collecting was disrupted by covid 19.</i></p>	
Develop playground to help support delivery of PE lessons and increase physical activity options for children during play and break times	Sports Coach and SLT to identify markings. Pupil voice also to be used for final decision.	£2029 as shown in the carry over section part of the document above	<p>Sports Coach and class teachers have been able to use new playground markings to help with delivery of PE lessons. Children have also been using the new markings during play time. These markings have helped increase choice children have during play times and physical activity breaks.</p> 	Teaching staff to monitor how often the playground markings are being used. Staff also to provide activities for the children that they can use on the markings.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 1.1% (£195.36)


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:
Throughout the academic year staff will be updating the school community by using different social media tools such as the school website and twitter.	<p>PE coach to monitor the social media outlets such as twitter and maintain they are constantly being updated.</p> <p>Funded release of staff so they can attend and support events. Staff will take an ipad to capture photos and evidence of the children when they are attending sporting events or tournaments.</p> <p>Staff will then follow up by leading feedback in whole school assemblies</p>	£86.66	<p>A PE specific ipad has been purchased so evidence of PESSPA can be captured and shared with parents and the community on various social media outlets. The school website and social media outlets are updated when new sporting events or tournaments have been attended by the children. We have created are our own hashtag on twitter #TadcasterPE - check it out. This showcases everything PESSPA that we have been doing.</p> <p>This year we have continued our #healthyselfie campaign on twitter. This was to help identify what families did in their own time during the holidays and half term breaks. This can help identify what activities are available in the community and help raise the awareness of this</p>	PE coach and staff members will continue to take evidence of children attending events/tournaments and showing good practice in PE and sport. This evidence will then be uploaded to social media outlets so the school community can view it.

£108.70

@TadPrimaryAcad
Kaleb and Summer combining fun in
the snow with PE #healthyselfie
@TadPrimaryAcad @MrJeff85



This year we participated in the Brownlee Brothers Foundation Medal Challenge. Children had to think of their own active challenge such as joining a new sports club in the community or learn to do a new activity e.g a handstand. Once children had done their challenge they had to send in a #healthyselfie and they would then receive a medal. Overall over 30 children completed a challenge and have been given a

			<p>medal.</p> 	
<p>The PE lead to identify different ways of tracking and monitoring children's physical activity during their time at school.</p>	<p>The PE lead to do research on different ways children's physical activity can be tracked and monitored during their school day.</p> <p>As a school we can look at how we can increase children's activity throughout the school day through various means such as lessons, after school clubs etc</p>	<p>£1344 as mentioned in the carry over spending part of the document above.</p>	<p>The school purchased Moki bands for every child in KS2. Children wear their Moki bands all the time they are in school. The bands measure children's step counts and more vigorous physical activity. Children will wear the same band they received this year until they leave school in year six. Weekly assemblies showcase which children have been most active during the week. 'I like the Moki bands because it encourages me to be more active on a normal school day and become fit and healthy'</p> <p>- Logan Year 6</p>	<p>The PE lead and school staff will continuously monitor children's physical activity through the Moki bands. New ways of keeping children active or increasing children's activity will be identified and implemented into the school timetable.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3.7% (£626.75)
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:
A PE specialist has recently been employed by the academy trust to liaise with the PE lead at the school and support all the teaching staff to help improve their confidence, knowledge and skills when delivering a PE lesson.	The PE lead at the school will meet with the academy trust PE specialist on a regular basis to discuss and outline the main needs of PE for the school	£378	<p>The PE lead and Ebor Trust Specialist met 3 times throughout the year. The main discussion points were based on how the PE premium is being spent by the school, the importance of upskilling staff and creating a PE assessment criteria.</p> <p>Virtual Sessions were arranged when schools went into lockdown. Full day meetings were cancelled.</p>	The PE lead will continue to meet with the academy trust PE specialist on a regular basis and discuss how to improve certain areas of PE provision within the school
Increase confidence, knowledge and skills of all staff in teaching PE and Sports by providing CPD opportunities delivered by external agencies.	The PE lead and Sports Coach to identify CPD opportunities and to upskills staff	£248.75 - PE specialism course	<p>The Sports Coach has begun the Level 5 PE Specialism Course. This course is accredited and delivered by AfPE (Association of Physical Education) which is the governing body for PE.</p> <p>3 staff members attended the Orienteering training delivered externally by Cross Curriculum Orienteering. As mentioned in the carry over spending part of the document.</p>	The PE lead and Sports Coach will continue to meet and discuss further CPD opportunities for staff



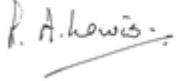
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6.2% (£1057.47)
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and 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 children have access to relevant and high quality equipment for all aspects of the PE curriculum	<p>During the course of the year the PE coach will conduct an audit of the sports equipment that the school uses for PE lessons and events/competitions</p> <p>PE coach/lead will identify which sports equipment needs purchasing in order to offer the children a varied and broad PE curriculum and create a prioritised list. The PE coach/lead will then liaise with the SLT team to begin purchasing the equipment.</p>	<p>£5238.95 (£1057.47 has been used from this years PE and Sports Premium)</p> <p>Equipment includes: table tennis equipment, archery sets.</p>	<p>The school now has access to a variety of equipment which allows us to deliver a broad PE curriculum. This equipment is completely relevant to the PE session that is being conducted and will help improve the children's skills within that chosen unit of learning. <i>'I like the PE lessons in school because they are fun and improve our skills, agility and knowledge'</i> - Noah, Year 5</p> <p>A speaker system has been purchased and used for various reasons such as complimenting delivery in PE lessons, music played during break and lunchtimes to keep children active and also for families and children arriving at school in the morning.</p>	The PE coach/lead will continue to monitor and update the PE itinerary and begin to identify what equipment needs to be purchased or replaced for the forthcoming academic year
Unique and different events/activities to be targeted in order to try and engage less active children in sporting activities.	<p>PE Coach to identify sporting events from the cluster competitions calendar and external companies that children from the school can attend.</p> <p>PE Coach and PE lead to identify which less active children would benefit the most from attending these events.</p>	<p>£0 - planned but all cancelled due to COVID</p>	<p>Golf coach was booked in to deliver 4 coaching sessions to year 3/4 children. We had to cancel the event due to covid-19.</p> <p>The Brownlee Triathlon event had been identified again to attend. Any children who had not attended an</p>	<p>Less active children to be constantly monitored and identified. Different events and activities to be sourced out in order to try and engage the less active children.</p>

			event, competition or festival were to be selected for this. The event was cancelled due to covid-19.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8% (£1365)
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:
During the academic year the PE coach and class teacher will deliver PE lessons that allow all children in KS1 and KS2 to compete in level 1 competitions (intra school)	PE coach and class teacher to liaise with each other and ensure that competitive matches/games are involved within some PE lessons.	£0	100% of children in KS1 and KS2 have had the opportunity to compete in intra school competitions in a variety of activities and sports such as football, tag rugby and sportshall athletics. These intra school competitions will help improve the skills and knowledge of the children in those specific sports.	For next year the PE Coach and class teacher will continue to involve competitive matches/games within their PE lessons so that all children across KS1 and KS2 have the opportunity to compete in a level 1 event.
During the academic year children across KS1 and KS2 may have the opportunity to compete against other schools within the competitions calendar. (Level 2 competitions)	<p>The PE coach, PE lead and SLT team will identify events and competitions in which we can target and try and engage our children in</p> <p>The PE Coach, PE lead and SLT will try and select a variety of events to try and ensure all children across the school can have the opportunity to potentially be engaged in.</p>	£1365 to be part of the Tadcaster Cluster Calendar	Events and competitions this academic year were affected by COVID and we were unable to participate in as many events as we would have liked. 100% children in KS1 and KS2 were able to take part in at least one event as the cluster organiser came into our school and delivered events and competitions throughout the year such as cross country and multi-skills.	It is essential that the school remains in the Tadcaster Calendar competitions cluster. This will ensure that the school has access to many level 2 events for the children to be engaged and compete in.

Carryover spend: £13615.42

Signed off by

Head Teacher:	 Caroline Towler
Date:	23.7.21
Subject Leaders:	 Warren Parkinson & Steven Jeff
Date:	23/7/21
Governor:	 Prof Stuart Lewis
Date:	23.7.21