

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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](#) 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](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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. **All funding must be spent by 31st July 2022.**

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 2022. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

|   |           |
|---|-----------|
| Total amount carried over from 2019/20  | £2919.47  |
| Total amount allocated for 2020/21  | £17190.00 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £4800.44  |
| Total amount allocated for 2021/22  | £17149.00 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £17149.00 |

## Swimming Data

Please report on your Swimming Data below.

|   |  |
|---|--|
| <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><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> | All children have practised safe self-rescue techniques on dry land which they transferred to the pool when school swimming restarted. |
| <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 2022.</p> <p>Please see note above</p>   | 95%  |
| <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>   | 95%  |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>   | 95%  |
| <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>   | 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: 2021/22  | Total fund allocated: £  | Date Updated:                 |   |   |
|---|--|-------------------------------|---|---|
| <b>Key indicator 1: The engagement of all 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</b> |  |                               | Percentage of total allocation:<br>13%  |   |
| 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:  | Sustainability and suggested next steps:  |
| Quality, active daily sessions of physical activity and aerobic exercise  | Rota of playtime sports augmented by Young Leader activities, which are targeted at certain groups for inclusivity | £150<br>£99<br>£580 (Journal) | Pupils now have increased stamina and a positive view of progress, regardless of their fitness compared to others.<br>All Year 5 trained as playleaders and delivered sessions to KS1 children. | Playground provision to continue through Young Leaders programme integration.<br>Equipment to be replenished when needed and updated as required. |
| All children to be able to meet National Curriculum Swimming standards by end of KS2.   | Extra swimming lessons throughout school to ensure expectations met.   | £1344.75                      | All children meet the expected standard at the end of KS2.<br>95%   | Continue to fund and support swimming throughout school.  |
| <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:<br>17%  |   |
| 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:  |
| The School will use questionnaires and the sports Kaboca to guide decisions around sports and sports after school clubs.                                    | Pupils regularly involved in giving feedback, ideas (or in questionnaires) that lead into physical opportunities. Regular praise in assemblies, social media etc to raise profile of our activities                             | £0 (Koboca provided free with SGM) | Pupils show increased confidence in sport and view it as a whole school achievement. After school clubs changed to suit what the children are interested in.  | Continue to develop the role of the pupils voice –ask for it to be discussed in school council meetings in '22/23   |
| PE will be overtly linked cross curricular – in particular, to augment our outdoor learning.  | Opportunities to combine PE & cross-curricular learning to be promoted by all staff on social media / made transparent to pupils. Staff trained to use and implement Cross Curricular Orienteering throughout the whole school. | £2530                              | Pupils link physical health to mental health. Pupils see how PE is not just sport and can include other curricular topics. Pupil voice has a clear platform informally via feedback after events and Sept questionnaire Pupils growing in confidence and bringing peer compassion / supportive attitude to their PE | Continue to make links transparent to pupils so they understand the connection and do not see PE as just 'sport' School has been mapped and we have all resources, so we can continue to use these in the long term. Termly, every class to access orienteering as part of cross-curricular learning. |
| Pupils will understand the link between good physical and mental health (especially post Covid) Pupils will see PE as accessible to everyone                | Direct link made between PE and PSHE lead for future discussions about physical/mental health cross over  | £350                               | Discussed with staff the links between PE/PSHE and use of PE funding where mental wellbeing is linked to PE – to maximise pupil engagement and health   | Continue to make links transparent to pupils so they understand the connection between healthy mind and body  |

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Percentage of total allocation:

9%

| 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: |

|   |  |       |   |   |
|---|--|-------|---|---|
| Staff will receive CPD via coaching face to face by Matty from MK sports. | Staff to learn new teaching skills in a variety of PE activities sports.   | £1500 | From feedback given regarding MK sports coach staff feel more confident in delivering PE, allowing immediate improvements if necessary. Staff feel positive about Matty's lessons as a supportive way of improving teaching skill. We have seen pupils improve in their level of skill. | Staff will run these sports or PE sessions in next academic year in order to utilise their new skills.                |
| Learn orienteering skills such as map reading with Jean Bell.             | Y6 teacher PW to further knowledge of orienteering. Children to improve orienteering skills.   | £120  | Children showed great competence both on and offsite (Cartmel woods and Fell foot).   | Y6 then showed Y5 how to orientate the map on site.   |
| Active start in Early Years setting.                                      | HH to attend Early years training for PE<br>LP to attend KS1 training for PE<br>Access to a free practical training. Use free resources to support delivery of activities.<br>Both feedback to colleagues in Early years and KS1 | £0    | Children were able to use physical activity and active play to be healthy, to learn and be active. We found that children developed a wide movement vocabulary to support their overall physical, cognitive, social and emotional development.  | To use the resources given to support delivery of EYFS and the National Primary curriculum through physical activity. |
| CPD in key steps gymnastics   | LP and JH to attend Vanessa Foster gymnastics training.  | £25   | All 3 teams took part in the Key step gymnastics competition.<br>Key Step 3 came 1 <sup>st</sup><br>Key step 2 came 2 <sup>nd</sup><br>Key step 1 came 2 <sup>nd</sup><br>Pupils confidence and ability improved. Our teaching improved as a result.                                    | Teachers knowledge improved and can use this in future gymnastic lessons and competitions.                            |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |                         |   | Percentage of total allocation:<br>45%   |
|---|---|-------------------------|---|--|
| 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:   |
| Additional achievements:<br>Children feel confident and act safely around open water. Children are excited to engage with adventurous water sports                              | To participate in waterwise, open water swimming  | £550                    | Pupils are more aware of safety aspects when swimming in open water.  | To maybe include all year groups in a water-based session – make water safety aspect of swimming a whole school endeavour. Could have a day at water park (Coniston).    |
| Children have the opportunity to participate in a day at Castlehead to encourage participation of broader experience of a range of sports and activities offered to all pupils. | To participate in canoeing, raft building, climbing poles & high structure, using the climbing wall, taking part in team building and problem-solving activities. | £2175                   | Children developed in confidence and improved physical skills.  | To continue next year with an outdoor adventurous day with the whole school.   |
| To increase the quality of PE teaching.   | Specialist coaches to work alongside and mentor staff in the delivery of PE lessons.<br><br>Purchase of equipment   | £292.50<br><br>£4685.04 | All children are receiving high quality PE lessons which provide experiential learning and CPD for teachers.<br><br>Performed dances to parents so they can see their children enjoying dance and showing the skills learnt as well as observing the impact of PE spending. | Staff will be able to teach these PE sessions next year in order to utilise their new skills.<br>Continue to provide specialist support for the curriculum where needed. |

| Key indicator 5: Increased participation in competitive sport   |  |  |  | Percentage of total allocation:  |
|---|--|--|--|--|
|   |  |  |  | 16%  |
| 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:   |
| Reception – Year 6 to participate in the Peninsula games linked to ‘The Commonwealth Games 2022 in Birmingham’.   | For all children to participate and compete in athletic activities with children from 6 other primary schools in our cluster of schools. | £1480<br>Commonwealth Games<br><br>£820.00<br>Cluster events | Infants came 1 <sup>st</sup> and Juniors came 2 <sup>nd</sup> .<br>Children showed a great sporting attitude. They showed their increased skill as they had practised their events. Some children have a new love of athletics and have discovered an event they are very good at. | Improved athletic skills for KS2 to use in the athletic competition in July 2022-2023.<br>Prepared them for next cluster Olympic event in July 2024. |
| Transport costs to take part in external competitions and festivals.  | For children to participate and compete in sporting activities with children from 6 other primary schools in our cluster of schools.     | £447.71  | Children may experience competition for the first time. Some of these events are designed to be inclusive and for those that would not normally take part.   | Aim to get more children involved in competitions in 2022-2023.  |

|                 |                    |
|-----------------|--------------------|
| Signed off by   |                    |
| Head Teacher:   | <i>P. Summers</i>  |
| Date:           | 30/7/22            |
| Subject Leader: | <i>L. Phillips</i> |
| Date:           | 30/7/22            |
| Governor:       | <i>B. McCann</i>   |



|       |         |
|-------|---------|
| Date: | 30/7/22 |
|-------|---------|