

# Evidencing the Impact of the Primary PE and Sport Premium

## 2020-21

Commissioned by



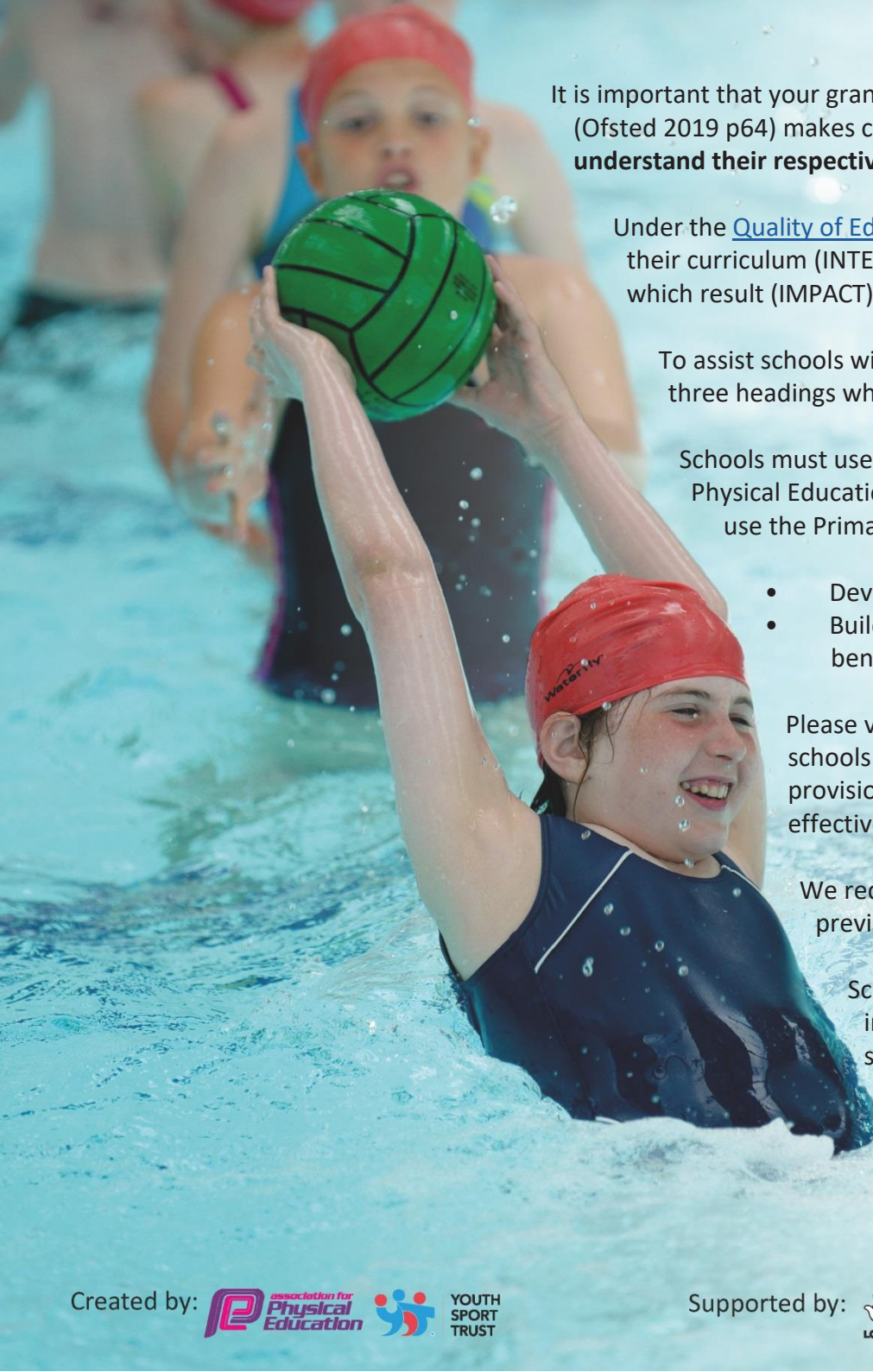
Department  
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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand 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 **31<sup>st</sup> July 2020** 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 2020. 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.

Due to the current COVID 19 situation, this document reflects the lack of sporting events and competitions. Normally we would have taken part in many.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>We have used a range of coaches to teach CPD and to inspire the children in a variety of sports.</p> <p>Increased the number of children participating in competitive sport, both local competitions, within the school and in their own time. (As these are opened up again). Each class had their own sports day to allow children to take part in competitive sport.</p> <p>Wheelchair Basketball Champion visited and children were able to participate in activities in wheelchairs leading to a greater understanding of the diversity of sport. They listened to the champions inspiring story.</p> <p>After School Clubs have a high take up of children attending after school sports clubs run by Carlisle United. These included Invasion Games, Dance, Athletics and field sports.</p> <p>The School has been awarded an RHS 5 Star Gardening School Award. Which is only awarded if gardening and its well-being benefits are embedded throughout the curriculum over a number of years. As well as in lesson time the After School Club also runs a healthy living Gardening Club that links to promote growing food for healthy living and working with our local community.</p> <p>Healthy Families Cumbria Award for both EYFS and Primary which shows as a school we want the best possible start in life through a joined up approach between families and everyone who works with young children. The aim is to lead to an improvement in children's health and development which will show in Cumbria's National Child Measurement Programme (NCMP) and Early Years Foundation Stage (EYFS) data for 5 year olds.</p>	<p>Continued CPD to help teachers become confident in delivering high quality PE lessons. Including Socially distanced PE and a Holistic approach (Two sessions run by the Football Association and Carlisle United).</p> <p>Introduce new sports to school, which can be played both in PE lessons and as after school/ lunchtime clubs.</p> <p>Introduce the Active Mile, this will run along with the 100 mile challenge.</p> <p>Enrol with Mini Me Yoga / Cosmic Kids Yoga to make this available for all classes.</p> <p>Send out a questionnaire to the children in September to find out which sports and clubs they would like to participate in, and try to offer these if possible.</p> <p>Send out a questionnaire to staff to ensure the correct CDP is in place for the next academic year.</p> <p>Continue to promote a love of nature and gardening and its well-being benefits throughout the school and the local community.</p> <p>Continue to promote a joined up approach to healthy lifestyle choices between school and it families.</p>

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>Fruit is provided for KS2 to encourage healthy eating habits.</p> <p>Carlisle United have worked with pupils, delivering a range of sports and activities with CPD opportunities. A Rising Stars program took place in the summer term, where the class teacher works with the coaches to deliver high quality PE, and the coaches teach PSHE and will assist with curriculum delivery. We chose reading to help inspire reluctant readers. (This was delivered to Year Three)</p> <p>All children are encouraged to participate in the walk/cycle/scoot to school with the Feet First initiative.</p> <p>PE subject leader attended webinars and zoom meetings about Social Distancing in PE to ensure the school is ready to deliver a high quality PE Curriculum in 2021-2022.</p>	

<b>Meeting national curriculum requirements for swimming and water safety.</b>	
<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 2021.</p>	92%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	85%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0% They did not do these lessons due to COVID 19
<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

## 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: £17,420		Date Updated: July 2021	
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b>					Percentage of total allocation:
					%
Intent	Implementation		Impact		
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>		<b>Sustainability and suggested next steps:</b>
Encourage all pupils to take part in the Feet First initiative. Walk, ride or scooter to school.	Badges to be given out in assembly to inspire children to complete their pledge	Free	An increase in the number of children taking part in the initiative.		0% Continue this in the 21-22 academic year and take part in the 'walk to school' week and 100 mile challenge.
Provide swimming lessons for all in Years 1-6 to increase confidence in water based activities. Top up swimming lessons for Year 3 & 4 to ensure they achieve 20 hours in KS2. (Water safety lessons for Y6 did not happen)	High quality swimming lessons to teach the basics of swimming to KS1 and stroke development to KS2.	£780	All children more confident in the water, imperative when living in a rural area with lots of streams, ponds and lakes. High proportion of pupils attained the NC swimming standard.		4.5 % Continue to offer swimming lessons to all year groups during the next academic year.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	<b>Sustainability and suggested next steps:</b>
Offer a broad and well planned PE curriculum to all children within the school.	Use coaches to deliver engaging lessons and CPD to teachers, in a variety of sports and activities throughout the year through the curriculum and chosen sporting activities.	£2,550	Children are enthusiastic about all aspects of PE, they use the correct terminology when discussing aspects of sport.	14.6%
Offer a range of sports as clubs, lunchtime and after school to encourage pupils to engage with sports.	Teachers, coaches and volunteers offered a range of sports during sports club. Indoor clubs ran during the winter months. A lunchtime running club took place twice weekly.	A limited due to the COVID19 restrictions	An increased number of pupils attended sports clubs, the indoor clubs in the winter months were oversubscribed. Lunchtime running clubs were especially popular with KS1 children.	0%
Encourage children to enter competitions, festivals and take part in outdoor and adventurous activities.	Enter competitions, facilitate entry to festivals and run outdoor activity residential.		Covered in Sections 4 & 5	
Ensuring all equipment used by the children is safe	Equipment inspected by a qualified outside agency	£90		0.51%

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Increase confidence, knowledge and skills of staff teaching PE.	Teachers to work with coaches to increase their knowledge and confidence in teaching CPD	Included above	Teachers strive to deliver the same standard of engaging lessons as the coaches.	Continue this in the 21/22 academic year. Survey to be completed by staff to ensure correct CPD and training is offered.
	Purchase of PE related educational books for staff CPD	£740	CPD for staff to help them plan and deliver all aspects of PE and evaluate their lessons to plan the next steps.	4.2%
Offer CDP to teachers in areas where it would benefit and improve their curriculum knowledge.	Carlisle United delivered the 'Primary Stars' programme to work closely with a teacher and class both inside and outside the classroom.	£300	In previous years this has worked very well, the teacher has gained knowledge and confidence and the pupils have enjoyed engaging with the coaches in the classroom	1.7%
Track attainment and participation in school sport and the range of outside school sport taking place.	Time and assistance to be given for teachers to fill in the updated PE tracker.	£60	We are seeing more children taking part in a wider range of sports both within school and outside school hours.	0.34%
School should stay up to date with the latest developments in PE.	Subject lead to attend the William Howard Consortium and the ACPEN (Active Cumbria PE Network) meetings and remain an active member of these groups.		Subject lead able to feed back to staff any developments or initiatives.	Ongoing. Apply for the School Games Mark.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
To give the pupils opportunity to try new and different sports.	Purchase Pickleball equipment and teach this to Year 4 initially, with the help of an external volunteer. Teacher to work alongside as CPD.	£250		1.4%
	Teacher to attend a Pickleball course.	£25		0.14%
Give pupils a broader experience outside the school setting.	In KS2 at least one of the residentials is based on an Outdoor and Adventurous curriculum at an outdoor activity centre.	Transport only. Included below.	These residentials give the children an opportunity to be independent of their families. They are introduced to a range of outdoor and adventurous activities, it gives pupils the opportunity to learn more about themselves and their peers. It encourages cooperation and team work, Friendships are forged which return to the classroom.	



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:
<b>Due to the COVID-19 Restrictions it was difficult to take part in competitive sport as it was not possible to mix with other schools, or to mix the class bubbles we had in school.</b>				
To ensure that all children have the opportunity to take part in competitions.	Once restrictions had eased a little in the summer term, we were able to run sports days for the children. Each class competed and points were added up for the whole school to result in an overall winner. Parents were invited to watch as long as they observed social distancing.	£360	The children enjoyed competing in their sports days and parents thoroughly enjoyed watching their children compete.	2% The smaller sports days worked better as there was less 'down time' between events. This is something we may carry into the future. Holding an EYFS, KS1, Lower KS2 and Upper KS2 Sports Day.
Enter a variety of sporting competitions through the William Howard Primary consortium and the Carlisle School Sports Association. Once these competitions return.	Teams entered competitions, where possible two teams were selected to give pupils the opportunity to compete.		It is our intent to attend competitions once they return. Hopefully this will be in September 2021 to give children the chance to compete.	On going

Signed off by:	Date:	26/07/2021		
Acting Head Teacher:	Catherine Gosson-Low	Chair of Governors:	Val Evans	
Subject Leader:	Jane Hawkswell			