

# 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 2021. 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	£5,961.50
Total amount allocated for 2020/21	£17,379.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£17,342.32
Total amount allocated for 2021/22	£17,361.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£34,703.32

## 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>	
<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> <p>Please see note above</p>	83%
<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>	66%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	93%
<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: £34,703,32		Date Updated: July 2022	
<p><b>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</b></p>					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:
Encourage all pupils to take part in the Feet First initiative. Walk, ride or scoot 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.	n/a % Continue to work with this programme in the next academic year.
All pupils to take part in the 100 mile challenge.	Classes to record the miles achieved by each child and give out certificates.		£200	Over 50% of the pupils in most classes achieved 100 miles and over 75% achieved 50 miles.	0.57% Continue to do this and try to increase the number of children achieving 100 miles
Year 5 to undertake the Mile a Day Challenge	Throughout the day the children run two laps of the field three times, this is equivalent to a mile.		£ Free	The children noticed how it became easier the more we did this,	n/a % Do this in the next academic year but roll out across KS2 and tie it in with the 30:30 initiative. Encouraging 30 mins outside school recorded in 'exercise' diaries.
Provide swimming lessons for all in Years 1-6 to increase confidence in water based and self- rescue activities.	High quality swimming lessons to teach the basics of swimming to KS1 and stroke development to KS2.		£2,250	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. All of Y6 took part in self rescue lessons.	6.48% Next year try 'block' swimming lessons (Every day for a week) to see if this is a more effective way for the children to learn.

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	
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:
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.	£3240.00	Children are enthusiastic about all aspects of PE, they use the correct terminology when discussing aspects of sport.	9.3% Teachers more confident to teach high quality PE within lesson time.
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.		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.	5.3% Continue with this next year, using coaches to deliver a variety of sports to after school clubs.
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	
Ensure all equipment used by the children is safe.	Equipment inspected by a qualified outside agency	£90.00	The equipment is safe to use, and old, damaged equipment replaced.	0.25% This is an annual inspection to ensure the safety of all equipment users.

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. CPD for staff to help them plan and deliver all aspects of PE and evaluate their lessons to plan the next steps.	Continue this in the 22/23 academic year. Survey to be completed by staff to ensure correct CPD and training is offered.
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	0.86% Continue to do this in the 22/23 academic year as it is of great benefit to the children and teacher.
Staff time to track pupil progress and participation.	Time and assistance to be given for teachers to fill in the updated PE tracker.		We are seeing more children taking part in a wider range of sports both within school and outside school hours. Subject lead able to feed back to staff any developments or initiatives.	Build in a half termly staff time to allow them to track PE.
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		Wider knowledge of sporting events happening in the local area, sharing of good practice, CPD and networking opportunities.	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	
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: Wheelchair Basketball.	Make pupils aware of inclusion in sport	£230	Pupils loved playing games in the wheelchairs and noted how versatile and manoeuvrable they were.	0.66% Repeat this in the next academic year as it is fun and highlights inclusion.
Attend the School Games Festival, multi-skills, lacrosse, orienteering and other sports festivals.	To have more children engaging with different sports.	Free	Pupils took part in orienteering and multi-skills. They enjoyed the School's Games experience.	Through the SGO, try to enter competitions next year so that we can return to the School Games.
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	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. They also give the opportunity for cross curricular links such as Guided Reading treasure hunt.	Continue with the residentials next year, as not only are they introduced to outdoor and adventurous activities, but develop independence and social skills.

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:
To ensure that all children have the opportunity to take part in competitions.	We ran 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.	£360	The children enjoyed competing in their sports days and parents thoroughly enjoyed watching their children compete.	1% 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.
To enter a variety of sporting competitions through the William Howard Primary consortium.	Teams entered competitions, where possible two teams were selected to give pupils the opportunity to compete.	£ Transport only	Many more children this year have taken part in competitive sport this year.	On going
All KS2 children able to take part in sports competition against other schools in Brampton Cluster and Carlisle area.	More pupils to play in competitive sport, including less able and SEND pupils.	£ Transport only	The pupils from both schools enjoyed the competition.	We will host a competition next year, and hopefully play against other schools.



Signed off by	
Acting Head Teacher:	Catherine Gosson-Low
Date:	31/7/21
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