

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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 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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£10,320.00
Total amount allocated for 2020/21	£16,810.00
How much (if any) do you intend to carry over from this total fund into 2021/22	£15,508.00
Total amount allocated for 2021/22	£16,840.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£32,348.00

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>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 2020.</p> <p>Please see note above</p>	93%
<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>	93%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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 over and above 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: 2021/22		Total fund allocated: £20,000		Date Updated: July '22	
<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>					<p>Percentage of total allocation: 40% (overlap with all key indicators)</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Provide opportunities for daily physical activity in a range of spaces. Educate children in the value and benefits of a healthy active lifestyle. Children to be able to remain physically active every playtime. Use coaches to deliver a range of activities and inclusive extracurricular clubs for all classes to develop competent and confident children, aiming for life long healthy lifestyles. To increase number of children attending clubs and improve physical activity and life choices. Increase number of children who represent the school at sporting events. For all children to explore physical activity in the woods following forest</p>	<p>Use all the outdoor areas during playtimes to increase space available. Educate children with an understanding of the importance of healthy lifestyles; health body and mind. Purchase a range of games equipment for each class bubble Coaches to deliver a range of sports/PE sessions. Advertise clubs to range of year groups and monitor attendance Ensure a range of children represent the school; monitor and encourage others to participate. Enable all children to visit the woods for forest school activities and further develop skills.</p>		<p>£8,000 (overlap with all key indicators)</p>	<p>Positive attitudes to health and wellbeing. All areas were used during the year, this will continue going forward – positive behaviour and increased range of skills. Equipment was well used and by all classes, going forward we will develop this further and introduce playtime leaders. Coaches have delivered a range of skills and sports, we will now develop this further to include different skills and sports. Many sporting events have been held though the year and have been well attended. All children were able to visit the woods and expand their physical</p>	<p>Monitor physical activity of each cohort to ensure all children meet the government guidelines of at least 30 active minutes per day. Replenish and expand equipment available and spaces available. Coaches organised for 22-23 to deliver a broad range of PE/sports sessions. Continue increased number of forest school sessions. Work with lunchtime staff to further develop use of time/resources to impact on children's physical activity. Second member of staff with Forest School training to lead</p>

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school activity sessions.			capabilities and use of tools. Children spoke of visits to the woods with enjoyment and increased wellbeing	sessions for her class.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 15% (overlap with all key indicators)
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:
All children to access forest schools' activities and be able to develop physical skills, as well as use of tools that are transferred to other curriculum areas and beyond Use physical learning to develop the whole child, including thinking, social and personal skills Ensure physical activity is visible across school and achievements are shared eg on displays and in collective worship celebrations High quality PE delivered across school	Forest school sessions to be run throughout the year, with increased access to sessions for all children SMSC – developed through physical activity Employment of sports coaches/forest school leads to deliver sessions and provide CPD for school staff	£ 3,000 (overlap with all key indicators)	Children have developed their ability to use tools and continue to develop physical skills Children further developed SMSC skills and are able to talk about their learning through pupil voice, including wellbeing. Sporting events are shared at collective worship and celebrated on displays. Children say that they enjoy PE and trips to the woods and talk about them with passion High quality PE delivered across school.	Continue to provide increased number of sessions and share expertise. Develop range offered by coaches in line with our PE curriculum. Continue to use Jigsaw/Scarf curriculum for PSHE, wellbeing, SRE. Develop use of assessment. Review PE action plan and add to SDP.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 20% (overlap with all key indicators)
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:
For staff to have increased expertise in PE and sport by observing and shadowing sports coaches Raise the quality of learning and teaching in PE, sport and physical activity, including wellbeing by providing a broad and balanced inclusive curriculum and beyond to raise children's attainment	External coaches/ forest school leads to deliver a range of skills and for teachers to be present to support their professional development PE lead to attend cluster meetings	£4,000 (overlap with all key indicators)	Increased staff knowledge and understanding – staff able to deliver lessons following observation of coaches More sustainable workforce who are confident and competent to plan, teach and assess PE Increased range of opportunities Increased engagement from children Successful sports days held for Nursery and for R-Y6, very well attended and smoothly run.	More sustainable workforce Develop range of PE skills delivered
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 15% (overlap with all key indicators)
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:	Provide opportunities for all children to attend, including	£3,000 (overlap	Increased staffing capacity Increased pupil awareness of what	Participation in events and competitions to continue and

<p>Provide opportunities to take part in a diverse range of school sport through a range of coaches, extra-curricular opportunities, competitions and festivals</p> <p>Forest school provision enhanced and delivered to all children using Forest school lead to facilitate.</p>	<p>children with SEND</p> <p>Develop team sports skills to impact playtimes, including resources</p> <p>Children to attend extracurricular clubs</p> <p>School to enter children into range of festivals and competitions, continue link with WHS and membership of Carlisle schools' sports association</p>	<p>with all key indicators)</p>	<p>opportunities are available locally</p> <p>Improved techniques for a range of sports and an understanding of rules and tactics.</p> <p>Developed wider life skills which can be built upon.</p> <p>Coaches signposting children to local opportunities, this continues to grow.</p>	<p>develop further, including utilising volunteers.</p> <p>Maintain link with WHS and membership of Carlisle schools' sports association as well as accessing other opportunities.</p> <p>Utilise second member of staff who has Forest school training and update first aid training.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
Provide a wide range of competitions where children can challenge themselves, develop motivation, competence and confidence - focus on the process rather than the outcome Provide opportunities for wide range of children, including those less confident or competent Enter competitions which give access to a range of other schools Membership of WHS, Carlisle schools' sports association as well as other opportunities	Engage with staff and parents for engagement in events Use external coaches to prepare children for competitions to increase participation Provide children opportunities to take part in local events	£2,000 (overlap with all key indicators)	Sports day enjoyed by pupils and parents. Feedback shared with children in collective worship and with parents on newsletters	Participation in events and competitions to continue and develop further, including utilising volunteers. Maintain link with WHS and membership of Carlisle schools' sports association as well as accessing other opportunities. Further develop links with peer school.

Signed off by	
Head Teacher:	J Dalglish
Date:	July '22
Subject Leader:	J Robinson
Date:	July '22
Governor:	Finance & Premises Sub RO
Date:	July '22