

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• October 2019 – Third Place in the William Howard School High 5 Netball Tournament. October 2019 - Got into the finals of the WHS 6 a side football tournament and came second</li> <li>• November 2019 - Mixed team came 1st and Girls team came 2<sup>nd</sup> in the Brampton Schools Consortium cross country at Talkin Tarn.</li> <li>• January 2020 – Came 4<sup>th</sup> in the County Gymnastic Competition.</li> <li>• January 2020 – At the Key Steps Gymnastic Competition Key Steps 1 came 2<sup>nd</sup>, Key Steps 2 came 2<sup>nd</sup>, Key Steps 3 came 1<sup>st</sup> and got through to the County Key Steps Competition in Penrith (this was cancelled due to COVID 19)</li> <li>• February 2020 – Swimming team came 1<sup>st</sup> in the Brampton Schools Consortium Swimming Gala.</li> <li>• February 2020 - Girls team and Boys Teams came first in the Cumbria Schools Bouldering Competition.</li> <li>• All other events for the summer term were cancelled due to COVID-19</li> <li>• 85% of all Y6 pupils participated in competitive sport, 100% of Y5 and 100% of Y4</li> <li>• 86% of KS2 participated in competitive sports competition. However 100% of the children took part in the cluster Cross Country</li> <li>• 70% of KS1 participated in the secondary school festivals.</li> <li>• Silver Sports Mark Award gained.</li> <li>• Staff (inclusive of Early Years) have had the benefit of experiencing PE lessons (across a range of subject areas) being taught by an external coach to further develop CPD, using sport premium money to cover the expense of them coming into school two afternoons a week</li> </ul>	<ul style="list-style-type: none"> <li>• Need to ensure that all Y 6 children are all to swim competently and proficiently over 25metre and perform safe self-rescue in different water-based situations. The two children who did not meet the KS2 swimming standard came to Lanercost in Y6 so only had one 6 week session of swimming with the school. No extra catch up provision was available due to COVID-19 closure of all schools.</li> <li>• Seek opportunities for children to be involved in competitive sport despite COVID-19 restrictions applying to these events – virtual competitions organised by Cumbria School Games</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2020.	85% 11/13 pupils
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85% 11/13 pupils
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92% 12/13 pupils
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?	No due to COVID 19 Pool Closures

## 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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £20,157 (13,552 B/fwd from last year)		<b>Date Updated:</b> 30/09/2020		
<b>Key indicator 1:</b> 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					Percentage of total allocation: 49%	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
<ul style="list-style-type: none"> <li>Through the use of an external coaches delivering a range of extra-curricular clubs linked to a variety of sporting areas ensuring that each half term a different year group are having the chance to access the club (inclusive of SEND, physical abilities) inclusive of resources bought for clubs</li> <li>Purchasing of games equipment for playground for each bubble to ensure that children are encouraged to play and be more active</li> <li>Increasing the number of children who represent school through sport and virtual games</li> <li>To develop personal health and well-being.</li> </ul>		<ul style="list-style-type: none"> <li>Aim for every single child from Year 1 through to Year 6 to attend an extra-curricular club linked to sport over the year.</li> <li>Monitor this at the end of each term to investigate offering a club the non-attenders may want to attend within the limits of COVID-19</li> <li>Monitor the children who represent school over the course of the year and encourage others to want to participate in both virtual and live events</li> <li>Personal health and well-being to be taught through 'C inside' and the continue to us the WHISkids Road to express emotions and feelings</li> <li>Staff member to attend Emotion Coaching training and to roll this out to other members of staff.</li> </ul>		£10,000  <ul style="list-style-type: none"> <li>Registers kept within school</li> <li>Increased attendance of children at clubs evident through observations               <ul style="list-style-type: none"> <li>Spreadsheet maintained over the year to monitor non-attenders and targeting them with a club of their choice</li> </ul> </li> <li>Increased activity on playgrounds and field and visible enjoyment of sport and being active               <ul style="list-style-type: none"> <li>Children say that they have benefitted from time to reflect, learn how to focus and centre their thoughts and develop a positive mind set more.</li> </ul> </li> <li>Y1 -6 to continue with 'road theme' to facilitate conversations about emotions and feelings</li> </ul>		<ul style="list-style-type: none"> <li>Inviting external coaches in from other sporting areas (lacrosse, rugby, yoga etc) to target our all pupils to engage with different sports</li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2.5 %
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:
<ul style="list-style-type: none"> <li>Developing the role of sports leaders form the Y5 and Y6 children, increasing sport and active participation amongst our reception and KS1 children impacting on them growing in confidence and choosing to participate, as well as increasing leadership responsibilities amongst UKS2 children</li> <li>Buy additional resources for playtimes to encourage greater participation</li> </ul>	<ul style="list-style-type: none"> <li>Mrs Siddall to liaise with TA's about how games on the playground are going, as well as discussing possible incentives for the sports leaders</li> </ul>	£500	<ul style="list-style-type: none"> <li>Summer term questionnaire to be completed to enquire how many children have benefitted from the increased activities on the playground</li> </ul>	<ul style="list-style-type: none"> <li>Subscription to Cybercoach website to improve activity in classrooms and increase sport and activity profile</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25%
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:
<ul style="list-style-type: none"> <li>• Focus on the teaching and delivery of dance and gymnastics.</li> <li>• Continue this provision for one afternoon per week, focusing mainly on the teaching and delivery of gymnastics and dance (at certain points of the year)</li> <li>• Each half term alternating the use of an external to deliver different sporting areas with staff being part of the lesson, as well as receiving the plans for each unit taught that they've been part of (occurring over two afternoons a week)</li> <li>• Specialist sports coach develop staff as coaches within PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring closely the classes the coach works with to ensure balance - discussing with staff members regarding specific sporting areas they'd like to be supported in, developing their confidence for the next time they teach this unit</li> <li>• Apply for Gold award in 2021</li> </ul>	£5000	<ul style="list-style-type: none"> <li>• Teacher joined dance sessions and worked alongside specialist dance coach. Prepared U Dance routine.</li> <li>• Teachers attended Key Steps Gymnastics Training to increase knowledge and skills. Key Steps 1 and 2 teams came 2<sup>nd</sup> place and Key Steps 3 came 1<sup>st</sup> place in the Carlisle competition.</li> <li>• Staff questionnaire to distribute this coming half term gathering feedback regarding the delivery</li> <li>• Increased confidence from staff when delivering</li> <li>• Opportunity to see a range of warm up, skill building activities and cool down activities during a lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Use feedback to aim for the Gold School Games Quality Mark Award next year.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 12.5 %
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>Additional achievements:</b> <ul style="list-style-type: none"> <li>• Invite new external coaches and people in to deliver different sports</li> <li>• External coaches to deliver sporting areas (cricket, lacrosse)</li> <li>• Swimming top up (Year 6 children) – Water/swimming confidence sessions (Year 1-5)</li> <li>• Woodland Schools offered to EY and Year1 for two terms (1 morning per week) and all other year groups in the Summer term</li> <li>• Bouldering offered to children in Y4-6 during the Spring term</li> <li>• Weekly Yoga sessions offered to all Year groups during the spring term</li> <li>• Children have had the opportunity to experience trampolining, badminton and pop lacrosse as part of the WHS festivals</li> <li>• Children in KS2 participate in ‘C - Inside’</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs Siddall/Mrs Clarricoats to research possible new organisations to come in to school</li> <li>• Maintain membership of the William Howard Sports offer so that children have the opportunity to try out</li> </ul>	£2500	<ul style="list-style-type: none"> <li>• Pictures and memories</li> <li>• Skills being transferred to other sporting areas of the curriculum</li> <li>• Increased confidence/resilience of the children within EY during Woodland Schools in terms of decision making and carrying out tasks.</li> <li>• Enjoyment of all year groups in the outdoor learning environment irrespective of weather.</li> <li>• Children winning the Cumbria Bouldering League and Swimming Gala.</li> <li>• Children in Class 4 participated in Lacrosse Training through Border City Lacrosse (Lacrosse England).</li> <li>• Spreadsheet of attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat the process next year to invite new initiatives into school to further our children’s participation out of school</li> <li>• Maintain membership of the WHS sports link (Free next year due to COVID 19)</li> </ul>



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:
<ul style="list-style-type: none"> <li>Continue to be a member of Carlisle Schools Sports Association</li> <li>Staff members to attend a Key Steps gymnastics course to help with preparation of Key Steps 1 and 2 teams.</li> <li>Enter competitions and festival as appropriate and where pupils show an interest. Take part in virtual competitions when real events are unable to run because of COVID-19 restrictions</li> <li>Encourage participation in after school clubs so that children can take part in competitive sport.</li> </ul>	<ul style="list-style-type: none"> <li>Have a variety of teams who enter over the course of the year.</li> <li>Enter a number of teams into each competition if possible.</li> <li>Look for other competitions to enter.</li> <li>Provide transport to competitions.</li> </ul>	£2000	<ul style="list-style-type: none"> <li>Annual Members of Carlisle Schools Sports Association and local secondary school sports partnership.</li> <li>Pupils have participated in: gymnastics, multi-skills festivals, etc. and all participation is recorded in a tracker.</li> <li>Children achieved success in a range of sports, including Swimming, Bouldering, Cross-Country and qualifying for county finals in gymnastics.</li> <li>86% of all KS2 pupils participated in competitive sport.</li> <li>Pupils began Lacrosse Training with a coach from Border City Lacrosse Club in preparation for a competition (Cancelled due to COVID 19)</li> </ul>	<ul style="list-style-type: none"> <li>Increased staff leadership for clubs and accompanying children to competitions.</li> <li>Look at entering a greater range of sporting event</li> </ul>

Signed off by	
Head Teacher:	Mrs. Alison Clarricoats
Date:	30/09/2020

Subject Leader:	Mrs. S Siddall
Date:	30/09/2020
Governor:	Mrs. L Hore
Date:	