

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

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](https://www.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 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

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>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/

If YES you **must** complete the following section

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If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £8,717</b>	<b>Date Updated: Nov 2020</b>	
What Key indicator(s) are you going to focus on? <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				<b>Total Carry Over Funding:</b> £8,717
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <ul style="list-style-type: none"> <li>• Delivery of high quality sports teaching to promote healthy lifestyles through regular physical activity</li> <li>• To know the importance of being active and want to be active. Being encouraged to to complete fitness challenges and record their results. Offer a range of extra curricular activities over the year</li> <li>• Providing wider curriculum and extra-curriculum content and deeper learning experiences to develop all pupils mental health and well-being</li> <li>• Staff to develop skills through CPD opportunities.</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>• Cricket, Football and Dance, gymnastics coaching are delivered by specialist teachers during the Autumn and Spring term</li> <li>• Ensure the all pupils have the opportunity for at least 45 minutes of outdoor physical play and sports per day (break, lunch, PE and afterschool)</li> <li>• Introduce Outward Bound sessions into the weekly timetable, working on resilience, challenge and self esteem</li> <li>• Forest schools used weekly to develop team building and problem solving and love of the outdoors</li> </ul>	<p>Carry over funding allocated:</p> <p>£2200</p> <p>£2000</p> <p>£2160</p> <p>£100</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</p> <ul style="list-style-type: none"> <li>• Increased levels of fitness for all children as demonstrated by fitness challenges</li> <li>• Greater retention of taught skills for all pupils and application/transference of skills to other sports, improvement as seen by coach and teachers involved</li> <li>• Children are able to use their imagination and creativity in both dance and gymnastics</li> <li>• Children learn about themselves and how to work collaboratively to solve problems and encourage others</li> </ul>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p>

<ul style="list-style-type: none"> <li>• All children have access to high quality PE equipment during playtimes, thereby increasing physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Boing training attended by SL and TA</li> <li>• Buy further PE equipment so all bubbles have their own equipment allowing children to engage in a variety of different physical activities at break and lunchtimes</li> </ul>	£200	<ul style="list-style-type: none"> <li>• Children understand that being in nature can help their mental health</li> <li>• Physical literacy is embedded into PE lessons</li> <li>• Increased levels of fitness and physical activity in all children</li> </ul>	
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Meeting national curriculum requirements for swimming and water safety.  N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	83%
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.	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%
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?	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: £14,541

Date Updated: Nov 2020

**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

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:
<ul style="list-style-type: none"> <li>• To promote healthy lifestyles– through regular physical activity outside of PE lessons.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor which year groups are accessing after school sessions</li> </ul>	£5000	<ul style="list-style-type: none"> <li>• More children have accessed sport clubs</li> <li>• Children have become more enthusiastic about being fit and healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Young leader training (by staff) to then to deliver this as part of our ongoing Y6 provision</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:
				%
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>Improve school tracking and assessment Update ACPAT sports tracker £40</li> <li>To keep abreast of PE developments and opportunities in Cumbria</li> <li>Continue to engage with WHS Sports Co-ordinator Cluster</li> </ul>	<p>Update ACPAT sports tracker on a termly basis</p> <p>Attend termly ACPEN meetings to find out about CPD, events and training opportunities for PE</p> <p>Subject leader promotes interschool competitions and festivals for all year groups to take part in</p>	<p>£240</p> <p>£240</p> <p>£250</p>	<ul style="list-style-type: none"> <li>Tracker will help staff identify gaps in learning not just of PE skills but knowledge understanding and health &amp; fitness Tracker will also identify children who are less active and likely to fall into obesity statistics for the Carlisle area</li> <li>Subject leader is confident in leading PE across the school and offers expertise to others</li> </ul>	<p>PE subject lead to go through tracking data with all staff and identify ways of targeting children who are less active and under-achieving</p> <p>Subject leader has a clear understanding of their subject and can communicate this to others</p>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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>
<ul style="list-style-type: none"> <li>• To develop staff's confidence and CPD in delivering that particular sporting unit the next year</li> <li>• PE lead's time to monitor/evaluate/plan PE/Sport across school</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor which staff had access to previous years training</li> <li>• Continue to monitor and evaluate lessons/sequences of lessons</li> <li>• Staff to develop skills through CPD opportunities.</li> <li>• Staff will be able to share good practise.</li> <li>• Staff will discover festivals available at local secondary school.</li> <li>• Staff will have access to Active Cumbria sessions – covering range of PE issues.</li> </ul>	<p>£2970</p>	<ul style="list-style-type: none"> <li>• Staff's delivery of sporting areas has improved. Warm ups and skill building has improved within lessons</li> <li>• Staff given opportunities to develop with coaches. Staff had opportunities to discuss practise in other schools (awareness of sports in local area to offer to pupils). Input on festivals available in local cluster. CPD was provided on filling in school games mark.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and introduce training in areas that can be continued to be delivered for the next few years (forest schools/yoga training)</li> </ul>

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:
<b>Additional achievements:</b> <ul style="list-style-type: none"> <li>• To enhance swimming provision to enable clear development in confidence and strokes and to make sure all children in Y6 meet the requirements of the NC</li> <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>• Boulderling offered to children in Y4-6 during the Spring/summer term (COVID dependent)</li> <li>• Weekly Yoga sessions offered to all Year groups during the spring term</li> </ul>	<ul style="list-style-type: none"> <li>• Employ an additional swimming coach to enable pupils to be streamed appropriately to provide specific skills teaching and progression through three groups, rather than two (non-swimmers and swimmers).</li> </ul>	£1200		

<ul style="list-style-type: none"> <li>Children have had the opportunity to experience trampolining, badminton and pop lacrosse as part of the WHS festivals</li> </ul> <p>Children in KS2 participate in 'C -Inside'</p>				
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>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:	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>Take part in virtual competitions.</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 if possible</li> <li>Enter a number of teams into each competition if possible.</li> <li>Look for other competitions to enter both virtually and in real live depending upon restrictions</li> </ul>	£1500		

Signed off by	
Head Teacher:	Alison Clarricoats
Date:	
Subject Leader:	Alison Clarricoats
Date:	
Governor:	Mrs. E Hore
Date:	



