



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

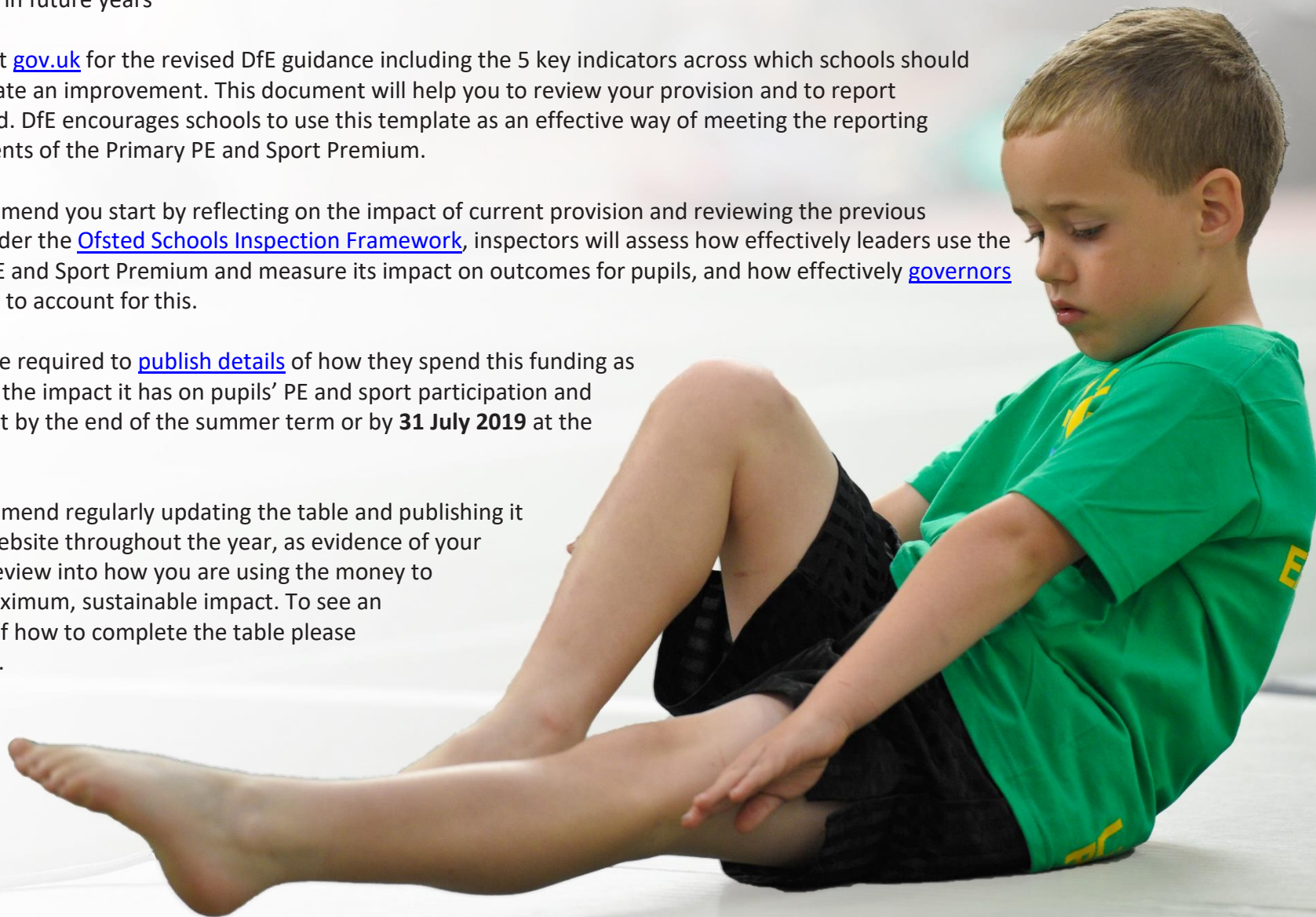
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Second in the William Howard School High 5 Netball Tournament – Sept 2018 • Football team got to the quarter finals of the WHS 6 a side football tournament – Oct 2018 • Mixed team came second in the Brampton Schools Consortium cross country at Talkin Tarn – Nov 2018 • Individual swimmers were placed second and third in the backstroke and breaststroke finals at the Brampton Schools Consortium Swimming Gala – Feb 2019 • Girls team came first and boys third in the Cumbria Bouldering Competition – March 2019 Under 11 team came second in the Cumbria School Gymnastic Association Primary Novice Championships for April 2019 • Lanercost School team came first in the Year 3 and 4 category and second in the Year 1 and 2 category of the Lanercost Cross Country – April 2019 • Third in the William Howard Rounders Competition June 2019 • The Girls cricket team came second in the Carlisle and District Kwik Cricket competition and this qualified them for county finals in July 2019 • A high % of children engage in extra curriculum provision for PE • Majority of 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 	<ul style="list-style-type: none"> • 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

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	Before top-up	After top-up
	80%	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%	90%
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?	Yes (1 Y6 child received top up style block of sessions during the spring term)	

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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £16,575	Date Updated: July 2019	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 54%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> through the use of an external coach 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 Purchasing of games equipment for playground and field to encourage children to play and be more active increasing the number of children who represent school through sport and have the chance to wear our school kit. To develop personal health and well-being. 	<ul style="list-style-type: none"> Aim for every single child from Year 1 through to Year 6 to attend an extra-curricular club linked to sport. Monitor this at the end of each term to investigate offering a club the non-attenders may want to attend Monitor the children who represent school over the course of the year and encourage others to want to participate personal health and well-being to be taught through 'C inside' and the continue to us the WHISkids Road to express emotions 	£8,923	<ul style="list-style-type: none"> registers kept within school Increased attendance of children at clubs evident through observations spreadsheet maintained over the year to monitor non-attenders and targeting them with a club of their choice Increased activity on playgrounds and field and visible enjoyment of sport and being active registers being kept in school 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. Y1 -6 to continue with 'road theme' to facilitate conversations about emotions and feelings 	<ul style="list-style-type: none"> inviting external coaches in from other sporting areas (tri golf, rugby, yoga etc) to target our reluctant pupils to attend clubs Role out 'C -Inside' across other year groups

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> introducing sports leaders form the Y5 and Y6 children, increasing sport and active participation amongst our reception and KS1 children impacting on them growing on confidence and choosing to participate, as well as increasing leadership responsibilities amongst UKS2 children The awarding of medals and trophies for our elite children's performances during sports day 	Mrs Siddall to liaise with TA's about how games on the Playground are going are going, as well as discussing possible incentives for the sports leaders	£300	<ul style="list-style-type: none"> Summer term questionnaire to be completed to enquire how many children have benefitted from the increased activities on the playground 	<ul style="list-style-type: none"> Subscription to Cybercoach website to improve activity in classrooms and increase sport and activity profile

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				29%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> 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) Applied for the School Games Quality Mark Award and successfully reviewed and evaluated the quality of PE and Sport in school. Specialist sports coach develop staff as coaches within PE lessons. 	<ul style="list-style-type: none"> 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 Contacted Becky Underwood and indicated interest in applying. Worked with allocated consultant to undertake in depth self-review - very effective. Completed form – Silver Award gained– September 2019 Booked a staff meeting to showcase the award and plan 	£4870	<ul style="list-style-type: none"> staff questionnaire to distribute this coming half term gathering feedback regarding the delivery increased confidence from staff when delivering opportunity to see a range of warm up, skill building activities and cool down activities during a lesson The Quality Mark Award focussed on the actual impact that high quality PESP has on our pupils; this resulted in a far greater focus on outcomes rather than just provision which motivated our pupils to strive to always do better. This had a marked impact on participation levels and progress both in and beyond the curriculum. Cricket coaching enabled the girls cricket team to reach the county final for the first time 	<ul style="list-style-type: none"> 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) Use feedback to aim for the Gold School Games Quality Mark Award next year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ul style="list-style-type: none"> • Invite new external coaches and people in to deliver different sports • External coaches to deliver sporting areas (cricket, rugby, tennis) – • Swimming top up (Year 6 children) – Water/swimming confidence sessions (Year 1-5) • Woodland Schools offered to EY and Year1 for two terms (1 morning per week) and all other year groups in the Summer term • Bouldering offered to children in Y4-6 during the Spring term • Weekly Yoga sessions offered to all Year groups during the spring term • Children have had the opportunity to experience trampolining, badminton and pop lacrosse as part of the WHS festivals 	<ul style="list-style-type: none"> • Mrs Siddall/Mrs Clarricoats to research possible new organisations to come in to school • Maintain membership of the William Howard Sports offer so that children have the opportunity to try out 	£1585	<ul style="list-style-type: none"> • Pictures and memories • Skills being transferred to other sporting areas of the curriculum • Increased confidence/resilience of the children within EY during Woodland Schools in terms of decision making and carrying out tasks. Enjoyment of all year groups in the outdoor learning environment irrespective of weather • Children winning the Cumbria Bouldering league. • Spreadsheet of attendance 	<ul style="list-style-type: none"> • repeat the process next year to invite new initiatives into school to further our children's participation out of school • Maintain membership of the WHS sports link

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Become a member of Carlisle Schools Sports Association • Enter competitions and festival as appropriate and where pupils show an interest • Encourage participation in after school clubs so that children can take part in competitive sport 	<ul style="list-style-type: none"> • Have a variety of teams who enter over the course of the year • Look for other competitions to enter • Provide transport to competitions 	£900	<ul style="list-style-type: none"> • Annual Members of Carlisle Schools Sports Association and local secondary school sports partnership • Pupils have participated in: gymnastics, multi-skills festivals, etc. • Children achieved success in a range of sports, qualifying for county finals in: girls cricket and gymnastics 	<ul style="list-style-type: none"> • Increased staff leadership for clubs and accompanying children to competitions • Staff member to attend a key steps gymnastics course to help with preparation of Key Steps 1 and 2 teams • Maintain success with new pupils coming through • Look at entering a greater range of sporting event