

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 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 spe



nd.DfEencourageschools 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	-
Total amount allocated for 2020/21	£16,670.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8,113.87
Total amount allocated for 2021/22	£16,569.73
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,680.60

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>	89.2%
<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>	100%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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: 2020/21	Total fund allocated:	Date Updated:		
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				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"> • 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 • Purchasing of games equipment for playground to ensure that children are encouraged to play and be more active • Increasing the number of children who represent school through sport and virtual games • Invite Outward Bound to work with all children from Y1 – 6 on team building and personal development through outdoor activities. 	<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 over the year. • 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 in both virtual and live events • Personal health and well-being to be taught through 'C inside' • Staff member to attend Emotion Coaching training and to roll this out to other members of staff. 	<p>£</p>	<p>Registers kept within school</p> <ul style="list-style-type: none"> • Due to Covid only some clubs were run, therefore spreadsheet demonstrates gaps over the course of the year 2020-21 • Throughout the year, we have increased the activity on playgrounds and field and visible enjoyment of being active • Through pupil voice, 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 C Inside colours to facilitate conversations about emotions and feelings • Emotion coaching words for feelings used within discussions with children about feelings – all staff <p>All children benefitted from weekly sessions with Outward Bound, maintaining physical</p>	<p>Inviting external coaches in from other sporting areas (lacrosse, rugby, yoga etc) to target our all pupils to engage with different sports</p> <ul style="list-style-type: none"> • Ensuring all teachers have sufficient CPD in order to run good-outstanding PE lessons • monitor non-attenders and targeting them with a club of their choice for 2022-23 • Evaluate resources and the participation through pupil voice and lesson observations
<p>Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised</p>				
			<p>Percentage of total allocation:</p>	

across the school as a tool for whole school improvement				%
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"> Developing the role of sports leaders from 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. Buy additional resources for playtimes to encourage greater participation. 	Discussion with staff about how games on the playground are going, as well as discussing possible incentives for the sports leaders.	£4469.83	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"> Continue with the role of sports leaders and develop this into a leadership programme within school. Continue to assess how playtime can be improved to allow children to participate even further.

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>
<p>Focus on the teaching and delivery of dance and gymnastics.</p> <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) • 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) • Specialist sports coach develop staff as coaches 	<p>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</p> <ul style="list-style-type: none"> • 	<p>£</p>	<p>Teacher joined dance sessions and worked alongside specialist dance coach. Prepared U Dance routine.</p>	<p>Use feedback to aim for the Gold School Games Quality Mark Award next year (2022-2023). Teachers have a set feedback form and instructional coaching form that they follow in order to improve their CPD.</p>

within PE lessons.				
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:
<ul style="list-style-type: none"> • Invite new external coaches and people in to deliver different sports • External coaches to deliver sporting areas (e.g.cricket) • Woodland Schools offered to EY and Year1 for two terms (1 morning per week) and all other year groups • Bouldering offered to children in Y4-6 during the Spring term • Weekly Yoga sessions offered to all Year groups 	<ul style="list-style-type: none"> • School 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 	£	<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. 	<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 and embrace further opportunities with them

<p>during the spring term</p> <ul style="list-style-type: none"> • Children have had the opportunity to experience trampolining, badminton and pop lacrosse as part of the WHS festivals <p>Children in KS2 participate in 'C -Inside'</p>			<ul style="list-style-type: none"> • Children winning the Cumbria Bouldering League and Swimming Gala. 	
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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:
<ul style="list-style-type: none"> • Continue to be a member of Carlisle Schools Sports Association • Staff members to attend a Key Steps gymnastics course to help with preparation of Key Steps 1 and 2 teams. • 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 • 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. • Enter a number of teams into each competition if possible. • Look for other competitions to enter. • Provide transport to competitions. 		<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. and all participation is recorded in a tracker. • Children achieved success in a range of sports, including Swimming, Bouldering, Cross-Country and qualifying for county finals in gymnastics. • 86% of all KS2 pupils participated in competitive sport. • Pupils began Lacrosse Training with a coach from Border City Lacrosse Club in preparation for a competition 	<ul style="list-style-type: none"> • Increased staff leadership for clubs and accompanying children to competitions. • Look at entering a greater range of sporting event

Signed off by	
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Date:	20.7.2022
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Date:	20.7.2022
Governor:	Liz Hore
Date:	20.7.2022