

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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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	£2,681
Total amount allocated for 2020/21	£17,358
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3,525
Total amount allocated for 2021/22	£17,493
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,018

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>Year 5 (and one pupil from Year 6) completed 5 swimming sessions (1 hour each) in the autumn term 2021.</p> <p>All children achieved, and most exceeded, the NC requirements.</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>	<p>100 %</p>
<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>	<p>80 %</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Unknown at present. No opportunity available for open water swimming safety training for this cohort during pandemic.</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?

Plans for open water swimming safety session for Summer term 2022.

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: £21,000		Date Updated: March 2022	
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: 50 %
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?:
<p>All children to undertake at least 30 minutes of physical activity a day in school.</p> <p>Increase opportunity for physical activity during break times.</p> <p>Encourage movement and physical activity in class and at home during periods of loss of use of the school hall and group bubbling throughout the pandemic.</p>		<p>Each class completes the daily mile in the school grounds (field when accessible, or playground).</p> <p>Provision of equipment to encourage more active play.</p> <p>Timetabled use of adventure play area and the newly installed MUGA to give each class opportunity in the week for range of physical activity and ball games to be played safely (basketball, football)</p> <p>School subscription to iMoves online resource for use by each class teacher, in class and as part of remote education offer during lockdown school closure.</p>		£10,500	<p>General improvement in fitness across the school noticed in annual sports day.</p> <p>Relatively low levels of obesity registered in YR and Y6 heights and weights check.</p> <p>High take up of opportunities for extra-curricular activities since the end of the pandemic (e.g. after school football / dodgeball club).</p>
					<p>Sustainability and suggested next steps:</p> <p>Daily mile to continue for each pupil.</p> <p>Extend opportunity for use for the field for physical activity and to give easier access to Hidden haven, outside area on school grounds.</p> <p>Provision of solid surface path from playground to Hidden Haven and around perimeter of field.</p> <p>Teaching of basketball in PE curriculum and / or after school club to ensure better use of nets in MUGA.</p>

Ensure opportunity for progression in physical activity between Nursery and Reception within the EYFS.	Provision of fixed climbing equipment, more accessible storage and sandpit in Reception outside area.		Increased levels of EYFS pupil physical activity.	Consider installation of more permanent climbing equipment in Reception outside area.
Increase opportunities for learning outside the classroom.	Tables / benches provided on lawn area to the front of the school		Lessons able to be conducted outside during periods of Covid-19 related restrictions in school.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 10%
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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:
<p>Provide wide range of opportunities for sport and physical activity for older pupils as a response to concerns raised by KS 2 wellbeing surveys throughout the pandemic.</p> <p>Engage in as many local sports events whenever possible, both competitive and non-competitive, including those aimed at children with SEND and not often chosen to represent the school.</p> <p>Pupils to know about, how to play and how to improve in, a range of sports and games</p>	<p>Daily mile for Years 5 and 6 moved to beginning of the school day to improve concentration and readiness for learning.</p> <p>Local events and opportunities since easing and end of Covid-19 restrictions: Orienteering, Tag Rugby, Ten Pin Bowling, Girls' Netball, Girls' Football, Sports Hall Athletics, Kwik Cricket and Cross Country.</p> <p>Opportunities provided for practice and preparation (lunchtimes): Football and Cross Country</p>	£3,150	<p>Older KS 2 children now more focussed and ready to learn each morning.</p> <p>Increased engagement and positivity towards sports with those children invited to take part in Panathlon events and other locally organised taster sessions. Positive impact on pupil wellbeing and self-esteem over time.</p>	<p>Daily mile to continue for each pupil.</p> <p>Continue to monitor pupil physical activity (in and out of school) to assess impact of pandemic and of subsequent interventions in school.</p> <p>Sign up to Koboca platform to record pupils' engagement in sports, games and physical activities.</p> <p>Enable all pupils to engage in 'Street Tag' activities to be able to encourage and celebrate children's physical activities outside school.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
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:
<p>Staff able to confidently develop in-class and home-based physical activities for children during the two lockdowns and periods of in-school restrictions.</p> <p>PE and Sport curriculum covers full range of skills and knowledge. Lesson plans accessible in school.</p> <p>Staff provided with sufficient resources to teach the PE curriculum.</p>	<p>School subscription to iMoves online resources.</p> <p>Member of staff trained and licensed as Zumba teacher.</p> <p>Review of PE curriculum suggests need for new structure and range of online planning and teaching resources.</p> <p>Outside PE storage capacity increased to improve access to equipment.</p> <p>Newly installed MUGA provides dedicated space for outside PE lessons.</p>	£3,150	<p>(See notes in KI 1 above)</p> <p>Zumba sessions offered as extra-curricular activity.</p> <p>Pupils enjoy PE lessons including Gymnastics and Dance elements.</p> <p>Improved quality of teaching PE when outside due to ease of access of resources.</p>	<p>iMoves subscription to continue to provide option for in class physical activity.</p> <p>Continue registration of member of staff as Zumba teacher</p> <p>PE curriculum to be completely replaced with new planning structure and resources.</p> <p>Staff training with introduction of new curriculum materials.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

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and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Teach and offer wide range of sports games and physical activities to maximise interest and engagement.</p> <p>Ensure good range and balance of invasion and net sports to support development of agility and cross over skills.</p>	<p>Opportunities provided for involvement in range of sports competitions and taster events: Orienteering, Tag Rugby, Ten Pin Bowling, Girls' Netball, Girls' Football, Sports Hall Athletics, Kwik Cricket and Cross Country. (limited during pandemic)</p> <p>Pedal and Scoot (early cycling skills) for Reception and Cyclewise for Year 6 pupils.</p> <p>Provision of specialist sports coaching both extra-curricular and within curriculum PE time: Cricket, Football.</p> <p>Lacrosse included in invasion games taught in upper KS 2</p>	<p>£3,150</p>	<p>High level of interest and engagement in the albeit limited range of sports available during the pandemic.</p> <p>Vast majority of children in Reception able to ride a bike; vast majority of pupils in Year 6 able to ride a bike safely on the road.</p>	<p>Expand range of sports taught in PE and offered as extra-curricular activities: e.g. handball, basketball</p> <p>Audit of sports taught and plan to expand. Equip and train staff as necessary.</p> <p>Continue to provide Pedal and Scoot to YR and Cyclewise to Y6.</p>

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:
<p>Provide as many opportunities to participate in competitive sport to as many children as possible.</p> <p>For pupils to learn the rules of each sport in which they participate, the etiquette and expectations for behaviour, ways in which to participate successfully in a team and how to deal with losing.</p> <p>For pupils to understand the importance in practice of skills and fitness as well as the full sport itself.</p>	<p>Limited opportunities for meaningful competitive sport during the pandemic.</p> <p>Since the relaxation of restrictions, pupils have competed in the following local events: Cross Country (Regional, County and National level), Girls' Netball, Girls' Football and Sports Hall Athletics</p>	£2,100	<p>Pupil enjoyment and personal improvement (as evidenced in reflective reports).</p> <p>4 children (1 Y6 and 3 Y5) selected to represent Cumbria in National Cross Country finals.</p> <p>Excellent attitude to fellow competitors and all aspects of competition shown by pupils involved.</p>	<p>Commitment to enter pupils into available local competitions whenever possible.</p> <p>Unsustainable for HT to manage all aspects of sports events in the long term. Seek member of staff to take on responsibility for management of sports events.</p>

Signed off by	
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Date:	02.03.22
Subject Leader:	Quita Davies
Date:	02.03.22
Governor:	Sue Matthews
Date:	02.03.22

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