

# 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](http://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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£13,413
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,160

## 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><b>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</b></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><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.</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>83%</p> <p>This equates to 15/18</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>100%</p>
<p>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?</p>	<p>Yes/<del>No</del></p>

Created by:



Supported by:



The school provides two terms of funded lessons and then a term of double lessons provided by the PE Premium. This is used to boost strugglers or the less confident. £1000

## 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: 2021/2022		Total fund allocated: £17000		Date Updated: June 2021	
<b>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</b>					Percentage of total allocation: 46%
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:
Increase participation of pupils in purposeful physical activity through the development of playground resources during play and lunch times.	Carry out audit, needs analysis and teacher/pupil voice questionnaire. Purchase of equipment based upon audit, needs analysis and teacher/ school council	Play leader at lunchtime – £4518  Additional resources (wholes school) £500	Increased engagement of pupils in physical activity as evidenced through number of pupils using the equipment once purchased	High quality equipment that is used and stored well to ensure the longevity of it.	
Provide and increase the variety of clubs that are open to all to ensure greater engagement and breadth of experience that physical activities offer.	To offer opportunities for children to take part in a variety of free after-school clubs which will regularly alternate between years throughout the year. Carry out audit pupil voice questionnaire to establish popular clubs for different year groups.	Additional afterschool/lunchtime clubs per term included in current coaching commitment included in key Indicator 2. These will run for 5 weeks per half term. Clubs will include but not exclusive to athletics, football, gymnastics, multi-skills and	Children are more purposefully active and make use of clubs that are on offer. Number of children using the clubs will be monitored including vulnerable groups.	Opportunities are provided year on year as part of school commitment to engaging pupils in regular physical activity.	

Created by:



Supported by:



		basketball £3,000 in total for free after school courses.		
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: As part of K1 1 and K! 5
<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?:
Ensure that pupils and staff continue to demonstrate high levels of engagement, enthusiasm and participation in physical activity.	Maintain the two hours of physical activity per year group as part of the children's curriculum entitlement with coaches used purposefully	£ Allocated within K11	Monitoring of planning and lessons indicates that teaching of PE is good or better across the school. All children demonstrate a high level of engagement and participation within PE.	The Ethos of PE teaching is embedded across the school.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: As part of K1 1
<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:

<p>Employ coaches to increase the confidence, knowledge and skills of all staff.</p> <p>Deploy them purposefully according to need</p> <p>Pupils receive high quality teaching from staff</p>	<ol style="list-style-type: none"> <li>1) Meet with coaches to ensure ethos and joined up thinking in purpose of using SPF</li> <li>2) PDM for teachers to understand the role of a coach</li> <li>3) Meet with coaches to look at in house planning – look at ways to adapt and skill up if needed</li> <li>4) Measure and monitor the impact of every coach using the coaching tracker document.</li> <li>5) Observation of coaches to ensure teachers are being skilled up</li> <li>6) Monitor teachers who have had coaches to ensure impact</li> <li>7) Ensure pupil outcomes are good – find ways to measure this – pupil questionnaires Ensure future strategic use of</li> </ol>	<p>£</p>	<p>Specialist coaches evoke passionate response from children due to high levels of skilled training Teachers subject knowledge and confidence to teach has grown Monitoring shows that teaching is good or better</p>	<p>Ethos embedded – it becomes a non-negotiable</p> <p>Teachers able to teach the unit next or be confident that planning is of the highest quality so teachers are teaching high quality lessons</p> <p>Teachers practice alongside the coach before progressing to individual delivery.</p> <p>Monitoring shows that teaching is good or better and teachers who need further support are identified. Further professional development for those who request it – coaching.</p>
---	--	----------	--	---

<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Percentage of total allocation: 8%</p>
---	---

Intent	Implementation	Impact	Impact	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>Use teachers’ strengths and interests to provide sports clubs.</p>	<p>Re-introduce teacher led clubs if opportunity arises upon lifting of covid19 restrictions.</p> <p>Encourage teachers to introduce a new club Teacher led clubs will include football (girls), rugby (girls), multi-skills, Friday Footy (mixed)</p>	<p>£</p>	<p>Increased number of children participate in a wider range of sports (audited termly)</p> <p>Encouragement from teachers Increased levels of self-esteem Increased awareness of healthy lifestyles</p> <p>Continues to raise the profile of fitness levels and healthy lifestyle and competition.</p>	<p>Ethos = teachers take a club, range of clubs encouraged.</p>

<p>Additional swimming lessons for children who did not meet national minimum standards by end of Year 4</p> <p>5 X 2 hour per week high intensity lessons</p>	<p>Children participate within a swimming programme to support them in achieving the goal of being able to swim 25m</p>	<p>£1000</p>	<p>Gives children an opportunity to children in Year 6 who have not achieved the goal of swimming 25m</p> <p>Especially those who may not be able to experience this due to disadvantaged backgrounds.</p>	
--	---	--------------	--	--

Created by:



YOUTH  
SPORT  
TRUST

Supported by:





Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				46%
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:
Part of Carlisle School Games – various external competitive leagues, including : Year 3/4/5/6 football – both boys and girls Climbing competition Cross country KS2 Cricket - Netball / Athletics tournament KS2 Swimming Gala	Maintain and develop further opportunities for competing  Release time for Head Teacher to support all activities.	£8000	More opportunities for competitive sports to be tried by the children More children are involved. Rewards given for those who compete (see key indicator number 2)	Children are inspired to get involved at team level.
Within planning, ensure there are opportunities for competitive mini games for all children to take part in	PE lead to highlight and adapt planning so there are more opportunities for completeive sport.		Competitive elements are threaded through units of work, children are more exposed to competition within lessons	Planning remains in place and is monitored regularly
Sports Day - Ensure that sports day is competitive (in house teams) and well run.	Potential use of coaches used to support the delivery of events.	£75	Healthy competition within a safe environment	Annual event run by PE lead and supported by coaches

Signed off by	
Head Teacher:	David Hodgkiss
Date:	September 2021, revised February 2022

Created by:



YOUTH  
SPORT  
TRUST

Supported by:

