

# 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  | £0      |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £0      |
| Total amount allocated for 2021/22  | £17,784 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £17,784 |

## 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>  | 80% |
| <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>  | 76% |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 76% |
| <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>   | 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.

|  |  |                              |                    |  |   |
|--|--|------------------------------|--------------------|--|---|
| <b>Academic Year:</b> 2020/21  |  | <b>Total fund allocated:</b> |                    | <b>Date Updated:</b>   |   |
| <b>Key indicator 1:</b> 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:<br>38%  |
| <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:  |
| To increase the physical activity of children during playtimes and lunch breaks and also during lesson times/assemblies where possible. Teachers should seek out opportunities for the children to be as active as possible during all lessons.<br>To improve the EYFS outdoor area for continuous provision to support the development of gross motor skills. | Daily mile on non-PE days to be timetabled and non-negotiable.<br>Introduce cross-curricular orienteering in KS2.<br>Play-leading training for Y6 and midday supervisors.<br>Equipment purchased to enhance outdoor play for EYFS. |                              | £6,700             | Pupils should understand how important physical exercise is and the positive effects that it has on their bodies. They are excited to take part in active lessons. | Continue to train the older children in school to lead active break-times. Provide more training for midday supervisors. Use pedometers so that children can see how active they are during the school day. |
| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement  |  |                              |                    |  | Percentage of total allocation:<br>36%  |
| <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:  |

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| More active lessons to help children to be engaged and learn better. More active playtimes so that children are more engaged and therefore opportunities for poor behaviour are limited.<br>To improve EYFS outdoor provision so that development of gross motor skills is embedded in the children's first year of school. | Introducing and embedding the use of cross-curricular orienteering in KS2.<br>Purchase equipment for play-leaders and midday supervisors to use at break times and lunch times.<br>Equipment purchased to enhance outdoor play for EYFS. | £6,380.12 | Children using their orienteering skills to be active in other subjects across the school curriculum.<br>Children more engaged at break times and physically active. | Children in year 3 to be trained in orienteering so that the cross-curriculum element can be used in years 4,5 and 6 from the start.<br>Provide more training for midday supervisors to emphasise the importance of active breaks. |
|---|--|-----------|--|--|

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| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> | Percentage of total allocation:<br>12% |
|--|--|

| 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:  |
| All teachers to be up to date with how to use the online platform for real PE, real dance and real gym.<br>KS2 staff to be trained in how to teach orienteering skills and how to then use these skills across the curriculum. | Teachers received training and support for how to use the PE scheme Real PE, dance and gymnastics,<br>Teachers received training and support for how to teach cross curricular orienteering. | £2,186.38          | Children are being taught a progressive set of lessons in PE to enable them to make progress consistently from EYFS through to year 6. They are also benefitting from active lessons in subjects other than PE. | Teachers to continue to use the real PE online platform – top up training for new teachers can be provided by PE lead.<br>Resources for CC orienteering are in place and lessons with videos are on an online platform. |

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

| 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>Additional achievements:</p> <p>More extra-curricular clubs to be offered to children by school staff and also from external providers.</p> <p>For year 6 to attend a residential trip where they can experience a range of outdoor and adventurous activities.</p> | <p>Children were provided with the following physically active clubs: Cross country running, netball, rounders, cricket, gymnastics, rugby, dance and multi-skills clubs for both KS1 and KS2.</p> <p>A year 6 trip was organised to Langdale YHA where children learned many new skills sports such as abseiling, kayaking, archery, hiking, ghyll scrambling, etc.</p> | <p>£1,445</p> | <p>Children are keen to be physically active and many children attend the clubs on offer to them understanding that it is important to be physically active. Children learn new sports/skills and learn to be adventurous and take risks within a safe environment. One child with ASD has subsequently taken up kayaking.</p> | <p>Staff are in place to continue to offer physically active clubs in the next academic year. We also aim to use external providers for sports that we cannot offer ourselves.</p> |
|--|--|---------------|--|--|

| Key indicator 5: Increased participation in competitive sport  |  |                    |  | Percentage of total allocation:   |
|--|--|--------------------|--|---|
|  |  |                    |  | 6%  |
| 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:  |
| To attend as many competitive sports events as possible. For children to understand how to compete and how it feels to be part of a team. To offer opportunities to compete in sports to as many children as possible. | Children have attended to the following events this year:<br>Indoor athletics, cross country, football, netball, rounders, cricket, gymnastics, outdoor athletics, boccia and new-age kurling. | £1,072.50          | More children have experienced competitive sport and are enthused to try out again for various sports. Children are looking forward to the next academic year with more competitive events on offer. | Plans for next year's events are already underway by our local high school and local School Games Organiser. Plans to attend these and the logistics to be organised as early as possible by PE lead. |

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| Signed off by   |              |
| Head Teacher:   |              |
| Date:           |              |
| Subject Leader: | Joanne Lomas |
| Date:           | 19.07.22     |
| Governor:       |              |
| Date:           |              |