



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 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	£1337.96
Total amount allocated for 2020/21	£16,480
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6,538*
Total amount allocated for 2021/22	£16,490
Total amount of funding for 2021/22. (Balance b/f from 2020/21 to be spent and reported on by 31st July 2022*)	£23,028

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	Our Year 6 children completed COVID-secure swimming sessions during the Summer term of 2021 in order for them to meet the national requirements for swimming and water safety by the end of their Year 6
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022. Please see note above	2020-21 Year 6 Cohort: 92% 2021-22 Year 6 Cohort: 100% Completed September/October 2021
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?	Yes – Swimsafe (including, outdoor swimming safety instruction)

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: 2021/22	Total fund allocated: £23,028	Date Updated: November 2021	Percentage of total allocation:
Key indicator 1: The engagement of all 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			11%
Intent	Implementation	Impact	
Focus on: what you want pupils to know; be able to do. What needs to be learnt/consolidated 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:
Physical activity is embedded throughout the school day and beyond	All children in KS1 and KS2 take part in the 'Daily Mile' activity using the school playing field	£2,500 (includes PE SL release)	Children are more focused and attentive throughout the school day 'Daily Mile' activity is nil cost and an on-going initiative
All members of staff and children recognise the benefits of regular physical activity for their mental health and overall wellbeing	All children have waterproof, outdoor, clothing available for daily use		Children's level of active participation within lessons increases, particularly for those pupils identified as limiting their engagement with physical activity Waterproof's are used by subsequent year groups
Staff feel competent in their knowledge and understanding of how to facilitate increased physical activity for all children	All children take part in daily 'Wake and shake' activities through the school's subscription to 'Jump Start Jonny': Exercise, Dance and Workout programmes Midday Supervisor lead lunchtime games and activities through the 'Lunchtime Superhero' resource		Levels of anxiety reduce for identified children and emotional resilience improves SL provided CPD for existing and new Midday Supervisor staff on a rolling programme ('Lunchtime Superhero' etc) Midday Supervisors lead colleagues/ disseminate information related to lunchtime activities at nil cost
EYFS and KS1 focus on development of Gross Motor Skills improves core strength and stability with transferrable benefits to fine motor skill development overtime	Purchase of supplementary, large, play equipment for daily use		Attainment outcomes show a sustained improvement from their starting points overtime Children's core strength and stamina improves; gross motor skills are improved and children want to participate in more physical activity as they have the physical development to do so successfully Additional large play apparatus to be used by subsequent year groups over time

			Children are overall more dexterous with greater fine motor skill development and refinement	
--	--	--	--	--

Key indicator 2: The profile of PE/SSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: % To be determined
Intent	Implementation	Impact		
Focus on: what you want pupils to know; be able to do. What needs to be learnt/consolidated 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:
Audit of equipment needs across EYFS and KS1 to address development of gross motor skills for younger children	Appropriate equipment purchased and installed for increased use by children throughout the school day	£ To be determined	Children in the EYFS are more dexterous through fine motor skill development and refinement	Staff identify appropriate use to assess pupils' development needs and access to equipment as appropriate
SL delivers CPD focussing on developing gross motor skill development	Staff plan activities across the school week specifically to target gross motor skill development		EYFS staff have a greater understanding of where/ how to build fine and gross motor skill development into their curriculum	Staff know how to develop gross motor skills within curriculum planning
SL audits 'cultural capital' to assess/ identify areas within pupils' physical/sporting experiences and opportunities beyond school	Cultural Capital Audit is used to build long-term plans to broaden cultural capital ie through working with external partners and/or signposting parents/families to access external provision, as appropriate		Whole school sporting events allow all children to be involved in both competitive and non-competitive sports Vulnerable pupils are routinely identified/targeted to access planned activities	Identification strategy is in place/embedded/ used throughout the school to identify vulnerable children
SL identifies vulnerable groups level of participation in physical activity, PE and sports across the school population to support and enable such groups to increase their voluntary participation	SL works with Active Cumbria to enable identified vulnerable groups to increase participation in sports and physical activities		Levels of anxiety reduce/ emotional resilience improves; children's participation in lessons improves	Whole school sports events are sustainable and allow children to develop a love and passion for both competitive and non-competitive sports
SL develops 'Young Leaders' Programme with UKS2 children promoting leadership and volunteering roles that support physical activity at breaktimes	UKS2 Young Leaders lead playtime activities on designated days		UKS2 children design/ deliver activities, building own confidence and self-esteem. Resilience and activity level increases for younger children.	UKS2 Young Leaders train their peers as a sustainable leadership programme

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% To be determined
Intent	Implementation		Impact	
Focus on: what you want pupils to know; be able to do. What needs to be learnt/consolidated 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:
afPE Membership secured by school	SL leads CPD re using afPE to support PE provision throughout school	£ To be determined	Skill progression from EYFS to Y6 is secure	Staff are confident to plan, deliver and assess and evaluate PE and sporting sessions accurately
SL carries out staff audit to identify appropriate CPD needs	INSET is planned for all teaching staff with external coaches working specifically on staff needs identified through audit		Staff confidently deliver high quality PE and sporting activities	
Staff engage in PE and Sport CPD provided by external coaches				
External coaches work alongside staff to support staff confidence, knowledge and skills in teaching and delivering PE and sport			Assessment of PE skills throughout school from EYFS to Year 6 is secure	The tracking and assessment of PE throughout school is accurate
SL provides CPD for all teaching staff, including TA's, regarding assessment and tracking of pupil progress through whole school monitoring system	Tracking and Assessment System is fully embedded		Attainment outcomes demonstrate a sustained improvement overtime from individual pupils starting points	
Midday supervisors and support staff undertake CPD in activity games/activities design provided by the SL	Midday Supervisors lead activity/ play sessions with pupils at lunchtimes using, 'Lunchtime Super Heroes' Programme		Midday Supervisors confidently lead and manage structured lunchtime activities	Succession planning ensures skills and knowledge are transferred and shared over time between staff

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: % To be determined
Intent	Implementation		Impact	
Focus on: what you want pupils to know; be able to do. What needs to be learnt/consolidated 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:
SL, working alongside Active Cumbria and Cumbria Schools Games, incorporates Sport England's 10-year strategy, 'Uniting the Movement' principles, to encourage life-long participation in physical activity and sport for less active children particularly focusing on identified, vulnerable, groups	Cultural Capital Audit is used to build long-term plan to broaden cultural capital ie through working with external partners and/or signposting parents/families to access external provision, as appropriate	£ To be determined	Children's level of participation increases and children feel less anxious competing and participating in sporting and physical activity. Children's wider experiences of sports positively impacts confidence and enthusiasm to try a variety of sports and/or physical activities over the long-term Skills across the curriculum are broadened by participation in a wide range of sports, additional to those covered in the National Curriculum. Children develop a love for outdoor and adventurous activities.	Children's anxieties regarding sporting and physical activity are positively addressed swiftly ensuring pupils build confidence overtime Children have greater choice about sports and activities they may wish to pursue as they grow eg, joining local clubs External coaches impart confidence, expertise, knowledge and skills which enable school-based staff to continue to deliver high quality sport and physical education for all pupils' overtime.
Develop links with, and make use of, local sports facilities and external specialist coaches, to widen pupils' experiences of a broad range of sports eg Skiing; Karate; Yoga; Cycling; Hill Climbing; Bush Craft, Orienteering, etc	SL works with Active Cumbria to enable identified vulnerable groups to increase participation in sports and physical activities		Coaching and Teaching staff support pupils and families by signposting to a variety of sporting clubs or activities.	Links with external sports clubs is generated and sustained by the school and wider community
Outdoor and adventurous activities are planned for all year groups				
External Coaches provide after-school Physical Activity and Sports Clubs across KS1 and KS2				
Additional achievements: Cyclewise cycling proficiency sessions are provided for all Year 5 pupils, including catch-up for Year 6 children				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	
Focus on: what you want pupils to know; be able to do. What needs to be learnt/consolidated 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:
School works in collaboration with cluster schools, including the local secondary schools, to deliver competitive sporting competitions	SL attends termly cluster school meetings SL ensures staff and pupils are well prepared for competitions	£850	Children develop a love, passion and drive for succeeding in sport. Children see a purpose in learning and mastering the basic skills of physical education and recognise the link between this and sporting performance Pupils gain a sense of pride when taking part in representative sport All children have an opportunity to compete	Collaborative working practices and sharing of resources between local schools ensures longevity
Through the CPS and Cluster Schools' Partnership, as well as, collaboration with Active Cumbria through the Schools Games Organiser, children have increased opportunities to compete in local, county and national competition	Cluster schools work together to ensure that teams are fair and all children are given the opportunity to compete eg, multi-skills, sports hall athletics, etc			

Signed off by	
Head Teacher:	Mrs Gill Pett
Date:	November 2021
Subject Leader:	Miss Molly Horne
Date:	November 2021
Governor:	PE Link Governor
Date:	November 2021