

# 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 2021/22	£0
Total amount allocated for 2022/23	£16,490
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	Unknown at present

## 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>Our Year 6 Children have been part of catch up swimming sessions since the COVID-19 Pandemic, 3/8 passed the 25m unaided during the first block of swimming in the Autumn term with a 5/8 predicted by Summer.</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 2023.</p> <p>Please see note above</p>	<p>2021-22 Year 6 Cohort: 100%</p> <p>2022-23 Year 6 Cohort: To be determined upon completion of swim instruction sessions (Summer '23)</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>Currently 3/8 but 5/8 predicted for Summer '23</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>5/8 to be determined in Summer '23</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 – Swimsafe (including, outdoor swimming safety instruction)</p>



	<p>lunch time both promotes activity for the younger children in school, but encourages our leader in UKS2 to be actively involved.</p> <p>Midday supervisors can lead lunchtime games and activities through the 'Lunchtime Superhero' resource.</p>		<p>participate in more physical activity as they have the physical development to do so successfully.</p>	<p>Leaders in order to ensure sustainability of quality of sessions.</p> <p>Midday supervisors similarly will be expected to 'train' future staff on 'Lunchtime Hero' activities and content.</p>
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				<b>Percentage of total allocation:</b>
				<b>12%</b>

<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
<p>SL to ensure that appropriate skill development is progressed through school through links with the whole school curriculum.</p> <p>SL will audit areas of need in pupil's abilities and PESSPA involvement including vulnerable groups</p> <p>SL works with EYFS and KS1 on the development of children gross motor skills.</p> <p>SL (and Y5 and Y6 class teacher) to ensure that Young Leaders is delivered and embedded throughout school at break and lunch times.</p> <p>Children will achieve the 25m unaided by the end of their time at Primary School</p>	<p>SL to develop a two-year PE skills cycle which clearly sets out the progression across year groups and classes.</p> <p>SL to audit the use of the most recent outdoor equipment installed for use by the children at break and lunch times in relation to the development of gross motor skills, particularly in KS1.</p> <p>All staff to know and plan for children who are considered 'vulnerable' in relation to the cultural capital of the school, including girls.</p> <p>SL to ensure the whole school are accessing Kobocca activities and competitions.</p> <p>SL to ensure that staff are using Kobocca to identify vulnerable children</p>	<p>£2,000</p>	<p>Children in the EYFS are overall more dextrous with fine motor skill development and refinement</p> <p>EYFS staff have a greater understanding of where to build fine and gross motor skill development into their curriculum</p> <p>Vulnerable pupils are more easily identified and targeted and activities supporting these children are planned for by staff</p> <p>Whole school sporting events allow all children to be involved in both competitive and non-competitive sports</p> <p>Levels of anxiety reduce for identified children and emotional</p>	<p>Once the skills cycle is in place, this will be sustained through continuous use with staff across the school.</p> <p>Staff can use the recently installed equipment to assess where they can assess children against the curriculum/ 'Birth to 5' Framework.</p> <p>Kobocca is a continuous subscription</p> <p>Children in Y6 may not always be able to be included in catch-up swimming sessions, but with whole KS2 sessions, children will sustain their ability to swim in order to achieve the 25m unaided.</p>

	<p>that would benefit from increased participation</p> <p>SL to work with the Young Leaders and Midday Supervisors to ensure effective activities and participation</p> <p>Children in Y6 will engage in 'catch up' swimming sessions to ensure they achieve the 25m swimming unaided by the end of primary school</p>		<p>resilience improves</p> <p>Children's level of active participation within all lessons increases, particularly for those pupils identified as limiting their engagement with physical activity</p> <p>UKS2 children take on active roles for designing and carrying out sport, building confidence, resilience and activeness for the younger children.</p> <p>Midday supervisors feel confident supporting Young Leaders</p>	
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<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	<b>Percentage of total allocation:</b>
	<b>6%</b>

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:
<p>afPE Membership secured by school</p> <p>SL to conduct a staff voice audit to identify areas of low confidence in relation to the teaching of PE.</p> <p>All staff to ensure that they are learning teaching skills and techniques from specialised PE and sport coaches</p> <p>SL to provide CPD to all staff on assessment and tracking of PE, including Kobocca and other school memberships.</p> <p>All staff to work alongside cluster schools to develop staff confidence and</p>	<p>SL to audit the areas staff need support with and ensure that they are supported with CPD and further resources from Active Cumbria</p> <p>SL to ensure that staff are developing their own CPD through the use of external specialist sports coaches</p> <p>SL to attend all termly cluster school meetings.</p> <p>All staff to regularly participate in the half-termly activities on Kobocca which help guide staff through</p>	£900	<p>SL feels confident with the skill progression across school, including in the EYFS</p> <p>SL feels confident with the assessment of PE skills throughout school, including the achievement of the Early Years Goals in Reception.</p> <p>Attainment outcomes show a sustained improvement overtime through staff being more confident delivering the skills of PE and sport.</p> <p>External coaches provides CPD to staff to ensure they feel confident</p>	<p>Staff feel confident to plan, deliver and assess PE and sporting sessions based on their recommendations from audits and evaluations.</p> <p>SL feels confident with the tracking and assessment of PE throughout the school.</p>

understanding of the knowledge and skills needing for teaching PE and sport	various additional skills. Staff to attend local cluster competitions which will enable the understanding of the expectations of the finished product of sporting activity.		delivering PE and sport.	
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				<b>Percentage of total allocation:</b>
				<b>36%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
<p>SL works with Active Cumbria, Cumbria School Games and My Healthy mind to incorporate the ‘uniting the movement’ strategy, to encourage life-long participation in physical activity and sport for those vulnerable or less active children.</p> <p>School to continue to work with coaches and sports facilities which offer a wide range of experiences for pupils, including; skiing, karate, yoga, hill climbing, wheelchair basketball, orienteering, bush craft and water sports.</p> <p>All staff to plan and deliver Outdoor and Adventurous activities with all classes</p> <p>SL to ensure and organise Cycle wise through Active Lives Cumbria for the Y5 and Y6 cohorts of school.</p>	<p>SL to build a long-term PE 2 year rolling plan which focuses on the needs and capabilities of the pupils in our school.</p> <p>SL to continue working with Active Cumbria on the encouragement of lifelong participation.</p> <p>SL to continue working with Active Cumbria on the signposting of external provision for parents/families and specialist sports coaches.</p> <p>SL to increase the participation of PESSPA for all groups, including those who are identified as vulnerable in school.</p>	<p>£6,000</p>	<p>All children’s level of participation is raised and all children feel overall less anxious participating and competing in sporting and physical activity.</p> <p>Children have wider experiences of sports, allowing them the confidence to try a variety of different and varied sports in the future.</p> <p>Skills across the curriculum are broadened by the participation in a wide range of differing sports, additional to those covered in the National Curriculum.</p> <p>Children develop a love for outdoor working and naturally build curiosity and creativity.</p> <p>Coaches are role models for children who will signpost pupils to specific sporting clubs or activities.</p>	<p>Vulnerable children are targeted early to ensure that anxieties are minimised regarding sporting and physical activity so that they have a lasting confidence throughout their schooling and beyond.</p> <p>Sports coaches develop staff’s confidence in the delivery of sessions in order for sustainable ongoing teaching</p> <p>Through individual choice and beyond of school and the PE curriculum, children can further their own interests of wider sports and continue to enjoy them. For example: skiing, karate lessons and go Hill Climbing (Wainwrighting)</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				9%	
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 to continue to build and develop links with local cluster schools to deliver competitive (and non-competitive) sporting competition	SL to develop a two-year PE skills cycle which incorporates the key sports competitions across the cluster at Cartmel Priory Secondary School.	£1,500	All children have an opportunity to compete	SL continues to have good links with cluster schools and continues to be part of the group who deliver competitive (and non-competitive competitions)- although there is costing for this, this is sustainable as the costing is linked to the competitions as opposed to the links with staff.	
SL to work alongside Active Cumbria to promote and raise awareness of the increased opportunities of competition at a local, county and national level	SL to ensure the whole school are accessing Kobocca activities and competitions.		Children can see a purpose to their learning and mastering the basic skills of physical education and see the link between this and sporting performance	Children have a greater love, passion and drive for succeeding in sport.	Whole school competitions develop the sustainability of participation in sport, confidence with sport and the understanding of the rules of various sports. This also has low/no costing.
SL to ensure whole school competitions are embedded as part of the sporting calendar, eg the football world cup; Womens and Mens Rugby World Cup, etc	SL to ensure that cluster schools work together to ensure that teams are fair and that all children are given the opportunity to compete, eg multi-skills, sports hall athletics, whole school athletics.		Pupils gain a sense of pride representing their school.		

Signed off by	
Head Teacher:	G.Pett
Date:	28.11.22
Subject Leader:	M.Horne
Date:	30.9.22
Governor:	
Date:	