



# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised July 2021

Commissioned by



Department  
for Education

Created by



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	£9026.65
Total amount allocated for 2020/21	£16850.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£625.93
Total amount allocated for 2021/22	£16839.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17464.93

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  <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. Please see note above	86%
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	86%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	86%
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?	Yes/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.

Academic Year: 2020/21	Total fund allocated: £17464.93	Date Updated: 14/7/22		
<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:
				71%
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:
Children will engage in active lunch and play times to ensure that they are physically active every day.  Children will develop a strong understanding of healthy lifestyles and how to maintain them.	<ul style="list-style-type: none"> <li>• Repairs to the school sports fence.</li> <li>• Fitness Playground Markings</li> <li>• EYFS/KS1 Playground Development</li> <li>• Playground Equipment</li> <li>• Lunchtime Clubs</li> <li>• Play Leaders</li> <li>• 10,000 steps a day challenge</li> <li>• Healthy Lifestyles themed day</li> </ul>	£3917.50 £3200 £5000 £250  <u>£12367.5</u>	<ul style="list-style-type: none"> <li>• Playground equipment enhanced to support children with gross motor skills and multi skills.</li> <li>• Playground markings provide a focus for fitness at break and lunchtimes. Children involved in developing the design and understand why.</li> <li>• The school field has been developed to provide a safe area for sports- meaning more activity.</li> <li>• Play leaders engage younger children in play and observations/pupil voice shows that lunchtimes are now more active.</li> <li>• Due to costs, EYFS and</li> </ul>	<ul style="list-style-type: none"> <li>• Development of EYFS and KS1 playground.</li> <li>• Separate playground equipment from PE equipment and make more accessible to children.</li> <li>• Integrate healthy lifestyles day in Sports week- and PHSE curriculum.</li> <li>• If staff capacity allows, have lunchtime activities each day.</li> </ul>

			KS1 playground improvements still needed.	
<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:
				5%
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:
Children are positive about sports, fitness and wellbeing and are highly motivated to achieve. Sport has a high profile in school.	<ul style="list-style-type: none"> <li>• Staff PE Kits</li> <li>• Sports Section in the Newsletter and PE Display in Hall</li> <li>• Replenish Sports Stock</li> <li>• Medals and Certificates</li> </ul>	<p>£640</p> <p>£1000</p> <p>£200</p> <p><b>Total: £940</b></p>	<ul style="list-style-type: none"> <li>• Sports news shared regularly in the newsletter- outlining sporting success from within school and also pupil achievements out of school- this has helped create a culture of high expectations in sport.</li> <li>• Purchase of new kit and medals has retained the high profile and importance of PE and Sport in School.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use the newsletter to promote sporting success- but encourage children to contribute to newsletter.</li> <li>• Introduce a new end of year award for success in sport.</li> <li>• Greater focus needed on fitness and wellbeing for all groups of children.</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				13%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Children will benefit from a clear sequence of learning that builds knowledge and skills. There will be clear checkpoints for assessment.	<ul style="list-style-type: none"> <li>Ipads for PE Passport</li> <li>Termly Staff Training</li> <li>Termly Subject Leader Network Training (Lancashire)</li> <li>Level 5 Coaching Training x 1</li> </ul>	<p>£612.46 £479.21 £99 £1000</p> <p><b>Total:2190.67</b></p>	<ul style="list-style-type: none"> <li>All staff now using PE passport for planning and assessment on Ipads. This shows clearer progression and improvement in outcomes in PE.</li> <li>Staff training shows that staff confidence is being developed in assessing PE and in ensuring a clear sequence of learning.</li> <li>1 member of staff has started the level 5 coaching training.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to support staff in developing skills in sports coaching.</li> <li>Continue to monitor the impact of PE passport on achievement and progress.</li> <li>Continue to use Sports TA to allow for greater differentiation in PE sessions.</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				3%
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:
Children will develop positive attitudes towards a broader range of sports and be aspirational about their own abilities.	<ul style="list-style-type: none"> <li>Sports Week – to give children the chance to try sports not covered on the school curriculum.</li> <li>Continue to engage sports personalities in visiting and engaging with the school to promote positive role models.</li> </ul>	<b>Total:£500</b>	<ul style="list-style-type: none"> <li>Ultra Runner Sabrina Verjee visited school to talk about her journey in competitive sport.</li> <li>School assemblies have focussed on the stories of sports stars from a range of sports.</li> <li>Sports week focussed on children trying a wider range of sports including lacrosse and bocchi ball.</li> </ul>	<ul style="list-style-type: none"> <li>Develop sports week to include adventurous activities and a wider range of sports.</li> <li>Aim to have atleast one athlete visit per year.</li> <li>Build on success of England's Girls Football team to increase girls participation in competitive sport.</li> </ul>

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				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:
Children will take part in a wider range of competition in all ages, and develop positive attitudes towards competitive sport.	<ul style="list-style-type: none"> <li>Approach Morecambe Football Club, Kendal Rugby Club, Gymnastic Centre about increasing the range of extra-curricular sports.</li> <li>Develop a Sports Competition Network to enable competition between schools in all age ranges.</li> <li>Support transport to and from competition events.</li> </ul>	£1466.76	<ul style="list-style-type: none"> <li>PE Network established which has facilitated our children to take part in more competitive sports events and a wider variety. This has included introducing KS1 competitions. More children now taking part in competitive sport.</li> <li>With transport costs increasing significantly, this has enabled children to take part in competitions- which otherwise we wouldn't have been able to do.</li> <li>Engaged with Dallam PE competitions. A wider range of staff supporting PE competitions enhancing subject knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to reach out to external providers to increase the range of extra-curricular activities on offer (noting the semi-rural location and challenges).</li> <li>Maintain and enhance the sports competition network with a calendar of events- enhanced by the Dallam PE competitions offer.</li> <li>Lease a school minibus to enable us to continue to offer more extra curricular provision.</li> <li>Appoint a teacher with a TLR for 1 year to focus on extra-curricular provision.</li> </ul>

Signed off by	
Head Teacher:	Craig Dewar-Willox
Date:	13/12/21 – evaluated 13/7/22
Subject Leader:	Daniel Smith

Date:	13/12/21 evaluated 13/7/22
Governor:	Kirsty Jackson
Date:	13/12/21