

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised June 2023

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](https://www.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 2023. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

| | |
|---|------------|
| Total amount carried over from 2020/21 | £6507 |
| Total amount allocated for 2021/22 | £16839 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £1,937.80 |
| Total amount allocated for 2022/23 | £16,840 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £18,777.80 |

Swimming Data

Please report on your Swimming Data below.

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| 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 | |
| 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 2020. Please see note above | 90% |
| 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 | 90% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 90% |
| 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/ 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: 2022/23 | | Total fund allocated: £16,840 | Date Updated: 30/7/23 | |
|--|---|-------------------------------|---|--|
| 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 | | | | Percentage of total allocation: 10% |
| 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>Children will engage in active lunch and play times to ensure that they are physically active every day.</p> <p>Children will develop a strong understanding of healthy lifestyles and how to maintain them.</p> | <ul style="list-style-type: none"> Repairs to the school sports fence to provide additional space at lunchtimes for sports activity. EYFS/KS1 Playground Development to create more spaces for physical activity that develops motorskills Playground Equipment – to ensure children are engaged in meaningful and active play Pupil-led Lunchtime Clubs Play Leaders Healthy Lifestyles assembly | Total: £1680.00 | <p>Children have a wider range of sports equipment to use at break and lunch times with school council giving a view about what should be purchased. Staff at lunchtimes now involved in delivering games, and sports leaders are beginning to take more responsibility for supporting these. There are lunchtime clubs for all ranges atleast twice a week- delivered by specially trained sports TAs. . Children's understanding of healthy lifes styles and sport has improved (as per pupil survey) and they demonstrate a better understanding than average across Cumbria. EYFS/KS1 playground development has not been completed within the year (nor would we use sports premium funding for the capital works) but more playground equipment has been purchased to promote multi-skills. Trim Trail has been repaired to sustain it's long term use.</p> | <ul style="list-style-type: none"> - Allocate PE trained TAs to deliver lunchtime sports clubs throughout the week daily. - Train Year 5 and Year 6 up as sports leaders through an accredited scheme. Training year 5 each year thereafter. |

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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| Intent | Implementation | | Impact | 34% |
| 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>Children are positive about sports, fitness and wellbeing and are highly motivated to achieve.</p> <p>Sport has a high profile in school.</p> <p>Role Models – local sporting personalities so pupils can identify with success and aspire to be a local sporting hero.</p> | <ul style="list-style-type: none"> Sports Section in the Newsletter written by the children who have achieved in a sporting discipline Replenish Sports Equipment and Stock Local sports personality's assemblies and invite key speakers to come and talk about their experiences in sport. End of year reward for sporting success in school. | <p>Total: £5717.70</p> | <p>Children are highly motivated when taking part in sport and look up to the older children who demonstrate a love for sport and competition. Participation in after school clubs is significant and has increased throughout the year including more pupils from disadvantaged backgrounds.</p> <p>In Summer 22 attendance at extra curricular clubs was 51.42% rising to 57.27% in Autumn. In the Autumn we noticed that girls only accounted for 20% of that figure. SEN was broadly in line with that figure, and only 27.26% of disadvantaged children were taking part in clubs. With targeted support, this rose to participation rates of 63% in Spring and 68% in summer. An increase in girls participation to 26.5% (spring) 46% (summer) and pupil premium participation of 50% (spring) and 67% (summer).</p> <p>The opportunity to compete against other schools has been a highlight of this year. With the success of our sports teams this has influenced others to get involved too. Success has been shared regularly in the newsletter and in assemblies. Children of all age ranges have taken part in a wider</p> | <ul style="list-style-type: none"> Maintain sports section in the newsletter and add a pupil-led report at each celebration assembly. (Through a sports council) Maintain end of year sporting awards. Continue to identify positive sports role models through assembly time. Create a school records board- to show school records and encourage pupils to aspire to beat them |

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| | | | range of sports events. Awards were introduced for KS1 and KS2 sporting achievement at the end of year awards. | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|---|--------------------|---|---|
| | | | | 0% |
| 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>Children will benefit from a clear sequence of learning that builds knowledge and skills. There will be clear checkpoints for assessment.</p> <p>To work towards afPE Quality Mark to ensure that pupils are receiving the best PE provision. Raises profile of PE in school.</p> | <ul style="list-style-type: none"> • Termly Staff Training • Monitoring of the impact of PE Passport on achievements and progress • Termly Subject Leader Network Training (Lancashire) • Team teaching opportunities for staff and outside coaching providers • Use sports TA to allow for greater differentiation within PE lessons. • Complete the afPE workbook and work in collaboration with advisor. | Funded Elsewhere | PE Passport is fully integrated and working well. Staff have confidence when delivering PE sessions and the PE lead has regular CPD updates from the local cluster. We are working towards obtaining a School Games award rather than the AfPE award as it is more relevant to us and obtaining this will be a focus for the coming year. Assessment data shows that attainment in PE has improved. | <ul style="list-style-type: none"> • Join a sports partnership that offers more CPD for staff, and a broader range of skills. Bring in specialists to work alongside teachers in lessons. • Complete application for School Games Award |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 7% |
|---|---|----------------------|---|--|
| 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"> Sports Day – a full day of sport linking to different sporting opportunities, healthy lifestyles and wellness. Increase outdoor education experiences in school. Club involvement to boost the variety of clubs offered at school. Ensure there are opportunities within clubs to accommodate all children and focus on boosting participation in SEND, EAL and girls. | Total: £11150 | <p>Sports day has been revamped to focus on athletic competition and will consist of multiple events which will demonstrate the key skills children have been learning in their PE lessons this year.</p> <p>We have had a wide variety of clubs for all ages, and increased participation this year and will continue to offer this next year.</p> <p>Participation has increased across the board in extra curricular clubs and there has been an increase in groups such as SEND, EAL and girls.</p> | <ul style="list-style-type: none"> Join a sports partnership to offer a wider range of sporting activities and events to children. Use the minibus to be able to take children to a range of professional sporting events throughout the year (to spectate). Use the minibus to enable children to visit quality facilities for a wider range of sports (Gymnastics Club/Climbing Wall/Ski-Slope) |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--|---|---|
| | | | | 17% |
| 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"> Support transport to and from competition events. Maintain and enhance the sports competition network with a calendar of events- enhanced by the Dallam PE competitions offer. Lease a school minibus to enable us to continue to offer more extracurricular provision. Appoint a teacher with a TLR for 1 year to focus on extra-curricular provision. | £2,550 £323 £65 Total: £2938 | We are now looking beyond the Dallam PE Network, and have employed a specialist sports TA to deliver competitive sports three nights per week. We are joining an additional PE Network with Lancashire and Heysham sports network to provide additional events and competitions for a wider range of sports, and a wider range of children. Mr Smith has established strong systems for monitoring impact, and for offering a wider range of opportunities that engage all children in competitive sport- this will be sustained in his subject leader role and supported by Mr Kendall. The minibus is yet to be delivered, but will help address one of our biggest barriers to participation in sports- access to facilities and events given the semi-rural location. | <ul style="list-style-type: none"> Join a new sports partnership to provide additional opportunities for all ages- and new sports. Use the new minibus as a driver to access new sports, sports facilities and sporting events/fixtures. Including going to watch professional/competitive sports. Maintain Mr Kendall, to deliver competitive sports clubs on three after-school clubs per weeks. |

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| Signed off by | |
| Head Teacher: | Craig Dewar-Willox |
| Date: | 26/6/2023 |
| Subject Leader: | Daniel Smith |
| Date: | 26/6/2023 |
| Governor: | Kirsty Jackson |
| Date: | 26/6/2023 |

