

# 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](#).

Created by:

Supported by:



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/2022	£12982.00
Total amount allocated for 2022/2023	£18660.00
How much (if any) do you intend to carry over from this total fund into 2023/2024?	£8230.29
Total amount allocated for 2022/2023	£31642.00
Total amount of funding for 2022/2023. To be spent and reported on by 31st July 2023.	£31642.00

## 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>	Both lower and upper Key stage 2 children swam for three terms. This was to try and get ahead of the required standard and help ensure the standard of 25m by Y6 were met.
<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 2022.</p> <p>Please see note above</p>	92%
<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>	75%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<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>	Yes

Created by:



Supported by:



## 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: £28839.07		Date Updated: 31/07/2022	
<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:
					60%
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 provide children with a variety of opportunities throughout the day, including: Y5 Sports Leaders 45 mins of play time throughout the day for KS2 and 60 minutes for KS1. Weekly run. Active Mile, 30 mins activity per day. Yoga coaching for whole school as part of children's mental health week. Golf, cricket, judo, cheerleading and dance coaches all visited to explore a wider range of activities. After school clubs, basketball, cycling, football, dance, multiskills.	Timetable weekly run for each class to use the MUGA. Timetable set up to use Whole school focus on children's mindset and readiness to learn – breaks between lessons using mindfulness/relaxation/meditation. Next 15 children have undertaken the Sports Leadership Award ready for September to support their peers in engaging in sport during breaks and lunchtimes. Y5 children promote guided play in the playground. Additional clubs set up at lunchtimes led by teachers. Athletics, Multiskills, Football, Gymstars etc. TA's support play at breaktimes and provide guided sports activities.		£14101.53	Active mile completed by all children and feedback received from children. Positive feedback from staff regarding children's health and well-being. Children have developed sportsmanship between peers and supported positive behaviour. This has helped support the key characteristics of PE. 14 children in total have completed the sports leadership award and are ready to lead lunchtime and playtime clubs. Those children supported the activities at our whole school sports day	Use those Y5 children who have undertaken Young Leader Sports Award to promote active lifestyles and play during playtimes and sports day. Coaching and PE lessons to continue to be used to develop social skills, sportsmanship and behaviour and build upon the key characteristics of learning. Highlight the key characteristics of PE to the children and ensure that they are referred to each PE lesson and during other lessons as and when appropriate – PE board ordered to ensure that this is clear to all pupils.
<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:
					9%
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 improve engagement in extracurricular sports clubs, tournaments and wider sporting opportunities. The main focus of this year is to improve enthusiasm, resilience, perseverance and stickability.	Fun Run Y5 and 6 – using skills and stamina from Active Mile Whole school cycle, scoot and walk – getting all children of all abilities active and participating in being active. Weekly run – healthy mindset and body, linking to social isolation and how good it feels when you are active and therefore ready to learn. Outdoor Education – Ghyll Scrambling and Rock Climbing – opportunity for the Y6 children to experience activities that they would not previously do due to their life experiences. Ten pin bowling. Easter Football event at Lancaster City football ground. Free tickets for families to attend Morecambe FC home games. Intrasports Dodgeball – UKS2 Sports Day – Competitive and Non-competitive, whole school. Athletics, Tag Rugby, golf and Football tournaments. Mr Marshall ran the London Marathon to raise money for his year 6 children’s residential. The whole school took part in a collective marathon and were encouraged to follow his progress on the day at home.	£2024.33	Children have engaged in many activities that they may not have previously had the opportunity to. Improved fitness. Mixed opportunities for all. We have seen increased confidence and resilience in children along with a much increased willingness to try new things.	Budget allocated for 2 x after school sports clubs and 2 x lunchtime clubs to be provided each week, every half term. Continue to sign up for SNN Sports Network to be able to attend tournaments with local schools. Additional sports clubs at lunchtimes run by support staff.

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

Created by:



Supported by:



what they need to learn and to consolidate through practice:			changed?:	
To increase confidence, knowledge and skills of all staff in teaching PE and sport.	Teachers will observe and participate in lessons from Morecambe FC. CPD courses attended and shared between staff. Staff to seek advice from other members of staff including the PE co-ordinator. Peer support sought by networking with PE leads from other local primary schools, sharing best practice and ideas. 2 staff attended a Disney inspired key skills course. 2 staff attended a Lawn Tennis Association course. 2 staff attended a Baseball course. Sports lead attended the SSN PE Conference. Sports Lead attended the Sports Mark course, aimed at supporting the administrative aspect of the job.	£754.00	Staff and children feel confident when attending sports competitions. Staff enjoy teaching PE and are willing to teach a variety of skills and sports. They feel more confident in doing so and have a wider range of activities to help the children to achieve this. The new progression of skills and knowledge document continued to help staff when they are planning their PE lessons. The PE app ensures that teachers can accurately assess children's PE ability. Working through the Sports Mark can help to increase confidence and widen our school's PE and physical activity offering.	Following the effectiveness last year we plan to repeat the staff questionnaires – it really helped to identify areas that they would like additional support with and provide the appropriate CPD support. 100% of staff felt that CPD support from Small Stars Coaching and Morecambe FC was useful in supporting them to develop their confidence and skills when teaching PE.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</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 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:
Additional achievements: To provide opportunities for children to engage in a variety of sports by different teachers and coaches.	Organise sports coaches to come into school for extra-curricular clubs and also to take PE lessons to support CPD for staff. Speak to staff about areas of expertise to run extra-curricular clubs for the children. Years 5&6 went Ghyll Scrambling and some specific focus children went to Salt Ayre to the climbing wall and fitness centre. Fun run for the whole school to support Mr Marshall's London Marathon fundraiser. Year 6 went Kayaking at Fell Foot Park, Newby Bridge.	£2996.85	Children have a wide range of experiences and this shows in increased confidence and enjoyment. Children are willing to try new things and join different clubs. Mr Wakeman's bike club was very well attended and something we have previously not offered.	Budget has been set so that at least 2 extra-curricular sports clubs can be run every week. Provide opportunities for the children that they have missed out on using local companies and staff expertise. We plan to run a Morecambe Bay Primary Park Run take over where staff, children and parents either run or volunteer to marshall this very popular local event.

	Whole school ride, walk and scoot. We have added judo, yoga and primary gym stars to our offering this year, which are different to what we have done before. Dance club will be introduced.			
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
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 achieve and improve The School Games Mark and encourage children to improve the sportsmanship. Also to encourage not only winning well, but also losing well.	Track attendance of clubs. Monitor competition participation. Complete school health check Complete The School Games Mark application Participate in sporting competitions in our Lancaster and Heysham Sports Network. SEND Festival , golf tournaments, football tournaments, athletics competition, glowstick dodgeball.	£3535.00	Children enjoy taking part in competitive competitions and mixing together with other schools.	Continue to be part of Lancashire and Heysham Sports Network and compete with other schools. Plan extra-curricular clubs around tournaments. To work towards achieving at least a Silver award as we provide more opportunities for the children.

Signed off by	
Head Teacher:	Cassandra Jones (acting)
Date:	10/07/2023
Subject Leader:	Paul Marshall
Date:	10/07/2023
Governor:	John Davis
Date:	10/07/2023