

# 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£9,479
Total amount allocated for 2020/21	£16,250
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3,250
Total amount allocated for 2021/22	£9,514
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£12,764

## 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	12.5%
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	12.5%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	12.5%
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

	Swimsafe activity sessions were planned to be accessed in Windermere, but these have not run again due to Covid/Staffing issues.
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## 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: 2021-2022		Total fund allocated:£12,764		Date Updated: July 2022	
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					Percentage of total allocation:
					%
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:
Staff wanted all our students to have access to as much activity time as possible- we understand the need for movement breaks and sensory feedback as well as being engaged in sport.	All sessions in the hydrotherapy and Kendal Leisure Centre pools have restarted post Covid  Every class receives PE sessions and active lessons out and about weekly.	£3,423	Every child or student is given access to developing their water confidence, physical fitness and physical mobility.		Continue and embed
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		
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:
Staff wanted all our students to have access to as much activity time as possible- we understand the need for movement breaks and sensory feedback as well as being engaged in	The new PE coordinator took on the role in the Autumn term. He was keen to conduct a review of the curriculum coverage document and has now updated it also.	£	The SEAS and LAKES curriculum are now being delivered more effectively ( instead of having one curriculum for everyone)		The MEADOWS students need another PESSPA curriculum- MOVE is being investigated/training sought to ensure MEADOWS students

sport.	As well as the PE coordinator, we also employ an HLTA to deliver the PE across a number of classes.  PE equipment was bought to supplement our resources	£7.944.00  £697.00	Classes have access to a specific member of staff that is keen, skilled and able to deliver PE competently.	have an appropriate curriculum
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Staff wanted all our students to have access to as much activity time as possible- we understand the need for movement breaks and sensory feedback as well as being engaged in sport. We recognise the need for skilled and confident staff to deliver to our wide range of children and students.	KCP group sessions on new Ofsted Framework and Intent, Implementation and Impact.  Time for new subject leader to embed understanding in new role- time off timetable  Games mark award staff still on hand  Deeper links with QKS staff		More security in the subject leaders role and preparedness for Ofsted questioning.  Feeling more confident in knowing what is delivered when and how to action plan forward.  Recognition from parents, governors and the wider community that we are an active school.  Better access to facilities and resources to borrow or use on the QKS site. Sharing of knowledge/ training courses if relevant.	Continue
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

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>We have tried hard to access any relevant sporting or active sessions put on in the local area. These have started to slowly increase through the year (after Covid pressures)</p> <p>We are committed to Learning Outside the Classroom activities</p>			<p>Wheels for all- accessible cycling sessions for a number of children</p> <p>Bespoke 1:1 activity for KS2 student at Bendrigg Lodge</p> <p>Sports Day and Kids Day In was planned to offer a range of different physical challenges. The bouncy castle and bouncy assault course</p> <p>Games Mark Gold Award reaccreditation</p>	£700.00	<p>Increased participation</p> <p>Increased knowledge of cycling, outdoor activities and challenging activities.</p> <p>Increased confidence to take on new challenges</p>	Continue to look for more options and opportunities to meet the needs and stretch the children

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Understand winning and losing Importance of team working Understanding rules Understanding fairness Challenge of travelling to new places Challenge of working with new people Giving opportunities to push and develop skills and enjoy competing	Kobocca- virtual challenges completed.  Swim Panathlon- 1 <sup>st</sup> Place  Table Cricket sessions  Ten Pin bowling competition including regional finals		These sessions were accessed in schools and leisure centres outside the usual parameters of the children's lives- this enabled them to face fears, travel, trust staff and prove that they were capable to do more than they thought was possible.	Return to pre covid inclusion levels to as many events as possible.

Signed off by	
Head Teacher:	Dan Hinton
Date:	
Subject Leader:	James McCann
Date:	12/7/22
Governor:	Paul Johnson
Date:	