

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- LAKES, Meadows and SEAS PE curriculum coverage document reviewed and updated.</li> <li>- Swimming and Hydrotherapy across the whole school</li> <li>- Games Mark reaccreditation (Gold)</li> <li>- School sports day</li> <li>- Students coming participating in the North-west Area Finals of Ten Pin Bowling in Bolton.</li> <li>- Kobocca – virtual challenges completed</li> <li>-Swim Panathlon participation</li> <li>- Classes attended Table Cricket training sessions from an outside provider.</li> </ul> <p>Pupils participating in athletics competition in South lakes region and Cumbria school final.</p> <p>Representation in regional boccia tournaments</p>	<p>Continued investment and renewal in physical resources for an ever growing school based across two sites is necessary. This will improve the opportunities for physical activity for all age ranges including the primary end of school.</p>

Did you carry forward an underspend from 2021-22 academic year into the current academic year?

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2021/22 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2023

Academic Year: September 2022 to March 2023		Total fund carried over:		Date Updated:	
What Key indicator(s) are you going to focus on?					Total Carry Over Funding:
Indicator 2-PESSPA profile being raised					
Intent	Implementation		Impact		
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:	
Better to access for all students to PE.	<p>Employment of staff to support the delivery of swimming.</p> <p>Hire of swimming facilities and purchase of equipment to aid swimming development.</p> <p>Bendrigg Outdoor learning center</p>		Differentiated teaching and the setting up of the LAKES and SEAS pathway	Development of the pathways and then into MEADOWS	

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.	
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.	10
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	10
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	10
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?	

## 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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £16,250		<b>Date Updated:</b>	
<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:
					%
<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 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:	
Pupils should know that moving and being active is important for physical and mental health	The new curriculum has been delivered across the school. Increased range of physical activities to challenge the specific needs of the pupils (MOVE) and the positive impact these had on the students (Cosmic Kids yoga, Just Dance etc)		Pupils are now more ready to try new things. Staff have developed their thinking and ideas. Staff confidence has increased in the delivery of active PE lessons		
<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:
					%
<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 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:	



Our curriculum is heavily linked to elements of Learning Outside the Classroom. Staff are encouraged to make learning real and get pupils moving and make learning experiential. This means they are encouraged to move and be out and about a good deal more than just sitting and learning.	LoC lead staff member. LoC monitoring of activities. Curriculum is linked directly to LoC activities planned. Access to minibuses and fuel to enable LoC and sporting events	Bus funding- £250		
---	---	----------------------	--	--

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:
-HLTA delivering PE in a number of classes- -HLTA has received training and is involved with local school PE groups and networking opportunities which are clearer for those delivering the subject.r	Employment of HLTA	£10,000	More consistent approach to teaching PE and the pathways being followed	New assessment framework needed for SEAS pathway to deal with plateauing of skills
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:
Additional achievements: -Our focus was for the pupils to be able to access sports and physical activities more successfully. -To do this, we needed to invest in our PE equipment	Audit equipment in school. Purchase, label and store correctly to aid access.	£2,750	Access to Physical Education and Physical Activity is improved.	
-Access local leisure facilities- gym, swimming pools, hydrotherapy, golf driving ranges	-Ensure busses are available and local facilities can be booked.	£500		



-		£0		
---	--	----	--	--

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:
-We want Sandgate students to have access to a wide range of activities and competitive sports. -Continued collaboration with Sharon Nicholson -Continued collaboration with KCP PE leads. -Engagement with Panathlon activities.	HLTA leading the Sports Mark and extra curricular sport	£2,750		

Signed off by	
Head Teacher:	Dan Hinton
Date:	
Subject Leader:	J McCann
Date:	6 <sup>th</sup> June 2023
Governor:	
Date:	