



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	84.3%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	84.3%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	84.3%
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 students today and for the future.

Academic Year: 22-23		Total fund allocated: £17,560	Date Updated: July 23	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 3639.26 20.7 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Supported and involved less active children by providing targeted activities in after school clubs- eg football	Set up appropriate clubs/lunch provisions/ group trainings/ cpd for teaching		A high number of children attending after school clubs	Continue to run after school clubs and range the provision and activities available
Forest school updated training	Children to take part in out of classroom learning through forest based/ active/ real life approaches linked to well-being.	£1,200 £350 £13.05 £18.21	Children becoming independent and developing life skills through forest school training	Continue forest schools for all years and targeted children
Support/ play leader staff undertook training for lunch times to raise awareness and understanding of the crucial role support staff play in raising standards.	Enrolled on courses relevant Play leaders set up – know activities		All children engaging in activities at dinner time / play time	Develop outdoor resources and play leaders for next year
Embedded physical activity into the school day through encouraging active travel to and from school, mile challenge, active playgrounds and active teaching.	Bike pods encouraged Whole school walk Wheelchair basketball for whole school	£245	All children actively completing mile challenge independently children biking to/ from school	Big Pedal as a focus all year/ 100 mile challenge continued
Provided cover so SL could team teach/observe all members of staff at least once.	Feedback given to observation lessons to always be monitoring and improving learning		High quality learning across the school in PE sessions ran by teachers Gross motor and upper body skills	Planning to continue to link to school games calendar and encourage high engagement exercise

<p>Develop upper body strength and gross motor skills</p> <p>Extra curricular activities provided out of school using local communities services such as climbing wall, table tennis and adventure club through harbour project</p>	<p>implementing climbing frame in PE sessions Look at buying outdoor gross motor equipment</p> <p>Climbing frame hired at Whitehaven harbour project</p> <p>Table tennis hired</p> <p>Adventure club</p>	<p>£120</p> <p>£240</p> <p>£140</p> <p>£200</p> <p>£240</p> <p>£200</p> <p>£210</p> <p>£71</p> <p>£192</p> <p>£200</p>	<p>developed</p> <p>Gross motor and upper body skills developed</p> <p>Confidence – social skills developed</p> <p>Local community links established</p> <p>Promote outside clubs</p>	<p>Look into more gross motor resources outdoors</p> <p>Continue to establish links</p> <p>Publish newsletters for out of school activities</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 37 %</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated: 6510.88</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Embedded physical activity into the school day through encouraging active Play times- equipment ordered</p>	<p>Playground markings used daily Resources ordered and decided by pupil voice – basketballs, table tennis, soft balls</p>		<p>children using playground markings and equipment appropriately Resources in use by children – nets/bike pods/ balls/ dinner resources/ shed/ benches/ snack shack hut</p>	<p>Continue to develop playground to still motivate children</p>

To provide children with residential experiences.	Residential booked for appropriate year groups –/ Derwentwater Eskdale	£197	Took part in year group residential	Residential re booked for following year
To complete intra and inter competitions across Copeland schools	competitions booked/ staff provided and buses booked - implemented	£75.00 £80.00	Children confident in taking part in inter and intra competitions	Provide exciting inspiring opportunities for children
To set up and establish learning zone linked to mental health and wellbeing	Timetables in place, resources ordered	£150.00 £110.00 £115.00 £260.00 £ 60.00	Children learning, motivated in small groups- know who adult lead is	Continue to establish links with schools across the area to carry out competitions
Equipment ordered to enhance teaching of PE and for lunch provision – play boxes	Audit equipment and buy new resources needed	£503.99 £18.25 £1650 £143.86 £1840 £245 £55.19 £500 £347.99 £159.60	Children all accessing organised resource at dinner time	Develop CPD, training, resources

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5.1 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: 900	Evidence and impact:	Sustainability and suggested next steps:
CPD U dance meetings	Courses enrolled on. Staff aware of roles and responsibilities	£400	All children successfully took part in dance festival	Sign up for next year
Attended cluster meetings-supply in place,	Consistency across Copeland	£500	All PE sessions highly stimulating and active	Cluster meetings with NETWORK continued
Provided staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed physical activity across school.	Observations of teaching across school linked to PE and lunch time		Play leaders running smoothly and all confident delivering lunch time provision	Continue relevant CPD and training where required.
Support/ play leader staff undertook training for lunch times to raise awareness and understanding of the crucial role support staff play in raising standards.	Establish play leaders/ roles/ activities- all children have a rota and know what they are doing		All staff confident delivering PE sessions, dinner activities and recognise importance of exercise.	The subject leader will continue to work closely with the TAs and they will be included in staff meetings and professional development days with the focus being on effective support in all PE lessons and beyond. New play leaders
Purchase getset4PE planning to ensure consistency and progression through school.	Set up on website and all teachers following		PE sessions all consistent through school, showing progression of skills.	Monitor lessons, planning and skills taught.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				49.1 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: 8630	Evidence and impact:	Sustainability and suggested next steps:

CPD U dance meetings/ U Dance completed-resources/ dance teachers/costumes	U Dance completed	£160	All children took part in U Dance and confidence developed on stage	Sign up for following U Dance – new themes/ resources/ costumes
Swimming provided to all children from Year 1 on a 10 weekly block. All SEN group children to complete weekly swimming at Mayfield	Swimming blocks booked/ buses and staff in place	£2100 £2475 £900 £1200 £1000 £750 £35 £10	Children confident at swimming and showing increased progress through school ALL achieving expected in year 6	Continue booking swimming blocks
Gymnastics competition for children	Children in Y2 to practise key step routine		Key step routine secure and confident across year group	Key step signed up for 24
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.7 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To establish links with Copeland pay to be part of school games cluster	Attend termly cluster meetings Pay Copeland lead	299.84	All children participating in inter and intra competitions	Continue with local links next year
Rewards provided for taking part in sports day events	But medals and trophies and ribbons	£124.05 £75.64 £60 £31.96 £7.99	Sport a high priority in school and children aware of competition and value of sport Children eager to achieve and do well- be the best they can be	