

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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 improvement. This document will help you to review your provision and report your spend. DfE encourage 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 evidence of 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£6,783
Total amount allocated for 2020/21	£16,300
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4,395
Total amount allocated for 2021/22	£16,300
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,695

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	n/a
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/a
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 2021. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	n/a
Please see note above	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	n/a
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?	n/a

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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: 2021-22	Total fund allocated:	Date Updated:	Percentage of total allocation:	
<p>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</p>				
Intn	Implementation	Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>	
<p>Embed physical activity into the school day through active teaching and active playgrounds.</p> <p>Children to understand the importance of physical activity and to engage in regular physical activity</p>	<p>New playground markings to encourage physical activity.</p> <p>Dedicated area for children to leave bikes and scooters to encourage them to scoot/bike to school.</p> <p>Specialist PE Coach – Coach Ross 2x Lunchtimes to deliver multi skills and team building games with the children.</p> <p>Teaching Assistant allocated to set up sports equipment outside on the days when Coach Ross is not in.</p> <p>Develop early years playground to provide opportunities for daily</p>	<p>Children are active and engaged at playtime. Very few children are inactive. Adults target inactive children and encourage them to join in.</p> <p>New playground marking are used daily – children enjoy playing 'What time is it Mr Wolf and 'Duck, Duck Goose'.</p> <p>Sports equipment such as PE hoops and balls are available during every playtime.</p> <p>Children in Early Years use cars, bikes and the climbing frame daily. The have access to PE</p>	<p>£ 3096</p> <p>10.12%</p>	<p>Playground marking will last, staff to continue to encourage children to engage in playground games at playtimes.</p> <p>CPD for active playtimes.</p> <p>Continue to signpost parents/carers to sports clubs after school.</p>

	physical activity – cars and bikes available daily, sports equipment in baskets. Annual inspection of playground equipment – School sports inspection Services. External sports equipment inspection Fixing Nursery outdoor equipment	£113 0.54% £156 0.75% £250.00 1.20%	equipment and large-scale construction to develop gross motor skills.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation	Funding	Impact	Percentage of total allocation:
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:	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
We aim to ensure that the children's experience of Physical Education is positive and motivating and that children's attitudes to a healthy lifestyle are firmly embedded in our curriculum.	Use IPEP assessment to identify areas for improvement and track pupil progress. Register and promote Street Tag Amy Lawless to deliver Play Leader sessions to Year 2. Year 2 children will become 'play time buddies' encouraging them to lead active games during playtimes.	£300 1.44%	Assessment of skills and monitoring of progress has improved since implementing the IPEP assessment tool. More accurate assessment and monitoring shows clear progression.	Continue to use IPEP.
Our focus is to get the children more active and engaged in physical activity.		Allerdale coaching	Initially, parent and staff engagement in street tag was high. Users quickly lost interest.	Set Street Tag challenges each term for shorter periods.

To ensure children are make good progression with PE through quality monitoring and assessment.	Share sporting events and achievements via Class Dojo and the school website. Information about local sports clubs and holiday clubs are shared via Class Dojo.	calendar	Families and members of the community are aware of upcoming school sporting events and know about school and individual achievements. Families are sign posted to local clubs available for their children.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation	Impact	Percentage of total allocation: %
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Staff to be confident and up to date with the best practice in PE and sport.	Subject lead to deliver updates to staff and provide any documents that may be required. Subject lead to attend termly cluster meetings.	Staff are kept up to date with the latest information in relation to quality first PE. SH is able to network with other subject leads to discuss good practice and share ideas.	Continue to attend termly cluster meetings.
To provide quality of teaching and learning of PE and school sport.	SH to write PE Progression document, long term and medium term plans to ensure progression and curriculum coverage across school.	Cover to release SH to attend cluster meetings 32.8%	Progression plans and planning can be adapted yearly to meet the needs of children.
		£6794.12	£7066.11

	Staff observe specialist sports coaches during PE sessions.	34.14%	Staffing costs to cover staff whilst in the hall and after school clubs.	Staff engage positively with the specialist sports coaches, observing good practice and how they can incorporate this into their own teaching.	AS has observed quality first PE and after school clubs.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					
Percentage of total allocation:					
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:	
Provide opportunities for children to participate in a wide range of sports and activities through Specialist sports coaches provided by schools sports partnership and using outside providers.	<ul style="list-style-type: none"> - NP inclusive sport - wheelchair basketball session – whole school - Year 2 Swimming - Key Stage 1 – U Dance - Rookery Woods – Whole school visit, includes adventure outdoor play, climbing wall and orienteering. - Coach David – Multi Skills after school clubs, both KS1 and Reception - Amy Lawless, Healthy Movers – KS1 - Kinder Cricket, KS1 - Rob Jefferson Multi Skills – Early Years. 	<ul style="list-style-type: none"> £150 0.72% £568 2.74% £174.96 0.84% Entry and costumes £613 2.96% £675 3.26% £300 1.44% £6580 31.7% 	<ul style="list-style-type: none"> Children show high levels of enjoyment and enthusiasm when participating in the coaching sessions. Increased take up for after school clubs. Clear development of gross motor skills. Continued CPD for staff. 	<ul style="list-style-type: none"> Continue to be part of Allerdale coaching calendar. Weekly yoga timetabled for KS1 from September 2023 Weekly dance timetabled for EYFS from September 2023 	

		St Joseph's Coaching programmes and competitions		
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Key indicator 5: Increased participation in competitive sport

		Percentage of total allocation:	
		%	
Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>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:</p> <p>Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect</p>	<p>Whole school sports day. Participation in Allerdale competition calendar.</p> <p>Competitions: KS1 Multi Skills Year 2 Multi Skills Reception Multi Skills KS1 Dodgeball KS1 Football KS1 Kinder Cricket</p>	<p>£975 4.71%</p> <p>Allerdale Comp calendar</p> <p>£830 4.01%</p> <p>Buses to competitions</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>All children have taken part in competitions over the school year, including SEND, PP and inactive children. Inclusive competitions were held.</p>
			Continue to take part in Allerdale competition calendar.

Signed off by	
Head Teacher:	Mrs. Candice Regan 
Date:	31/01/23
Subject leader:	Mrs. Stacey Hudson
Date:	31/01/23
Governor:	Reverend. Peter Powell 
Date:	13/03/23