

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£2,274
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2,274
Total amount allocated for 2021/22	£16,480
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,754

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Pupils are taught by qualified swimming instructors. A baseline assessment takes place in the first week, after which pupils are split into ability groups where they work on a tailored programme, aiming towards 400m for those advanced swimmers. Pupils participate in 10 weekly sessions over the duration of the term. Pupils have the opportunity to achieve certificates - beginners, intermediate and advanced along with completing Personal Survival levels 1 and 2 whilst in UKS2.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100% (7 pupils)

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	100% (7 pupils)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100% (7 pupils)
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 pupils today and for the future.

Academic Year: 2021/22	Total fund allocated: £18,754 Total Spend: £24,153.00 with the top up taken from the School Fund	Date Updated: July 2022		
Key indicator 1: 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: 24.5%
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:
At ISP, we are aiming for all pupils to not only be more physically active but to enjoy being active through making experiences fun and inspiring. We are also aiming to encourage whole families to become more active and appreciate the importance and benefit of this. Through being more active, we want our children to be competent in a range of sports, exercise and (due to our locality) swimming.	We will aim to achieve this through the following activities and methods: <ul style="list-style-type: none"> • Daily Mile • Play/Sport Leader activities • X2 weekly PE sessions • Extra-curricular Clubs • Brain breaks – Go Noodle (Guided Exercise and dancing) • Collective Worship participation in song/dance • Adventure trails for EYFS and also all classes on both the playground and field • Street Tag • Swimming x10 weeks of the 	£5,919.75	Evidence of impact in this area is strong. Pupils are aware through a range of teaching and learning that as well as a healthy body, a healthy mind is important. They know that being active can help us feel happy. Our whole school community has been fully engaged in Street Tag, working together a school community and within their family unit to be more active whilst earning points for our school team. Pupils understand the purpose of The Daily Mile and look forward	To further develop Play/Sport Leaders activities across school to have greater impact. To look at increasing the range of sports based extra-curricular clubs from 2 to 3 per week. To evaluate the Daily Mile programme and look at increasing this where possible.

	school year for all pupils		to this. They enjoy being active and know the reasons why this is important. Pupils challenge themselves to complete more laps of the playground each time.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 16.22%
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:
At ISP, we believe that the profile of sport has always been high however recognise that the limitations of the COVID pandemic had a negative impact on this. We believe that pupils who have access to high quality physical activity and mental health and emotional support will perform better at school. It is our intention to provide all pupils at ISP with a well-planned curriculum that covers the above and allows our pupils to focus on their learning using skills learnt including perseverance, determination and hope.	We will aim to achieve this through the following activities and methods: <ul style="list-style-type: none"> Improving and enhancing outdoor areas for wellbeing, mental health and physical activity Schemes of work to support health and wellbeing Yoga Moving Monkeez Daily Mile Participation in competitions Sport/Play Leaders 	£3,919.75	Subject Leader monitoring has demonstrated that we have been able to provide a wider breadth of activities linked to mental health and physical well-being. Monitoring during Staff Meeting has revealed that staff are managing with the increase and can see the benefits in their pupils. Pupils who have previously struggled, are now able to better regulate their behaviour as a direct result of My Happy Mind and other regular activities. This is having a positive impact on whole school improvement as pupils are more focused in lessons, learn more and achieve better outcomes.	Review the schemes of work and identify whether there is any duplication of mental health and wellbeing activities/work. The sustainability of some activities including Yoga and Moving Monkeez will be dependent on funding. Continue to monitor the amount of events/competitions entered through the three clusters. Do we need to stick to one? With the small number of pupils available for competitions, are they missing out on too much lesson time?

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				29.6%
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>At ISP, we believe that pupils deserve high quality teaching in PE and Sport from adults who are confident, knowledgeable and have the appropriate skills.</p> <p>We believe in utilising the strength of adults within school, and external to school, at appropriate times in order to learn from each other and share knowledge.</p> <p>Through high quality teaching and planning, all of our pupils will access a well-planned curriculum developing their skills year on year and be able to confidently access external competitions with skills learnt in school. Our mixed age classes will enable pupils to work at the level required and furthermore, be stretched or extra supported.</p>	<p>We will aim to achieve this through the following activities and methods:</p> <ul style="list-style-type: none"> • Coaches in school demonstrating skills and teaching to school staff • Staff attending competitions across three clusters • Staff attending a range of CPD where available • Local Cluster meetings • Staff meetings to monitor and review 	£7,140.00	<p>Coaches in school have enabled school staff to develop their skills and confidence in teaching PE to their classes. Pupils and staff have a better understanding of skills, tactics and coaching points.</p> <p>Observations show that pupils enjoy their PE lessons and actively take part, giving their best. Participation and interest in competition events is high where pupils demonstrate the skills they have learnt in school.</p> <p>Discussions and staff meeting monitoring revealed that staff are aware of the PE long term plan and coverage expected. Observation drop ins showed the plan being followed.</p>	<p>Look at how to increase the participation rates in extra-curricular clubs for EYFS/KS1</p> <p>Explore further opportunities for staff to be able to share knowledge and skills</p> <p>Update assessment with a formal method that is consistent across school and can inform staff of what children have learnt and what the next steps are.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 22.24%
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>At ISP, we believe that our pupils should be able to access a broad range of sports and activities throughout their time at our school.</p> <p>It is our intention to provide this so that our pupils build a range of important skills whilst leading a happy and healthy life both physically and mentally.</p> <p>By introducing a range of sports, we hope to provoke interest in future learning when they move to Secondary School or join a club external to ISP.</p>	<p>We will aim to achieve this through the following activities and methods:</p> <ul style="list-style-type: none"> • Use of sports coaches • Dowdales Sports Package • Extra-curricular clubs • Cumbria Cricket coaching sessions • Purchasing of additional equipment • Access other local clusters for events and competitions including Furness School Games 	£5,373.90	<p>Introducing a broader range of sports and activities including attending more competitions has enabled our pupils to increase their understanding of winning and losing. They have a knowledge of fair play and sportsmanship.</p> <p>Through experiencing a range of new activities, our pupils are observed as increasingly motivated and inspired to participate. By doing this, they are able to learn new skills and contribute to developing their own skills even further.</p>	<p>Explore the additional extras with the sports packages including trampoline sessions.</p> <p>Use the evidence of all the PE and Sports that takes place at ISP to apply for our next School Games Award – Silver with elements of Gold.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7.45%
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>At ISP, we recognise that we have been unable to participate in competitions due to the COVID pandemic and the restrictions. Now that we are able to do so, we intend to embrace this and provide many opportunities for our pupils to play competitive sport with other schools externally.</p> <p>The range of benefits this will bring to our pupils will impact on whole school development with pupils developing resilience, determination and a positive mind-set.</p>	<p>We will aim to achieve this through the following activities and methods:</p> <ul style="list-style-type: none"> • Purchasing pupil and staff uniform • Work with more than one cluster including Furness School Games. • Attend cluster sport meetings and communicate via email • Ensure transport is organised and planned • Purchasing of equipment • Paying additional staff to attend or cover classes when competitions are on 	£1,800	<p>Observations show that pupils enjoy competing in competitive sport with their peers and other schools. It is clear that they are learning and developing core skills whilst showing team spirit. Pupils use these skills within the classroom and know that perseverance is key to many things at school. Pupils have further developed their knowledge and skills across the PE curriculum in order to participate in competitions.</p> <p>Our pupils are keen and willing to participate and enjoy this when they do, regardless of the end result.</p>	<p>Purchase uniform from Identify following meeting. A full uniform will help our pupils feel smart and proud to represent ISP and will match the high standards we have at ISP.</p> <p>Complete a detailed audit of resources based on the competitions we intend to participate in with the purpose of ensuring we have everything we need.</p>

Written and Signed off by <i>R E McFarlane</i>	
Head Teacher:	Mrs. R. E. McFarlane
Date:	31/07/2022
Subject Leader/s:	Mrs Rachael McFarlane & Miss Sarah Jackson
Date:	31/07/2022
Governor:	Mr Stephen Hughes
Date:	31/07/22