

# 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](http://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 2020/21	£ 0
Total amount allocated for 2021/22	£ 0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 16,430
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 16,430

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><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></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2022.</p> <p>Please see note above</p>	88.8%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	88.8%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	88.8%
<p>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?</p>	Yes/No (Waterwise sessions)

## 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: £16223.78</b> (Communication states that remaining balance can be carried forwards)		<b>Date Updated:</b> July 2023					
<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: 29.28%				
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:					
<p><b>At Lindale CE Primary School, we enable all of our pupils to have engagements in regular physical activities. Breaktimes are seen as a place for active play and staff strive to include active sessions within their lessons where appropriate. They have access to a range of equipment to encourage outdoor play, develop PE skills and ensure regular physical activity.</b></p>		<ul style="list-style-type: none"> <li>All pupils take part in the <b>daily mile</b> initiative and school have the certificates and cards for this. Celebration of achievements happens in whole school worship time. This year we introduced 100 mile medals to further motivate pupils.</li> <li>New <b>playground markings</b> have been installed in the front playground.</li> <li>PE equipment purchased: <b>replenishment of key PE resources and some additional resources,</b></li> <li>Wide range of sports clubs</li> </ul>		<p><b>Total: £4751.15</b></p> <p>100 mile challenge resources: £28</p> <p>Markings: £1785</p> <p>PE equipment: £589.55</p> <p>Inspection and maintenance of equipment: £1149.60</p> <p>Forest Schools: £1000</p>		<ul style="list-style-type: none"> <li>Children receiving Daily Mile certificates – even some of the youngest children achieving 100 miles. Children motivated by new medal.</li> <li>All children are active during the Daily Mile at their own pace.</li> <li>New markings encourage active play.</li> <li>New PE equipment ensures safety and allows all to take part in a range of sports (e.g. new dodge balls as the old ones had been lost during play).</li> </ul>		<ul style="list-style-type: none"> <li>Continued use of the outdoor area to encourage outdoor play/learning and wellbeing activities such as yoga.</li> <li>Use of active learning in lessons as appropriate.</li> <li>Use of the outdoors for wellbeing.</li> <li>Regular daily mile challenge timetabled.</li> <li>Development of EY/KS1</li> </ul>	

	<p>offered in school: rugby tots (specialist), gymnastics, multi-skills, judo.</p> <ul style="list-style-type: none"> <li>• Purchase of further resources to encourage active play.</li> <li>• Maintenance and inspection of equipment to ensure safety and prolonged use.</li> <li>• Forest School sessions.</li> <li>• Equipment purchased for classroom use to encourage movement.</li> </ul>	<p>Classroom equipment: £199</p>	<ul style="list-style-type: none"> <li>• Children enjoy using the new equipment.</li> <li>• Each child is doing more than 30 mins a day of physical activity.</li> <li>• Maintenance of equipment ensures safety and continued use for physical activity.</li> <li>• Forest School sessions allow pupils to develop new outdoor skills, be active and develop wellbeing through skills like confidence, resilience and teamwork.</li> <li>• Classroom equipment mean children can move around more when needed.</li> </ul>	<p>area to encourage active play, develop core strength and motor skills.</p> <ul style="list-style-type: none"> <li>• Purchase spare PE kit to help tackle deprivation and ensure all pupils have access to PE.</li> </ul>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: 28.61%</p>
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Intent	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>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
<p><b>All pupils, staff and other stakeholders understand the importance of Physical Education, School Sport and Physical Activity (PESSPA) for health and mental</b></p>	<ul style="list-style-type: none"> <li>• PE caps/socks for tournaments for the whole school</li> <li>• PE leader given PE leadership time (30 mins every week included on top of PPA) and</li> </ul>	<p><b>Total: £1312.91</b> PE caps and socks: £491.37 PE leadership time: £768.26</p>	<ul style="list-style-type: none"> <li>• Last year PE kits for tournaments were purchased at the end of the year and will be used in future tournaments to increase confidence,</li> <li>• Use the new PE kits for tournaments. Enough purchased to allow for loss and to ensure all children have a size to fit.</li> </ul>

<p>wellbeing. The profile of PESSPA is raised across school through social media, assemblies and lessons as well as through other subject areas.</p>	<p>additional leadership time during busy periods.</p> <ul style="list-style-type: none"> <li>Sports Day medals and trophy purchased.</li> </ul>	<p>Sports Day medals: £53.28</p>	<p>pride and highlight the importance of PESSPA. The addition of caps and socks adds to the kit previously purchased.</p> <ul style="list-style-type: none"> <li>Profile is raised through consistent leadership time.</li> <li>Sports Day medals and trophies raise the profile of the importance of sport.</li> </ul>	<ul style="list-style-type: none"> <li>Utilise our outdoor space for active learning</li> <li>Professional in to talk to pupils and inspire.</li> <li>Involvement from the PE governor (governor monitoring)</li> </ul>
<p>Additional achievements: Our aim is to develop a clear system for organisation of equipment so it is easy to see what we have and equipment is accessible for PE lessons.</p>	<ul style="list-style-type: none"> <li>PE storage facilities improved.</li> <li>PE cupboard organised</li> </ul>	<p><b>Total: £3329.41</b></p> <p>PE storage facilities: £3329.41</p>	<ul style="list-style-type: none"> <li>PE equipment is properly stored and easily accessible.</li> </ul>	<ul style="list-style-type: none"> <li>Items needed each half-term are moved to the inside cupboard to ensure easy access.</li> </ul>

<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p>8.75%</p>
Intent	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>Funding allocated:</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><b>Our aim is for all staff to feel confident in teaching a range of sports and to develop the skills to be able to teach these at a deep level. Our pupils will directly benefit from these skills, knowledge and confidence.</b></p>	<ul style="list-style-type: none"> <li>• <b>PE coach</b> (Rugby Tots) – teachers have been in the sessions.</li> <li>• <b>Gymnastics coach</b> – teachers have been in sessions</li> <li>• <b>PE Scheme</b> purchased last year and continued use this year: Get Set 4 PE</li> <li>• PE lead completed <b>PE leadership training</b>.</li> <li>• PE lead attends network meetings.</li> </ul>	<p><b>Total: £1419</b></p> <p>Rugby Tots coach: £360</p> <p>Gymnastics coach: £909</p> <p>PE leadership training: £150</p>	<ul style="list-style-type: none"> <li>• Staff taking part in rugby sessions allowed them to develop their skills, knowledge and confidence to teach it themselves in future.</li> <li>• PE Scheme purchased last year and implemented fully this year. Provides staff with support for planning and clear progression of skills.</li> <li>• Training has increased knowledge, skills and confidence.</li> <li>• Pupils benefitted from the rugby sessions as well as staff.</li> </ul>	<ul style="list-style-type: none"> <li>• PE scheme to be implemented to enable staff to feel more confident teaching PE. This has been purchased for 3 years to support sustainability.</li> <li>• Continue to develop the role of the new PE lead through CPD.</li> </ul>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 25.71%

Intent	Implementation	Impact	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><b>Our aim is for all of our pupils to experience a wide range of sports and outdoor activities including those that they may not usually have the opportunity to experience. We want our children to gain a deeper understanding of a range of sports.</b></p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>• <b>Judo sessions</b> as an after-school club</li> <li>• <b>Rugby Coach</b></li> <li>• <b>Gymnastics coach</b></li> <li>• <b>Residential</b> cost subsidised to allow for all children to be able to attend.</li> <li>• <b>Maypole</b> used this year to allow for a greater experience of different</li> </ul>	<p>Funding allocated:</p> <p><b>Total: £4170.82</b></p> <p>Rugby coach: Funding in above section</p> <p>Residentials: £1683.63</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>From the implementations, we have found that many children have developed new passions e.g.:</p> <ul style="list-style-type: none"> <li>• Children have taken part in activities, first experienced in school, outside of school such as entering judo competitions.</li> <li>• A large group of children now do Judo weekly and</li> </ul>	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>• Judo will continue next school year</li> <li>• School will look into getting a specialist in to teach a different sport next year.</li> <li>• Waterwise over several sessions rather than a</li> </ul>

	<p>types of dance, especially linked to British culture.</p> <ul style="list-style-type: none"> <li>• Whole School trip to <b>Chill Factore</b></li> <li>• <b>Waterwise</b> sessions for year 5 and 6</li> <li>• Ulverston <b>Dance Platform</b></li> </ul>	<p>Minibuses for residential: £621.36</p> <p>Chill Factore inc. coach: £1545.83</p> <p>Waterwise: £200</p> <p>Dance Platform: £120</p>	<p>discovered this passion through our taster sessions.</p> <p>Skills deepened in rugby.</p> <p>Skills developed in skiing/rock climbing through our trip to Chill Factore. Pupil enjoyment and engagement raised.</p> <p>Children have experienced a broad range of sports.</p> <p>Children in year 5 and 6 have extended their swimming skills by learning open water skills at Waterwise.</p>	<p>one off day.</p>
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<b>Key indicator 5: Increased participation in competitive sport</b>	Percentage of total allocation:
	7.65%

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:
<b>Our pupils will take part in cluster/national tournaments and the Peninsula Games with children from other schools. In addition to this, they will experience and practise competitive sport in school. We will encourage our children to enter tournaments outside of school time such as the national cross</b>	<ul style="list-style-type: none"> <li>• All cluster schools pay towards the <b>CPS events coordinator</b> to allow tournaments to go ahead.</li> <li>• <b>Rugby coach</b></li> <li>• <b>Gymnastics coach</b></li> <li>• Children encouraged to enter <b>cross country</b>.</li> <li>• Children encouraged to enter <b>cluster tournaments</b>.</li> </ul>	<p><b>Total: £1240.49</b></p> <p>Travel costs: £127.47</p> <p>CPS events coordinator: £885</p> <p>Minibus</p>	<p>All children in KS2 have taken part in cluster tournaments.</p> <p>Children enjoy competitive sports.</p> <p>All children in school have taken part in competitive sports this year.</p> <p>Without additional staffing, tournaments would not have been able to go ahead. This staffing</p>	Cluster tournaments will continue due to funding of CPS events coordinator.



country.	<ul style="list-style-type: none"> <li>• <b>Additional staffing</b> costs to facilitate tournaments and Peninsula games.</li> <li>• <b>Travel costs</b> to allow us to attend tournaments</li> <li>• <b>Minibus training</b> so that we can transport to events</li> </ul>	training: £173.50 Gymnastics qualified: £25	means that we have been able to take part in nearly all tournaments this year.	
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Head Teacher:	K. Curwen
Date:	18.07.23
Subject Leader:	Sam Barker
Date:	18.07.23
Governor:	S. McClure
Date:	18.07.23