

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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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 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	£
Total amount allocated for 2020/21	£13,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 8,794.89
Total amount allocated for 2021/22	£ 11,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,974.89

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>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</p>	<p>The pupils at Bewcastle School use the swimming pool on site to practise self-rescue techniques. Pupils have had lessons to:</p> <ul style="list-style-type: none"> -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively - front crawl, backstroke and breaststroke -perform safe self-rescue in different water-based situations
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	<p>There are four pupils in Y6. Three of them can swim competently, confidently and proficiently over a distance of atleast 25 metres = 75 %</p>

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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	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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?	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:		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: %
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:
All children will have engaged in regular physical activity To provide all children with access to specialist knowledge and skills in order to improve their sporting ability, knowledge and understanding.	FS/KS1 Forest Schools (see Key Indicator 2); KS2 Walking in many different places Specialist PE coaches from GLL have been employed throughout the year to deliver PE lessons for both FS/KS1 and KS2		£7,566	Children can use skills learned at Forest Schools when playing in school grounds at break times. Different GLL activities have widened their knowledge of PE and sports.	Develop areas for school-based Forest schools Children acquire new sets of skills
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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:

To develop pupil's confidence, resilience and independence with long term gains across the curriculum.	Walking in a variety of places during the Summer term. GLL out of hours activities. Specialist Outdoor Educator is employed to develop knowledge, skills and understanding of pupils – Forest schools for FS/KS1 pupils	£1,474	Have more self-confidence and resilience. Are able to reflect on personal challenges and successes. Children are more independent and have skills that they can use outside of school.	Build skills and experiences so develop life-long love of activity Children and staff develop activities using skills in school
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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:
Staff gain new skills by working alongside qualified coaches	School staff to work alongside coaches/instructors from Cumbria Outdoors, GLL and Forest Schools to develop own skills	£375	Staff have increased skills and confidence	Continue; staff have skills which can be used if no future funding
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:

<p>Children experience a wider range of sports</p>	<p>Specialist PE coaches from GLL have been employed throughout the year to deliver PE lessons for both FS/KS1 and KS2. Plus, provision for 0.2 member of staff, to support and develop wider range of skills by supporting coaches.</p>	<p>£9,491.23</p>	<p>Children have broader range of skills.</p>	<p>Review range of activities and feed into next year's curriculum plan</p>
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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:
To participate in as many sporting and outdoor activities as possible throughout the school year.	Using GLL coaches and Forest School links. School participating in Cross Country competitions.	£50	Pupils eager to join in outdoor and PE activities.	To create links with nearby schools to combine pupils to make teams for more events. Continue link with William Howard School and local schools' partnership.

Signed off by	
Head Teacher:	Mark Ashton
Date:	July 18 th 2022
Subject Leader:	Catherine Coulthard
Date:	July 18 th 2022
Governor:	Nicki Shilcock
Date:	July 18 th 2022