

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Audit of staff skills led to a 2 year plan to address staff development via specialist coaches and training events.</p> <p>Planning reflected the opportunities upcoming via SGM in order to facilitate more participation across both key stages (rather than UKS2 based)</p> <p>Equipment audited and updated to suit current plan</p> <p>Pre-lockdown provision had reflected the Silver/Gold requirements of SGM prior to lockdown/freezing of SGM</p> <p>Created a Plan A and Plan B for each term so we could maximise each term despite any lockdown requirements.</p>	<ul style="list-style-type: none"> • Tracking progression of skills needs refining • To continue the postponed CPD through coaching that had been planned for Spring/Summer 2020 • To extend sports provision to include one new sport (Tri golf / Dodgeball) and train/equip as appropriate • To bind, where appropriate, outdoor learning adventures to PE – to the benefit of Eco and Outdoor Learning ethos of school. • Targeting of lowest 10% through inclusive opportunities both external and via the Young Leaders for Sport programme / Y6 Sports council. • To extend sporting opportunities across both key stages

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **YES**

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £5,847	Date Updated:	March 2021	
What Key indicator(s) are you going to focus on? The continuation of CPD via coaching and the binding of outdoor learning adventures with PE To increase physical stamina and fitness post Covid				Total Carry Over Funding: £5,847
Intent	Implementation		Impact	
<i>Your school focus should be clear how you want to impact on your pupils.</i> To extend sporting opportunities across both key stages Target lowest 10% Our successful Learning Outside the Classroom provision is tied, where possible, to the PE National Curriculum Objective "to take part in outdoor and adventurous activity challenges both individually and as a group"	<i>Make sure your actions to achieve are linked to your intentions:</i> Whole school participation in the 100mile challenge and 145m Lapland Run. KS2 involved also in Virtual Netball challenge, Sportshall athletics and 12 days of Xmas challenge/Sedbergh cross country etc Outward Bound "In School Adventures" in bubbles to target physical and mental wellbeing post Covid	<i>Carry over funding allocated:</i> Turned out to be free due to Covid bursaries! Total cost £1248 including Covid Bursaries	<i>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</i> Staff note increased fitness of pupils and those who initially avoided the activity are showing pride in their laps/activity. The lowest 10% enjoyed sharing it as a class and being celebrated as part of a team effort Staff empowered to combine PE and Outdoor learning using techniques seen. Pupil confidence in use of the outdoors/trust in peers raised through shared endeavour	<i>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</i> Sustainability linked to whole school fitness via virtual and real competitions – organised via Plans A or B throughout the year according to the Covid situation. Tied to a school improvement regarding sustained and purposeful access to the outdoors. Next steps are to aim at termly opportunities that cross curricular in to the benefit of both

Sports Equipment Audit and re-order / Introduce one new sport	Footballs, dodgeballs, netballs, nets to ensure good quantity of equipment	Total cost £309.51	Sufficient equipment for diverse bubble sports	Tied to continuous upgrading of sports equipment and introduce dodgeball. Sustain this via re-schedule of staff inset Dodgeball training into Sept 21
Expand and integrate our provision of outdoor adventurous PE	Invest in whole school (including Reception) cross curricular orienteering resource	Total cost £2275	In line with whole school improvement of our outdoor provision as well as improving pupil physical fitness, team work with all its varied skills.	Grounds will be mapped and set up with a variety of cross curricular orienteering courses which are appropriate to each year group. All staff will receive face to face training around orienteering and use of the resources. In the event of stopping annual subs, resources are downloadable for sustainability
Additional surfacing for adventure trail equipment	Additional grasslock mats for wooden adventure trail and bonded rubber surfacing for play tower	Total cost £3130.24	Better safety for when children are using the equipment	Promote greater use of adventure trail and outdoor equipment

Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	78%
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?	It was planned to do this via RNLI Water safety experiences at Rayrigg Centre (Windermere) but we were unable to do so due to Bubbles/Lockdown. Postponed.

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: 2020/21		Total fund allocated: £17,010	Date Updated: July 2021	
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:
				0%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Autumn & Spring in bubbles – quality, active daily sessions of physical activity during breaks.	bubbles rota'd with own sports equipment and planned daily access to outdoor areas, including the new equipment, to sustain physical activity alongside regular virtual competition in class teams	£0	Pupils had clear ideas of what to do. Some cohorts bought requests which were fulfilled regarding playtime equipment. Pupils enjoyed and were physically active daily	Playground provision to continue through Young Leaders programme, integration. Looking at designing new Leadership programme for Staveley to ensure inclusion of what pupils want.
Autumn & Spring in bubbles – 3-4 times per week aerobic exercise	3-4 times p/w running (and encouragement of home exercise via SeeSaw) via the 100 mile challenge, the Cross Country virtual challenge, the Lapland 145m challenge, Sedbergh Virtual Cross country and ongoing opportunities opted into by classroom teachers as appropriate.	Covid bursaries = £0 costs	Pupils now have increased stamina and a positive view of progress, regardless of their fitness compared to others	Maintain a variety of challenges in every term that are inclusive and inspirational. Ensure stamina/strength features in weekly PE
Transparent link/encouragement/praise given to exercise at home	Use virtual challenges to bring home PE into school and vice versa. Praise via Class Zooms weekly or	£0	Parental/child involvement increased, including via social media platforms	Engage with SGM regarding virtual delivery but move towards face to face where

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	Good Work Assembly			possible in future.
Use of complete resource to engage less active pupils	Planning done through this platform includes success criteria for inclusion as well as progression of skills.	£cost put into next section	Staff report that these planning objectives help greatly to provide a 'way in' to each lesson for those who are might otherwise not participate fully	Continue to promote the use of these success criteria and extend into the new young leader programme (once up and running)
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
The School will use the self review tool on School Games to monitor sports performance	PE Leader will follow SGM guidance. From this she will create a whole school PE annual plan A and Plan B linking purposeful curriculum delivery to SGM sport opportunities in both key stages. SGM review looked at termly by PE Lead	£0	Pupils show increased confidence in sport and view it as a whole school endeavour (as opposed to a UKS2 specialty).	Pending SGM future planning. We will use Plan A and Plan B if it looks like we need to into Autumn
Staff will lead by example	Staff take part in virtual activities where possible	£0	Pupils perceive effort and 'having a go' as valuable and worthy of respect.	To continue to grow staff confidence through quality CPD and ongoing discussion
The profile of sport will be raised socially	Staff and PE Lead to use social media to promote virtual and real competitions / local opportunities	£0	Pupils volunteer and are confident to do sporting events, regardless of their skill level.	Continue to support and promote local, national and international sport via social

PE will be overtly linked cross curricular – in particular, to augment our outdoor learning.	Opportunities to combine PE with cross curricular learning to be promoted by all staff on social media / made transparent to pupils. Staff opted into Cross Curricular Orienteering and into completepe planning resource bank for extended PE ideas	£0	Pupils link physical health to mental health. Pupils see how PE is not just sport and can include other curricular topics	media Continue to make links transparent to pupils so they understand the connection and do not see PE as just 'sport'
PE noticeboards will be up to date, with inclusive information	KS2 board maintained by PE Lead, KS1 noticeboard (tbc)	£0	Pupil voice has a clear platform in both key stages	Continue to promote pupil voice and celebrate pupil PE attainment in both key stages
Pupils will understand the link between good physical and mental health (especially post Covid) Pupils will see PE as accessible to everyone	Completepe resource specifically trialled for its broad array of learning objectives and success criteria. It ensures inclusion by targeting ways to embrace those less fit/confident. Direct link made between PE and RSE lead for future discussions about physical/mental health cross-over	£included in later section	Pupils growing in confidence and bringing peer compassion / supportive attitude to their PE Discussed with staff the links between PE/RSE and use of PE funding where mental wellbeing is linked to PE – to maximise pupil engagement and health	Continue to make links transparent to pupils so they understand the connection between healthy mind and body Continued staff collaboration

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				32%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Staff will be well trained and confident practitioners across both key stages and have good knowledge around progression of skills in PE	Completepe has virtual CPD for staff alongside tutorials on differentiated sport/skills. It has clear progression in skills to ensure teaching is in line with cohort need.	£1602	Staff very positive feedback during and after trial. Feedback acted upon immediately regarding dance CPD creating atmosphere of trust	To use the planning and assessment tools consistently across all classes.
Staff will be trained in 1 new sport – dodgeball.	Inset dodgeball session postponed until Sept 21 due to lockdown	£60 but postponed	Even without training, Romneys Class have loved dodgeball – excellent feedback from class teacher!	Continue to incorporate new sports into annual class planning
Staff will receive CPD via coaching face to face/ virtual CPD where possible	Face to face CPD is booked to continue in Autumn (cross curricular orienteering as an INSET/Acro, dance & tennis coach at staff request/Dodgeball inset training postponed tbc.	Cricket £1080 but postponed £960 tennis £720 acro dance	Much improved feedback regarding coaches allowing immediate improvements if necessary. Staff feel positive about completepe as a supportive way of improving teaching skill.	Staff will run these sports in next academic year in order to utilise their new skills
School will focus on a positive image of football in order to re-dress negative pupil behaviour around playtime footie	Freestyle Football Coaching Session 5 th Feb / new balls and goals upon request	£400 freestyle New kit approx. £200	Boys and girls were overjoyed with freestyle footie – so much fun. Lovely to see sport for sheer fun with all on an equal footing.	PE Lead will continue to look for opportunities to promote positive sporting behaviours and 'sheer fun' stuff

Staff will use SmartMoves for inclusive dexterity / SEND knowledge	Still pending postponement tbc	tbc	tbc	Staff will incorporate Smartmoves into SEND provision/IEPs once trained and snowball to whole team
KS1 staff will link fine/gross motor skills focus (new EYFS assessment points) from PE into class.	New equipment to combine new EYFS motor skills with PE Acro coaching/staff CPD around core dexterity	£450 equipment	Staff will bring Acro into the classroom/daily use of new core strength equipment to increase core strength in less able pupils.	Staff to monitor and assess improvements in EYFS physical skills.
KS1 staff will support SEND inclusion	CPD opportunites promoted to 1:1 SEND support staff along with virtual Panathlon events	£0	SEND pupil, as appropriate, will be included in sports events.	This year, it did not suit the needs of the child but this will be monitored and adapted to as required
Staff to continue excellent communication around PE	Half termly discussion point in staff meetings for staff to bring ideas about opportunities/resources /CPD to the table	tbc	Staff feel more ownership of PE budget for physical and mental wellbeing	Continued support from whole team
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

Additional achievements:				
React quickly to advice and feedback from staff team to ensure success	Prompt reaction to any staff feedback eg: upgrade to tennis equipment, training request etc	£254 new tennis equipment	Enough equipment for paired work in every class.	Informal, regular audits and staff consultation during and after any coaching/inset
Dodgeball is included in our curriculum with a view to Tri Golf (which was trialled but we were unable to train staff in) coming into next year	Re-book postponed Dodgeball staff training, look at tri-golf event along similar lines Summer '22	In prior section	KS2 really positive participation by both staff and pupils. New sport for all and thoroughly enjoyed	dodgeball inset training postponed but necessary to build staff confidence on how to differentiate and deliver.
Children feel confident and act safely around open water. Children are excited to engage with adventurous water sports	Introduction of Water Adventure Days for KS1/KS2 at Rayrigg, Lake Windermere. Introduction of Water Safety Day for Reception at Kendal. Now postponed until next year.	Postponed	postponed	To include all year groups in a water based session – make water safety aspect of swimming a whole school endeavour
Children realise that mental well being is linked to activity.	Proactive links made to the new RSE curriculum with resources being signalled to RSE lead where PE can contribute/be an asset	Pending discussion of RSE needs	Children value physical participation and understand its role in a healthy mind and body	Continued conversation with RSE lead to monitor and drive forwards
PE is transparently linked to Outdoor adventurous learning where applicable	School will support future ski/climb/boulder etc as they arise as well as seeking out further experiences along the lines of the Outward Bound days. Cross Curricular orienteering to be utilised across whole school once per term	tbc	Children will be enthused by their activities to continue engaging with outdoor, adventurous sports opportunities. Staff recognise the close links between outdoor learning (some aspects of) and PE curriculum	Continued conversation with Outdoor Learning lead to monitor and drive forwards

Staff have clearer pathways to engage the lowest 10% of pupils and have a more rounded planning approach to physical/mental success criteria	CompletePE resource trialled, reviewed and bought	In prior section	Very much a long term investment. Staff will continue to benefit from this resource – even if Sports funding decreases. It support inclusive planning, differentiated teaching, staff CPD and whole school assessment	Assessment now includes wellbeing criteria and will allow for better monitoring and targeted support where appropriate
To address opportunities across both key stages, sports leadership has been re-designed to include a progression in skills from Y2-Y6 (previously it was a Y6 focus)	PE Lead designed new programme specific to Staveley. Specialist to provide CPD around the principles of sports leadership – booked September '21 (which will replace Young Leaders For Sport) Completepe has resources we can adapt for this purpose.	£250 tbc (for bibs, badges etc)	Pupils accept personal and group responsibility, are taught how to cope with various obstacles to success and to become resilient leaders. Pupils have a 'voice' as part of this in feeding back what they wish their young leaders to provide	Staff training is crucial to the success of this programme. Once given, ongoing feedback and advice through staff team to trial/error/improve during our first year will ensure tip-top delivery
School Sports Council comprised of mixed age pupils will provide a platform for pupils to request improvements around PE opportunities (including playtime sports provision run by leaders)	Postponed until bubbles cease as bubbles also prevent leadership/staffing cross age groups at play times.	£0 (some supply may be needed in first instance tbc)	Pupils feel valued and are advocates for sport, for their peers and for their school.	Shared leadership across the staff team of this council – to change termly and keep it fresh

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
School will participate in				
Netball	SGM Virtual netball comp	£0	Pupils have always loved competitive sport – some need traditional competition and others need a more team based approach.	This year, we have had so many events, coaching etc cancelled. However, we have maximised all PE opportunities via our Plan A and Plan B approach. We shall continue to do so to ensure pupils get the best possible opportunities for sport at their level.
Dance	SGM Virtual Dance comp	£0		
Sportshall	SGM Virtual sportshall comp	£0		
Running	100m challenge/145 Lapland challenge/Virtual cross country challenge/12 Days of Xmas run /Sedbergh Cross Country	£0		
Orienteering	Whole school cross Curricular Orienteering invested in and staff CPD via Twilight inset	£prior section		

Signed off by	
Head Teacher:	Lisa Strange
Date:	July 2021

Subject Leader:	Liz Moffat
Date:	July 2021
Governor:	Dan Craghill
Date:	July 2021