

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

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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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£6,272.00
Total amount allocated for 2020/21	£16,580.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7,759.00
Total amount allocated for 2021/22	£16,540.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,299.00

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>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>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>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?</p>	Yes

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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: 2020/21	Total fund allocated:	Date Updated:		
<p>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</p>				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:
Increase participation in physical activity in EYFS, KS1 and KS2	<ul style="list-style-type: none"> Offer a variety of sports in ASC and subsidise the cost Purchase Active Maths and Active English Purchase outdoor play equipment to widen variety of sports/PE/PA opportunities on offer 	<p>£1974.00</p> <p>£2585.00</p> <p>£3185.54</p>	<ul style="list-style-type: none"> More pupils attended ASC for the time this was offered (club registers) Pupils involved in more physical activity in the school day (on non-PE days) Impact not yet evidenced – action in progress 	<p>Maintain after school club and encourage participation in local sports clubs competitions</p> <p>3-year subscription</p> <p>Maintain and monitor</p>
Improve participation in physical activity by providing varied equipment and minimising the sharing of equipment in curriculum PE lessons (Covid compliancy)	<ul style="list-style-type: none"> Purchase sports specific equipment and additional equipment to ensure each child has adequate equipment and not sharing. 	£4212.36	<ul style="list-style-type: none"> Pupils can access varied suitable outdoor and indoor equipment (without having to share) to develop their potential, and to maximise the use of the outdoors for lessons. 	<p>Improved resources and facilities will impact future PE provision beyond the current SSP funding.</p> <p>Ensure all new members of staff are aware of resources</p>

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<p>Increase parental engagement with encouraging children's physical activity at home in EYFS and KS1</p>	<ul style="list-style-type: none"> • Active Start parent workshop 	<p>£215.20</p>	<p>Postponed - To be held in September 2022</p>	
<p>Pupils will receive Young Leader training to lead lunchtime clubs and aspects of PE lessons to help ensure all children participate in 30 minutes physical activity per day.</p>	<ul style="list-style-type: none"> • Lead 'Young Leader Training' and invite pupils from the cluster • Pupils to deliver lunchtime activity clubs to younger pupils and lead aspects of PE. 	<p>£170.00</p>	<ul style="list-style-type: none"> • 2 x Y5 and 2 x Y6 pupils are currently trained as Young Leaders and have led lunchtime clubs for younger pupils. • Young Leaders led aspects of PE lessons leading to younger pupils' increased participation in physical activity. 	<p>When Year 5 pupils enter Year 6, they work closely with new 'Young Leaders' in Year 5 to up-skill and model good practice.</p>

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:
All pupils will participate in a termly 'Health and Wellbeing Day' to provide opportunities for outdoor physical activity focussing on improving physical and mental health and managing anxiety post pandemic.	A Health and Wellbeing Day planned for each term, each with an outdoor focus. E.g: <ul style="list-style-type: none"> - Hawse End 'Treasure Island' - Mountain pilgrimage - Talkin Tarn adventure day - Yoga sessions 	£3080.00	<ul style="list-style-type: none"> • Pupils can describe the positive impact of being physical and the outdoors on their physical and mental health. • Pupils know strategies for managing anxiety and stress 	<p>Create a long-term plan for H&W days, with progressive foci for individual classes.</p> <p>Look into local alternatives to ensure sustainability</p>
Pupils will know and understand how to lead a healthy lifestyle, including diet and drinking. Pupils will eat fruit and vegetables and drink water in school every day.	<ul style="list-style-type: none"> • Fruit/vegetables will be purchased for children not eligible to receive portions free at break times. • Purchase water bottles for all pupils to launch Smile4Life programme 	<p>£402.77</p> <p>£153.00</p>	<ul style="list-style-type: none"> • Pupils know what constitutes a healthy lifestyle and diet. • More pupils eat fruit/vegetables at break times on a daily basis • Impact of the Smile 4 Life programme not yet evidenced – starts Sept 2022 	Encourage healthy eating in packed lunches – could we involve school council in promoting and monitoring this?
Develop the website and social media use to celebrate and promote activity in school	<ul style="list-style-type: none"> • Website and Facebook page will communicate curriculum intent and include articles of sporting achievements and pupil participation. 	£550.00	<ul style="list-style-type: none"> • Action in progress 	Maintain & monitor

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:
Pupils will receive high quality PE lessons from confident and knowledgeable teachers as a result of PE subject leader staying up-to-date with current guidance and research, and leading aspects of school improvement through PESSPA.	<ul style="list-style-type: none"> Active Start training for staff in EYFS & KS1 (Phase 1 = 4 x staff members) 	Free CPD £575 (cover)	<ul style="list-style-type: none"> Teachers and support staff more knowledgeable and confident about developing early physical activity Raised profile of PA in Early Years & KS1 Pupils will experience high quality provision 	Engage parents to support in-school PA Role out Phase 2 = 2 x staff members to be trained in autumn term
	<ul style="list-style-type: none"> NGB coach to deliver gymnastics lessons at Morton Gym – Teachers’ CPD Transport to and from venue 	£1925.00 £815	<ul style="list-style-type: none"> Pupils’ knowledge and skills developed Pupils made good progress in line with their prior learning and ability (see ACPAT) The sessions were used as a CPD opportunity and teachers created a scheme of work based on the sessions. Club pathways established and encouraged. At least 6 pupils attend a gymnastics club. 	Session plans and ideas will be used in future years if SSP is discontinued. Sessions were used an opportunity to observe children moving and identify areas for development for next year.
	<ul style="list-style-type: none"> Tennis coach to deliver lessons – Teachers’ CPD 	£250.00	<ul style="list-style-type: none"> The sessions were used as a CPD opportunity and teachers created a scheme of work 	Session plans and ideas will be used in future years if SSP is discontinued.

			<p>based on the sessions.</p> <ul style="list-style-type: none"> • Pupils' knowledge and skills developed • Pupils were able to attend a tennis competition and most KS2 pupils participated in the school Tennis Tournament 	<p>Sessions were used an opportunity to observe children moving and identify areas for development for next year.</p>
	<ul style="list-style-type: none"> • Provide release time for SL to: <ul style="list-style-type: none"> - Develop PESSPA - Support new members of staff - Develop Facebook & the website - SSP reporting 	£6300.00	<ul style="list-style-type: none"> • Pupils' knowledge and skills continue to improve as a result of high-quality PE provision (see PAT) and knowledgeable and confident teachers. • Knowledge and pedagogy shaped according to research and in-house CPD. 	<p>Increased teacher subject knowledge and confidence will impact future PE provision beyond the current SSP funding.</p>

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:
Pupils will participate in a session of Wheelchair basketball to experience wheelchair sports, to promote social inclusion and to improve hand-to-eye co-ordination, upper body strength and core.	<ul style="list-style-type: none"> Representatives from local wheelchair basketball club to deliver a session of wheelchair basketball to all classes 	£690.00	<ul style="list-style-type: none"> Pupils built on skills and experienced a new sport Pupils voiced their appreciation of the skill level and physical ability required for the sport. One Y5 child commented, 'It was really fun but much harder than it looks.' 	Improved attitudes towards wheelchair sports. Further interest in Paralympics and disability sports.
With the close proximity of the school community to the lakes and sea, all pupils leaving Rosley School will be able to swim and perform safe self-rescue by the end of KS2. Children in Years 1-6 will receive swimming lessons at Wigton Baths.	<ul style="list-style-type: none"> Additional swimming lessons for pupils in KS1 and LKS2 2 pupils unable to swim 25m in Year 5 received an extra 6 swimming lessons. Transport to and from venue 	£3004.50 £1600.00	<ul style="list-style-type: none"> 100% of Y6 pupils can swim 25m 88% of Y5 pupils can swim 25m 69% of Y3 & 4 pupils can swim 25m 37% of KS1 can swim without aids 	Pupils in KS2 will receive swimming lessons each year irrespective of continued SSP funding.
Pupils in Years 5 and 6 experienced a wide range of Outdoor Adventurous Activities whilst on residential at Hawse End.	<ul style="list-style-type: none"> Residential week at Hawse End to be subsidised. Activities for the residential to be planned around introduction of new sports such as canoeing, archery and ghyll scrambling. 	£2381.73	<ul style="list-style-type: none"> Pupils built on knowledge and skills in OAA Many pupils experienced a new sport Pupils voiced their enjoyment. 	Book OAA residential at Hawse End for 2024. Review activities to ensure a programme tailored to pupils' needs.

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 allow all children to learn about the value of competition, representing school, sportsmanship and to prepare them to compete well	<ul style="list-style-type: none"> Supply cover to release staff for the school to compete against other schools in: football, swimming, tennis, cricket, athletics, cross-country Transport provided to access competitions and events. Competition subscriptions and entry fees Purchase trophies to celebrate success in intra competitions 	£610.00 £950.00 £136.00 £191.00	<ul style="list-style-type: none"> 100% of pupils competed in at least 1 intra or inter-school competition over the year, including football, hockey, athletics, cross-country and swimming. Pupils were entered into the local swimming gala for the first time in many years. These pupils enjoyed the experience tremendously and are keen to participate again. Pupils qualified for and competed at the county cross-country for the first time. 2 pupils competed in the county cross-country championships. 	Pupils to be given the opportunity to participate or compete in at least 1 inter-school competition or event in future years irrespective of SSP funding.

Signed off by	
Head Teacher:	<i>Joanne Tinniswood</i>
Date:	18.07.22
Subject Leader:	<i>Joanne Tinniswood</i>
Date:	18.07.22
Governor:	<i>Rebecca Bird</i>
Date:	18.07.22

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