

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Ivegill CE Primary
22/23



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 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 number of Pupils | 86 |
| Total amount allocated for 2022/23 | £16,700 |

Swimming Data

Please report on your Swimming Data below.

| | |
|---|--------|
| 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 which you can then transfer to the pool when school swimming restarts. 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 | 81% |
| 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 2021. Please see note above | 81% |
| 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 | 81% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 72% |
| 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: 2022/23 | | 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> | | | | | |
| 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?: |
| Purchase of new sporting equipment to develop the teaching of PE lesson | | Complete an audit of PE equipment and discuss with staff any resources required. | | £3000 | Playground equipment has increased activity at break and lunchtimes. Student Leadership Team reported this to governors in a presentation. |
| To increase and replace PE and playtime equipment for the whole school. | | Audit of school equipment to find out what is needed or needs replaced. New high-quality equipment to be bought. | | £100 | Sports leaders have provided a number of clubs to a range of year groups. |
| Train 'Sports Leaders' from Year 5 to deliver activity during Break and Lunch. | | Get pricings from companies who do playground markings. Comparative quotes and action which one we want. | | £5000 | Playground markings will hopefully increase activity further next academic year. |
| Installation of new playground markings, allowing children to take part in regular physical activity through a range of games and skills | | | | | Assess which equipment we need to upgrade for the next year. Monitor the use of the markings and discuss with staff how they feel they are benefitting the children in their class. Promote the use of the markings throughout the day and share knowledge on how they are to be used with children. Have sufficient high-quality equipment, children should be more motivated to engage in active playtimes. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | |
|---|--|--------------------|---|---|
| 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 organise a Healthy Me week raising the profile of PE and Sport. Introduce the children to new and interesting sports that they may not have done before. Purchase of medals for the sporting events throughout the year | Invite different organisations into school to give the children different opportunities. Medals to be priced up and discussion about which are most suitable for events | £2000 | Children were exposed to sport or an activity that they had never done before. We had positive feedback from parents about the week. Contacts have been made which we are exploring for future events including after school clubs. | Maintain an annual Healthy Me week for the whole school. Continue to expand the number of providers for a variety of experiences. Look to purchase further medals for the next academic year |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | |
|---|--|--------------------------------------|---|
| 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?: |
| <p>Purchasing IPeP- interactive PE planner and assessment tool.</p> <p>Hiring specialist staff – sports coaches for gymnastics and football</p> <p>PE Co-ordinator time to monitor, evaluate and plan PE/Sport across school.</p> | <p>To increase knowledge of staff and improve assessment of the subject.</p> <p>All teachers to continuously observe coach for their own CPD.</p> <p>Continue to monitor and evaluate lessons/sequences of lessons.</p> <p>Supply to cover PE time/events.</p> | <p>£3200</p> <p>£600</p> <p>£800</p> | <p>Pupils have received high quality gymnastic instruction. Staff have been able to learn from these instructors through observation and conversation.</p> <p>PE knowledge has been supported through IPeP. Resources are available to support implementation of lessons.</p> |
| | | | <p>Sustainability and suggested next steps:</p> <p>IPeP used</p> <p>Good communication between coaches, staff and pupils.</p> <p>Staff gain confidence to deliver a range of lessons.</p> <p>PE Co-ordinator to use the pupil voice/subject studies to help continue to shape the new, developing curriculum.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | |
|---|--|------------------------|--|--|
| 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: |
| Additional achievements: Healthy Me Week- opportunities for children to take part in other sports including skipping, cycling and archery. | Year 3 and 4 attend National Curriculum swimming lessons. | Within other sections. | Positive feedback from parents regarding the activity range they were exposed to. Some children had never been swimming before. | To be able to build on these skills and develop confidence each year. To allow year 3 and 4 children to gain the core skills then build upon them through school, for those who haven't reached the standard, the opportunity for extra time to develop necessary skills. |

| Key indicator 5: Increased participation in competitive sport | | | | |
|--|---|---|---|---|
| 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 increase participation in competitive sports both intra and inter school. Active participation in cluster sporting events including football and cricket. Take part in Eden Rock climbing competition in Feb. | Transport for competitions. Attend a range of festivals and activities, provide opportunity for all children to be involved. Competitive sports day- stickers, trophy and certificates. | £2000 including entries, transport and miscellaneous items. | Children have attended rock climbing, cricket and football events. A mix of pupils have attended the events in KS2. Sports day was a success. Children celebrated each other's successes. Competition was evident with a winning team. | To build links with cluster schools to ensure competitive sports continues. Research other events within Carlisle that we could take part in- cross country. |

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| Signed off by | |
| Head Teacher: | M.Trickett <i>M.Trickett</i> |
| Date: | 19.7.23 |
| Subject Leader: | Matthew Trickett |
| Date: | 19.7.23 |
| Governor: | Tiffany Lew <i>Tiffany Lew</i> |
| Date: | 17/07/2023 |