

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

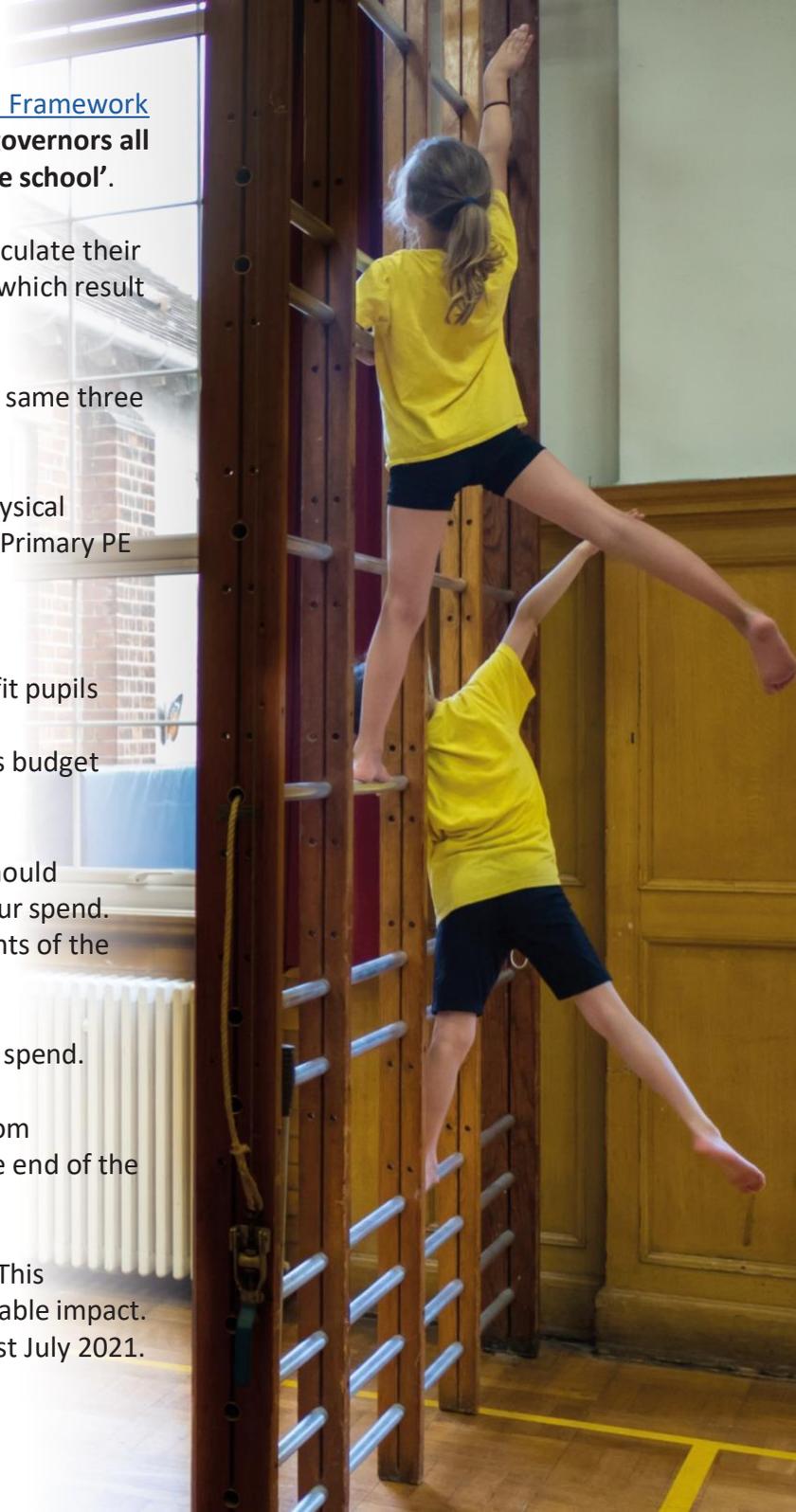
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** at the latest.

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 2021 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 2021: | Areas for further improvement and baseline evidence of need: |
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| <ol style="list-style-type: none"> 1. New resources and equipment purchased and organised in the PE shed. 2. Children in KS2 participated in horse riding lessons to develop new skills/experiences and promote wellbeing. 3. Outside agency (Action Ants) and sports coaches used to improve children's skills and achievement. 4. Implemented a full and varied outdoor learning programme across the whole school led by Jill Davies 5. Playground resurfaced and playground markings. | <ol style="list-style-type: none"> 6. Collect evidence for PE across school to show progression and raise profile of PE 7. Continue the role of a KS1 & KS2 sports leaders 8. Target specific groups of less active children to continue to raise participation levels 9. Continue to compete in a wide range of sporting events and take part in sporting festivals. 10. Develop cross-country and running further to continue the school's successes in Cross Country. 11. Continue to use outside agencies for sporting excellence and provide a balanced curriculum e.g. gymnastics. 12. Continue to ensure wide participation for ALL children in sporting activities and competitions with higher percentage of children attending 2 or more sporting events. 13. Continue high rates of swimming success in lessons and be able to use these skills in a range of swimming galas. 14. Continue to use Jigsaw SEAL for PHSE, wellbeing, SRE. 15. To give staff CPD opportunities to develop their expertise in outdoor learning, wellbeing and cross-curricular PE. 16. To develop a secure assessment and tracking system for all aspects of PE, in light of new Ofsted changes Sept 2019. 17. To improve staff confidence through a scheme and resources. 18. Achieve a Bronze or Silver Sports Mark |

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| <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 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> | 80% (8/10) |
| <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> | 80% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 80% |
| <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/ 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: 2020/21 | | Total fund allocated: £ 16,719 | | Date Updated: | |
|---|---|--------------------------------|---|--|--|
| 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: |
| <ul style="list-style-type: none"> Educate children in the value and benefits of a healthy active lifestyle. Ensure our high-quality PE and school sport develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. Use active lessons to increase physical activity levels and learning. Develop Ambassadors to support active playtimes and support extra-curricular activities. Raise awareness of the best places to take part in sport and physical activity outside of school. Provide opportunities for daily physical activity e.g. daily mile To increase pupils' activity levels throughout the day. | <ul style="list-style-type: none"> Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical fitness and well-being. Build links with local community sports clubs through our SGO. Develop action plan Relaunch whole school initiative Train sports leaders Lead assemblies on importance of physical activity (Phunky Foods) Encourage use of initiatives such as the 'Daily Mile' in ALL year groups at least 3 times a week Give children more equipment to explore at playtimes e.g balls/nets/rackets | £1500 | <ul style="list-style-type: none"> Increased participation during lessons Positive attitudes to health and well-being Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors Positive behaviour and a sense of fair play enhanced by using Ambassadors as role models Pupils activity at lunch and break increased Children taking part in daily additional activities such as 'The Daily Mile' regularly Sports Leaders support active play across the school Playground equipment used daily by all children | <ul style="list-style-type: none"> Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time. Develop a tracking system for pupils' activity and participation levels. And assessment. | |

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| <ul style="list-style-type: none"> Re-launch of 'Active Play' lunch times ensuring all pupils can take part in physical activity varying from supervised active play to inter house competitions. | | | <ul style="list-style-type: none"> New playground surface and markings has improved opportunities to play sport and be active. | |
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| 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: |
| <ul style="list-style-type: none"> Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. Use PE and sport to develop the whole person including thinking, social and personal skills Use PE teaching to aid fine and gross motor skill development Use sporting role models used to engage and raise achievement Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, | <ul style="list-style-type: none"> Employment of sports coaches Inter house competitions played throughout the year After each sporting event, certificates and prizes given out as well as a reports / updates from children. Updates will be put on the school website/ closed Facebook page. End of Term 'Sportsmanship' Shield given each term in Celebration assembly to promote sportsmanship as well as 'being good at sport'. Develop a team of sports leaders & Ambassadors. Sports leaders to help run | $\pounds 2280 + \pounds 1520 + \pounds 1000 + \pounds 3256 + \pounds 1145 = \pounds 9201$ | <ul style="list-style-type: none"> Personal development (physical skills, thinking skills, social skills and personal skills). Attainment and achievement, behaviour and attendance. PE physical activity and school sport have a high profile and are celebrated across the life of the school. Continued progression of all pupils during curriculum PE lessons. Inter house competitions raise profile of competitive sport within school. As many children as possible to participate. Sports leaders impact importance of sport/activity by being positive role models in | <ul style="list-style-type: none"> Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing. Review School development plan, Whole school policies/PE policy School staff better equipped/more confident to teach PE in school Sports leaders develop younger pupils into becoming leaders themselves Develop a tracking system for activity levels and assessment. |

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| <p>pupil reward and recognition of pupils)</p> <ul style="list-style-type: none"> • High quality PE lessons delivered during curriculum time. • To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school. • School staff better equipped/ more confident to teach PE in school • Sports leaders develop younger pupils into becoming leaders themselves • Clifton School's Outdoor Learning Programme for each class per half term and as an integral part of Clifton's curriculum – including outdoor days • '7 Cs' club for targeted children – horse riding | <p>and organise the inter-house festivals in school.</p> <ul style="list-style-type: none"> • Sports Ambassadors and Sports Leaders to run their own club for younger pupils at lunchtimes. • Help run and record the events for Sports Day. • Current Ambassadors to also develop future Sports Leaders in preparation for the following year. • Employ outdoor learning teacher to plan, deliver and develop the Clifton Outdoor Learning Programme. Review curriculum to ensure secure and age appropriate links to the NC as well as the three strands of the Clifton curriculum. Encouraging children to try new activities outdoors, e.g horse riding, and also linked to wellbeing and outdoors. • Book instructor / teacher and horse centre + transport. Identify children who need both additional experiences of '7 Cs' and have proprioception issues. Encouraging children to try new activities. | | <p>the school</p> <ul style="list-style-type: none"> • Horse riding developed self-esteem, confidence, life and personal skills. • Successful sports day held. | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | % |
| 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: |
| <ul style="list-style-type: none"> Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - <i>to increase their confidence in delivery of the subject.</i> | <ul style="list-style-type: none"> Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. Purchase equipment to enable staff to deliver a broad curriculum. PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations Classes rotated to ensure all teachers benefit from coaches expertise (KS1 = skills focus, KS2 = sport specific focus) Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. Liaise with other local schools to share | £2000 + £1000 = £3000 | <ul style="list-style-type: none"> Increased staff knowledge and understanding All teachers able to more confidently plan, teach and assess National Curriculum PE More sustainable workforce including young leaders. Enhanced quality of provision Increased range of opportunities A more inclusive curriculum which inspires and engages all pupils Increased capacity and sustainability Continued progression of all pupils during curriculum PE lessons. Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE. Limited sport CPD and courses due to COVID | <ul style="list-style-type: none"> Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities Further 1:1 lesson observations to monitor staff effectiveness and confidence Pupil and staff questionnaires on how they feel about PE Increase range of opportunities for both staff and pupils Share best practise with other schools in the cluster. Lunchtime supervisor training for active lunchtimes Develop or purchase more accessible schemes and whole school PE coverage |

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| | knowledge and expertise. | | | |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
%

| Intent | Implementation | Impact | Sustainability and suggested next steps: |
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| <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> |
| <ul style="list-style-type: none"> • Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. • Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport, providing additional links to Community Sports Clubs • Increase opportunities for KS1 children • Continue to develop relationships with community coaches (Action Ants) so a broad and wide range of activities can be offered to all age groups. | <ul style="list-style-type: none"> • Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the 'Activity Week'. ALL children experienced: Fell walking, dragon boating, ghyll scrambling, climbing, swimming, inter-house sports, wood crafts, shelter building. • Review extra-curricular activities through pupil Ambassadors. • Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in | <p>£1000</p> <ul style="list-style-type: none"> • Engaged or re-engaged disaffected pupils • Increased pupil participation • Enhanced quality of delivery of activities • Increased staffing capacity and sustainability • Enhanced, extended, inclusive extra-curricular provision • Increased pupil awareness of opportunities available in the community • Improved physical, technical, tactical and mental understanding of a range of sports • Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership? | <ul style="list-style-type: none"> • Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision. • Further increase opportunities for KS1 children – in and out of school • To continue to participate in EVSP, Action Ants and Hunter Hall competitions. • Organise more friendlies with cluster schools for less confident children. • Continue to develop and provide children with new experiences |

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| <ul style="list-style-type: none"> • Provide an active summer holiday club throughout the 6-week break | <p>children through increased opportunities in school</p> <ul style="list-style-type: none"> • To keep the website/PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year) • Children to attend the extra-curricular clubs. • School to enter children into sporting festivals/ competitions. • Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey • Equipment continues to provide opportunities during break and lunchtimes. • Children to attend summer holiday club by Action Ants, supervised by staff. | | <ul style="list-style-type: none"> • Coaches signposting children to community sessions/clubs. <p>This was evident in Summer but due to COVID impact was reduced significantly.</p> | <p>and activities in the local area.</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: |
| Due to COVID we did not commit to Eden Valley Sports Partnership and there were no events. | | | | <ul style="list-style-type: none"> To re-join the EVSP and participate in competitive sport once again. To compete in Hunter Hall competitions and Action Ants Festivals. Ensuring ALL children participate in at least 2 competitive events. |

£14701 spent – with small carry-forward to next year.

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| Signed off by | |
| Head Teacher: | S. Threlkeld-Brown |
| Date: | 12.7.21 |
| Subject Leader: | N. Simpson |
| Date: | 12.7.21 |
| Governor: | D Evans |
| Date: | 1.9.21 |