

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2022



Commissioned by the  
Department for Education

Created by



**YOUTH  
SPORT  
TRUST**

Key achievements to date until July 2022:

Areas for further improvement and baseline evidence of need:

Created by:  Association for Physical Education  YOUTH SPORT TRUST

Supported by: St Luke's C of E school

- Children in KS1 have had the opportunity to take part in afterschool clubs with a qualified sports coach.
- Children in Upper KS1 have had the opportunity to take part in afterschool clubs with a qualified sports coach.
- Children in lower KS1 have had the opportunity to take part in afterschool clubs with a qualified sports coach.
- All children in KS2 have had the opportunity to work on 'non curricular' sports at lunch time with a qualified sports coach.
- NQT and Teach First Teachers have had the opportunity to develop CPD when supporting the sports coach during designated lessons.
- Specialists sports coaches have delivered 'Event Mornings' where new sports have been introduced to the KS2 children. KS2 Teaching staff have been part of the CPD for the 'Event Mornings'. Sports such as Archery, Tennis and Tokyo Trail have been introduced.
- Two Sports Day events have been hosted by specialist sports coaches. These are Athletics/track and a carousel of sports activities. As all staff are new to the school, this will develop CPD for all staff and subject leadership.

- Pupil Voice demonstrates the need to expand of the sports choices offered during the lunch time clubs and after school clubs.
- Expand the afterschool club options offered to both KS's
- Swimming will continue and the focus will be Upper KS2 and KS1
- Staff confidence in teaching PE following CPD will be reviewed
- Staff confidence in organising and hosting athletics and Carousel sports day will be reviewed.

**Total spent by 31st July 2021                    £17410**

**Total spend by 31<sup>st</sup> July 2022                    £17310**

	2020-2021	2021-2022
<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><b>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.</b></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><b>N.B.</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>	63 %	50%
<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>	63%	48%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	63%	48%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	No	No

Academic Year: 2021/22	Total fund allocated: £		Date Updated: 19 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:
				20%
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: £3400	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"> <li>• Our children know the value of a healthy and active lifestyle and that engaging in sports helps us keep our bodies and mind fit.</li> <li>• Our children will learn key skills and that as time progresses the key skills will be developed to enable them to engage in a sporting activity with improved accuracy and skill.</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy mind and body is taught through a cross curricular links with science, PSHE and PE.</li> <li>• PE is taught through an inclusive curriculum, all children take part at their skill levels.</li> <li>• Core skills are developed. Where some skills can link across sports, children will be offered the opportunity to develop existing knowledge.</li> </ul>		<ul style="list-style-type: none"> <li>• Our children feel confident in making and creating team games and recognise PE is about mental wellbeing as well as fitness.</li> <li>• Pupils understand activities can be adapted to support peers for inclusivity.</li> <li>• The curriculum offers opportunity to develop skills and knowledge. All skills are practiced before new skills are developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Next academic year PE will be taught by specialist providers who will focus on building the skills the pupils have developed this year.</li> </ul>
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation: 18%
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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: £3200	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"> <li>High quality teaching of sports skills with clear progression in the PE curriculum.</li> <li>Range of sports and skills offered for CPD for staff.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an inclusive PE curriculum with clear progression and skills development.</li> </ul>		<ul style="list-style-type: none"> <li>Staff have been using the Cambridgeshire scheme of work and the Developing Games focus.</li> <li>CPD has been offered to all staff and specifically new staff.</li> </ul>	<ul style="list-style-type: none"> <li>Next academic year PE will be taught by specialist providers who will focus on building the skills the pupils have developed this year.</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
Intent	Implementation		Impact	
<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: <b>£3300</b></p>	<p>Evidence of impact: what do Know? What can they do now? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>Subject leader to have training on curriculum.</li> <li>Staff have been offered CPD to observe sports coaches delivering the curriculum and 2 sports event days.</li> <li>Midday and TAs have had CPD to observe the Lunch time sports coach.</li> </ul>	<ul style="list-style-type: none"> <li>Release time to observe PE coach deliver specialist lessons.</li> <li>Release time and training to observe specialist sports team deliver sports day and 'event mornings'</li> <li>Observation time for TA's and mid day supervisors.</li> </ul>	<p>£3300</p>	<ul style="list-style-type: none"> <li>Subject leader has had CPD time with Sports providers and Cambridgeshire PE lead.</li> <li>Pupils are now able to develop team games skills and apply them to lunch time and break time games.</li> <li>Pupils have had the confidence to take part in competitive games</li> <li>Staff have the confidence to use and guide pupils with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Next academic year PE will be taught by specialist providers who will focus on building the skills the pupils have developed this year.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				33%
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: £5640	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>Children experience extracurricular sports which are additional to the curriculum.</li> <li>Children to develop confidence in modes of sporting transport. Cycling and scootering as this is fundamental to living in Cambridge.</li> </ul>	<ul style="list-style-type: none"> <li>All children offered the option to take part in extra curricular sports, by specialist sports providers.</li> <li>Children's success shared termly during parent's evenings/awards.</li> <li>Bike confidence offered to Y3, Y5 and EYFS children to develop confidence with scooters and balance bikes.</li> </ul>	£5640	<ul style="list-style-type: none"> <li>All pupils have had the opportunity to take part in a variety of sports activities. These include: Multisport Target sport Bouldering</li> <li>Pupils success is shared in newsletters and school reports.</li> <li>Bikeability confidence was offered the KS2 pupils and has resulted in an upturn in the number of children who arrive at school by pedal power.</li> </ul>	<ul style="list-style-type: none"> <li>Bikeability will continue to be offered to KS2 as there has been a positive uptake in the skill.</li> <li>We have seen a rise in scooters being used in school by younger students and would like to consider scooters and balance bikes to KS1 and EYFS next year.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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: £1770	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<ul style="list-style-type: none"> <li>Children take part in local competitions or challenges.</li> <li>Children to develop confidence through sports achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in inter-school challenges competitions.</li> <li>Children's success shared termly during parent's evenings/awards.</li> </ul>		£1770	<ul style="list-style-type: none"> <li>All pupils in KS1 and KS2 have taken part in school competitions.</li> <li>Y6 have missed the opportunity due to clashing of dates.</li> <li>Pupils updated on being able to take part in sports clubs and competitions has been very positive.</li> </ul>
				Sustainability and suggested next steps:
				<p>After school clubs to continue next year as the pupils thoroughly enjoy them.</p> <p>There is a possibility the number of days may be extended. School will look into this with providers.</p>

Governors	LGB
Date:	September 2022

Signed off by	
Head Teacher:	R Ireland Curtis
Date:	
Subject Leader:	Saima Din

Created by:  association for  
Physical  
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