

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Cambo First School
July 2021

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](#) (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 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:

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

YES/NO * Delete as applicable

Total amount carried over from 2019/20

+ Total amount carried over from 2020/21

= Total carry over to 2021/22

We would have had carry over funding however our residential was cancelled, rescheduled and cancelled. Because the residential was rescheduled we were unable to claw back funding and our insurance was invalid for COVID. Thus we could not allow parents to pay for something their child had not partaken in. And we could not reschedule again Thus parents were refunded. at a cost of £2200. In April with a positive approach to opening up, we re booked our residential at another venue. School picked up the costs for this again £1900. Throughout lock down, and the school year we still used external teachers and coaches for PE physically and virtually to support children at home and school. So

technically 4100 but it was spent by April 21.

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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 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 2020.</p> <p>Please see note above</p>	
<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>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<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>	

As a small rural school we have to travel to the leisure centre to take part in swimming lessons. Parents pay for two terms swimming and school pays for one term of swimming. We believe this is important for all of our children to swim thus the sporting premium ensures that this is possible. We also pay for an extra coach so groups are small and teaching is effective.

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:	Total fund allocated:	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:
To ensure that all children are engaged in regular physical education lessons for 2/3 hours per week To ensure that children are engaged in physical activity for 30mins per day in line with School Games criterion/Govt guidelines. To develop other initiatives e.g. Daily Mile. Introduce Active Leaders to support Active Playtimes. To increase pupil activity levels in the day.	To develop range of sports activities offered across the school, and the school day. To develop a schedule of sporting opportunities linked to the NC and the children's requests in questionnaire To employ coaches Encourage initiatives such as the Active Play time in all year groups 2/3 per week	Equipment 200 Staffing 5400 Training for young leaders 200	Positive attitudes to health and wellbeing. pupil concentration, commitment and self esteem. Positive behaviour and a sense of fair play accentuated via coaches/young leaders. Children taking part in daily additional activities such as the Daily Mile Leaders supporting play across play/lunch times. Children more active across the school day	Monitor physical activity across the day/ year groups to ensure the government guidelines of at least 30mins a day for each child in school time is being met Look for funding for all weather surface for winter when it is difficult for children to be on the field. Arrange training for Young Leaders, cancelled in 19/20 because of covid
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:
To develop Bikeability via Cycle Experience across the school from Reception to Year4 We believe that cycling helps improve concentration in the classroom, familiarises children with their locality, and builds up roadcraft, life skills, independence and a sense of achievement. Most children enjoy riding their bikes, and lots of families have loved cycling together during lockdown	R/1 - To improve activity levels both at home and at school. To develop coordination and balance. To be able to ride the balance bikes during play times/ lunch times and to support pre cycling skills 2/3/4 Bikeability level 1 Children learn how to control & master their bikes in a space away from traffic. Children refine skills & become more confident riders able to cycle more of road.	Balance bikes enough for one year group 1800/2100 Cycles 2090/210 - 2022/23 Storage- look for grant [shed at present 2022]	Children across the school will have taken part in Bikeability sessions and gained L1 They will be more confident in riding a bike. They will have good balance and stamina in their riding. Children will be able to access a cycling club at Cambro built on cooperation, enjoyment, fun Y2/3/4 children will be more confident in riding off road in a riding community.	92% of our children come to school via bus or car. They live too far away from school. This makes bringing bikes to school difficult especially during covid. With this in mind we need to develop school bikes/equipment/ storage for children to use. We already have a TA trained in this area and staff are keen to develop a cycling club. Having our own bikes would make this possible Further training - servicing bikes? Risk assessment? Develop safe routes? Engage with parents to support

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More people
More active
More often

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:
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:
To further develop a range of extra curricular sporting activities for all pupils directly and indirectly via signposting, taster sessions, festivals, after/lunch clubs	Review present offer re extracurricular activities To develop links with sports coaches to facilitate extra curricular sessions To work with SSCO to develop taster sessions and accommodate any links /sessions in school where pertinent. To ensure offer is fully inclusive even if this involves monetary support. Listen to coaches about the need for extra tuition of further development via coaching clubs	200 resources 1000 coaching archery, zumba, cricket, creative dance, basket ball football, tag rugby	engage/re engage pupils disaffected with PE Increased pupil participation enhanced quality of of delivery with coaching enhanced extended provision Pupils much more aware of opportunities within local /wider local area- signposting for clubs seen developed wider life skills and Active learning to support health, social and emotional wellbeing. More developed awareness of communication, team work, fair play, and leadership Evidence can be seen in PE curriculum plans inclusive health check registers of participation Pupil surveys linked to PE	Carefully select outside providers and ensure that the opportunities provided are linked to our vision of PE Further increase activities out of school for KS1 Ensure activities are very much child based and linked to our questionnaire etc. Work with Wraparound staff who will support after school activities to develop sustainability. TAs to work with lunch time clubs to develop sustainability. Ensure CPD part of offer

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:
<p>Provide opportunities for all children to challenge themselves and be challenged. via intra and inter school sport where the children's motivation competence and confidence are at the centre of the festival/competition e.g. focus on process rather than outcome.</p> <p>Ensure opportunities available for SEND children and those children deemed as least willing to attend competitions, festivals and events.</p> <p>Continue to take part in virtual events and competitions</p> <p>School leaders to organise own events e.g .lunchtime clubs etc.</p>	<p>Buy into Morpeth / Ponteland Partnership SSCO . Festivals/competitions organised across the partnerships. Links with school Games.</p> <p>Work within small school network to organise tournaments linked to football, cricket</p> <p>Use external coaches to organise/run competitions to increase participation</p> <p>Number of competitions identified on school planner intra/inter. Links to external clubs to further opportunities.</p>	<p>£2000- buy into festivals and competitions with Morpeth /Ponteland SSCO</p> <p>Transport £2.500</p> <p>Supply costs where pertinent £1260</p>	<p>All children in Y,2,3 and 4 will take part in intra competitions e.g. cricket, basket ball, football, PE sessions will be inclusive and all will be able to achieve at their own level via differentiation, resources and outcome. There will be a wide variety of opportunities for inter/ intra competition/festivals School Games Gold will be awarded again Extra curricular attendance sheets to show participation. School leaders will have developed clubs/pe sessions for the younger children Evidence- School Games application/mark. PE schedule , photos in blue book, commentary on website</p>	<p>Identify children for appropriate opportunities Attend virtual/actual meetings with personnel at Morpeth /Ponteland SSCO and other partnership colleagues to help shape the initiative and the outcomes for our children .</p> <p>Further widen opportunities re sporting events, festivals, competitions.</p> <p>Investigate further use of virtual competitions / children leading their own events.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	