Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

Department for Education

Created by

association for Physical Education

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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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.

Created by: Physical Education, Active Partnerships, Youth Sport Trust

Supported by: Sport England Lottery Funded, UK Coaching, UK

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£98
Total amount allocated for 2020/21	£16420
How much (if any) do you intend to carry over from this total fund into 2021/22?	£-261.80
Total amount allocated for 2021/22	£16265
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16265

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**	We had a plan for swimming to start in May and continue through to July with lessons for Reception to Year 6. This included provision for 3 after school swim sessions at John Ruskin School Open Air Pool. Sadly this was cancelled during Easter holiday so we arranged lessons in April with Better in Ulverston focussing on KS2 pupils only. After sending out a survey in March we realised that a lot of parents had had difficulty accessing pools for their children to continue their practice so many children had lost confidence and parents couldn't be sure of their ability. After an initial assessment in the pool we ascertained that 75% KS2 children can swim. The children were split into 3 ability groups with the lowest 35% learning water confidence using floatation aids. Group 2 building strength

	and stamina in the water to reach 25 metres and group 3 developing strokes.
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 2020. Please see note above	89% swim confidently and proficiently. 1 SEN pupil (11%) has a genuine fear of water and it has been rewarding to see him progress throughout his swimming and open swimming lessons where he can now float with an adult nearby.
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	63% use a range of strokes effectively. 1 SEN pupil cannot swim and 2 pupils have just learnt to swim this school year and are using the strokes it not yet effectively.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	89% received training in open water. We deliver annual training with Water wise from years 3-6. 1x SEN (11%) pupil had training on land.
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?	Open Water swimming confidence and competence as we live in the Lake District and in Coniston with lake access.

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: 31 07 22**		
Key indicator 1: The engagement of all 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:
Our aim is to ignite children's enthusiasm to being physically active and when outdoors we encourage children to choose resources to support games that promote healthy lifestyles. After returning to school from lockdown we have found children to be more lethargic and less motivated to be physically active. Some children had lost strength, stamina and resilience. In order to increase level of engagement we targeted the following areas: Balance Throwing and catching Team work Active playtimes Each Class will have at least 2 hours of quality Physical Education each week.	Re-teach children how to use school playground markings in order to enhance their collaborative physical play outdoors. Provide resources used during PE lessons so that children can extend their knowledge through play. E.G Netballs, footballs, skipping ropes, elastic jump bands etc. Provide resources to help children improve balance, core strength, stamina and resilience in their free play. E.G. stilts, bucket stilts, balance boards, wobble boards etc. Improve access to resources for outdoor play. PE coordinator plans a rich and broad curriculum to include sports that are	£1910 Storage solutions: Shelving Crates Trolley Equipment purchased: Stilts, bucket stilts, mud kitchen, wobble boards, balance boards, skipping ropes, footballs, netballs, basketballs, croquet set, tennis nets, Large tarp and paracord for Winter outdoors. Commonwealth Games Day	We have seen a positive impact on children's health and fitness levels since we returned to school last summer. Children are running further with less rest breaks and during PE lessons children are displaying more strength and stamina in their sessions. At break times children are engaged in active play taking part in team games such as; football, cricket, dodgeball, netball, tennis or using the climbing frames for agility and strength; children are using costumes for imaginative play, particularly superhero themed involving racing and chasing games and; utilising the resources purchased for balance, skipping and catching games. Some children who returned with particularly low levels of	The resources and training has been well received by the children although we're aware that with so much play some resources wear out quickly so we always provision for more each year. With us having heavy rainfall during winter we hope to plan a way children can continue to be active at playtimes. This may include the purchase of more mats to enable children to have dance opportunities in the hall. With regard to biking and scooting in areas of the playground we are investing in a way to make a more permanent track that children can use. It would have a one way system, and has road signs that will be helpful for children's development when they're

	played in the local community. This is adapted and adjusted where appropriate to link with the seasons, coach availability and children's interests. Engaged with Street tag initiative and won the first season.	mascots and t shirts for in house competition. Street Tag resources. Gym mats, vault	engagement and activity levels have been encouraged to join all extra sporting clubs on offer and have been motivated by staff to engage in active play during break times. Bikes/ scooters being used on the playground has played in important part in motivation and improving fitness for these children. In Coniston there are few places without traffic where children can cycle safely and this has been really helpful to parents too!	accessing CycleWise training.
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:
Active playtimes will have a positive effect upon concentration levels during class sessions. Clubs that promote physical activity and appreciation of how the natural environment can benefit active lifestyles will be offered each week. Continue to ensure that all KS2 children have the opportunity to actively participate in intra/ inter-school festivals	Teachers can access brain break physical challenges introduced through Koboca to help children's engagement during lessons. PE coordinator offers running club off site throughout the year and Sports club provided by staff in rotation. Clubs are adapted to weather and children learn about opportunities for sport in their locality. PE coordinator to attend regular coordinator meetings to embed best practice. Plan carefully to include inter school competitions in the diary for all year	£2280 Clubs £1210 Swimming £430 Open Water swimming	PE coordinator allocated time accessing and understanding Kaboca website where all competitions are now recorded for South Lakes. Virtual and in person competitions were planned from September across the year to gain maximum access in the school diary. KS2 Children attended events for running, tennis, golf, cricket, football (male and female), High 5, climbing and numerous virtual in school competitions were delivered. KS1 children attended football competition with local schools.	We will continue to offer virtual and live access to sporting competitions in the South Lakes through the Kobaca programme. As we have extensive grounds we will continue to act as hosts for local school competitions and welcome schools from further afield who have limited ground space. Clubs are very successful in school with a high uptake and promote active healthy children. The PE coordinator will plan a rota of activities, linking with cluster recommendations to support

and events. Continue to provide opportunities for all children in KS 1 to have access to local school friendly competitions. Use School Games and Youth Sport Trust websites to gain recognition through sport awards. Provide opportunities for children to learn water safety in and around Coniston Water with Waterwise open water swimming.	groups. Include links with nearest schools, Hawkeshead, Ambleside and Langdale Primary. PE coordinator to complete evaluation paperwork and audit to gain Gold Award. Continue to use School Games Website to access events, log participation and complete self-evaluation toolkit. Develop the swimming pool at JRS to enable children to continue their outdoor swimming lessons and club throughout the summer.		Silver School Games mark achieved June 2020. Gold School Games Mark awarded in June 2021. Free after school clubs have been offered with a high uptake. This has helped children develop their stamina in sport and we've seen a visible increase in participation throughout the year. Target of 100% of children to achieve end of KS2 objectives for swimming including safe self-rescue, a range of strokes, 25 meter swim has been a challenge when our access to JRS pool got cancelled. Alternative arrangements were made for access to a pool in Ulverston that had implications for transport costs being raised. We achieved the teaching sessions although lost our after school club which is normally 3 sessions a week.	planned events throughout the year. We will aim for Platinum Award at next years School Games evaluation. With the loss of JRS pool, which was our sustainable anchor, we will aim to deliver high quality swim teaching for longer periods throughout the year and source more opportunities for open water swimming in the summer in view of our easy access to the lake. We continue to work towards 100%.

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:

PE coordinator will gain a deeper knowledge of a wide range of PE subjects in order to safeguard the delivery of high quality lessons and outreach the training of support staff so they have the confidence and competence to assist during the lessons or to lead when required. This includes; Hockey; tag rugby; lacrosse; athletics; gymnastics; football; Dodgeball; dance; tennis; Fundamentals in multi sports. Gymnastics inset will develop staff 's knowledge of delivering high quality gymnastics using new equipment such as the vault and safety mats. Children as young as Year 1 will have more opportunities to experience outdoor and adventurous activities through water based activities and Forest school sessions including den building and bushcraft activities. PE coordinator to complete a survey of all children and parents regarding activity levels after Covid pandemic and impact on wellbeing. Results used to determine planned curriculum and targeted children.	HLTA and a TA work alongside coordinator all year in KS 2 PE sessions. PE coordinator works alongside dance teacher in 10 sessions to support performance. PE coordinator and 5 teaching staff work alongside OAA instructors during residential and OAA visits. 1 member of staff works alongside swimming teacher in all sessions. All staff are offered access to poolside safety training for use during swim sessions and open water sessions. PE coordinator to deliver Yoga to all years during mindfulness and wellbeing days throughout the year. Such as #HelloYellow, Children in Need, Comic relief, Mindfulness Day. PE coordinator to deliver Forest School sessions to EYFS each week all year and support KS1 teacher in forest school sessions. PE coordinator to provide a rich, balanced curriculum that shows progression across the school and provides an opportunity for all children to access a broad range of physical activities.	£2221 PE coordinator professional development programme. Linked teaching with coaches and teaching assistant PE support. £390 Linked teaching with PE coordinator and teaching assistant for PE continuity and support. £700 Coaches £480 Commonwealth Games Day £419 African Dance	Staff in school now feel more confident teaching PE and have the skills and experience to lead lessons in may sport subjects. The PE coordinator has developed the confidence to lead inset on PE and gain more qualifications in OAA. Children are confident, fully engaged and positive being led by all staff members in PE lessons. Teaching is consistent and coaches have been assessed to ensure this consistency remains in school. Gymnastics inset has been carried forward to September 2022 with an inset for Boccia in Spring 23. Yoga was well received with younger children although the older children struggled with the lack of pace in sessions. Forest School has been a huge success. Children are active for longer sustained periods during these sessions and se large and small equipment to develop fine and gross motor skills.	Continue to attend Cluster meetings and access the training they provide. Implement a series of yoga sessions in KS2 to help children understand the importance of mindfulness as a healthy lifestyle too. Forest schools will continue all year round for EYFS and our intention is to provide more opportunities for KS1 children to have access to the area more frequently. Staff will continue to be offered poolside safety sessions so that we access Open Water teaching more and the staff will have the relevant training and competence required.

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:
Additional achievements: Provide children with access to sports clubs in the community in order to promote continuous use as they go into their teens and adulthood. • Bowling • horse riding • water sports • croquet • tennis • canoeing • kayaking Enable children to access winter sports in transition for JRS and in order to promote physical and mental health and wellbeing during the winter months. • hill walking • sledging • skiing Free after school clubs running, dance, football, rounders, multi sports, athletics, dodgeball and cycling.	PE coordinator to make enquiries in to the possibility of croquet, golf acro as a school based session. Pro ride, balance biking for the younger pupils in school. To provide more opportunities for hill walking and water sports based in Coniston. PE coordinator to establish strong links with community sports venues to promote sport uptake to clubs in Coniston and further afield. Arrange visiting sporting professionals to engage with children to raise the profile of sport/PE.	£930 Transport to and from Outdoor Adventurous Activities £4760 OAA – Ghyll scrambling, skiing, canoe, kayak, archery, x2 Outdoor residential years 3-6	All KS2 children participated in climbing, wrestling, sailing, SUP boarding, canoeing, kayaking, open water swimming and ghyll scrambling. Many pupils continue these activities outside school accessing them with their families or engaging in community clubs. In year 6 leavers presentations sporting activities were highlighted as their highlights and fondest memories. Children of all ages in school talk about their OAA experiences frequently. Chill Factore was a great success for year 5/6 children and has enabled them the opportunity to understand a little more about the residential at JRS. Access to watching sporting personalities compete on TV during some starter PE lessons has inspired many children to improve themselves. This lends itself well to inviting sporting personalities in more frequently next year.	Invite sporting personalities in to school – Commonwealth Games Day, Wimbledon, Ladies football, para olympics, Olympic champions, local sporting personalities for triathlon, Fred Whitton, Iron Man etc. Include Chill Factore in Manchester residential to sustain momentum and build on former teaching. Continue to access Sports and Social Club for teaching of tennis. Aim to provide opportunity for a water based club such as canoe, kayak or sail.

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:
Provide opportunities for all children in years 1-6 to experience competitive and non-competitive sport within school and at inter schools competitions. Advocate healthy lifestyles and enable children to have a deeper understanding of how sport can improve their mental and physical health and wellbeing. Ensure children feel confident and resilient when accessing sports in school.	Organise inter schools tournaments with local schools, Hawkshead, Langdale, Ambleside. Attend tournaments (koboca) led by South Lakes Organiser (SGO). Add sessions and involve JRS PE teachers for tuition in their specialities such as Netball, football, swimming. Prepare for and attend Westmoreland Wrestling tournament at Ambleside Sports (July). Promote gifted and talented children in PE at County competition level. Take part in virtual running events within school grounds and community where possible. E.G. Santa run, Winter run etc.	£535 Inter-school events and competitions delivery & organisation	We have had strong links with Hawkeshead school and met on both sites for Netball and cricket. Children showed progress that was commented on by Hawkeshead school. Their confidence in linking with other children has also been very beneficial for children's mental health after covid lockdown. JRS High 5 teacher led and delivered these sessions. JRS teacher Mr Ronfell ran an aftrer school Rugby club at JRS and Mrs Walker delivered High 5, Just Dance and rounders. We continue to support a strong foundation for transition into secondary school. We have taken part in 9 tournaments this year through the Koboca system. Children have been proudly representing school and we had a year 4 qualify for South Lakes cross country and a year 6 pupil take 2nd n wrestling at Ambleside Sports. We ran the Santa Dash for the whole school that was completed by 100%of pupils. A year 3 and 4 pupil continue to compete in running events and	We aim to continue our strong link with Hawkesead and open this out to Ambleside, Broughton and Langdale Primary. JRS PE teachers will continue to deliver clubs enabling the continuation of positive transition. Colour Dash resources have been sourced to promote a colour run as requested by the children after the Santa Dash. Invite children to competitive professional sport. Maybe when they're on residential in Manchester. PE coordinator to investigate possibilities for more lake access and open water swimming. Maybe some swim teaching earlier in the year (Autumn) when the weather is still warm.

			attend their local running clubs.	

Signed off by	
Head Teacher:	Danielle Fitzsimons
Date:	03/08/22
Subject Leader:	Netty Beaumont
Date:	02/08/22
Governor:	Joyce Hallam
Date:	03/08/22