

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> 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.**

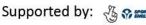
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£15,024
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6,824
Total amount allocated for 2021/22 £17,200	
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24024

Swimming Data

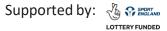
Please report on your Swimming Data below.

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	
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	35%
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	30%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	35%
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?	<mark>Yes</mark> /No









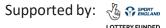




This is lower than previous years due to pool closures (Covid-19)







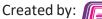




Action Plan and Budget Tracking

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: 2021/22	Total fund allocated:	Date Updated:		
	Yey indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that		Percentage of total allocation:	
primary school pupils undertake at le	ast 30 minutes of physical activity a d	lay in school		£17,339 = 72 %
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:
Ensure there are multiple opportunities for children to be physically active throughout the school day, in addition to the PE curriculum.	1.New playground equipment, PE resources and markings purchased for EYFS, KS1 and KS2. These are accessible each playtime and lunchtime.	Balance ability £638 £3250	Children have more equipment to play with and be more active. Children's core strength is developed.	Targeted lunchtime/ after school clubs for least active, vulnerable children and sports teams. Meet with children to discuss (pupil voice).
Achieve the 30 active minutes for all pupils. Promote enjoyment in physical activity.	2. Purchase large apparatus to encourage physical activity and develop core strength in EYFS/ KS1 and KS2.	£8451	Playground pals are trained and supported by Leader of Play. Purposeful and specific lunch time sports provision. Children lead activities and are developing core skills.	Review the use of large apparatus in EYFS/KS1 and assess for KS2.
Promote knowledge and understanding of physical activity. Engage least active children in	3. Team of playground pals established to deliver lunchtime activities to both KS1 and KS2 children. 4.Daily wake and shake.		New resources evidently used on a daily basis. All children are able to access new resources to keep active for 30 minutes per day.	On-going reviews for clubs and adjust as required. Retraining of Playground Pals and other sports leaders. Replenish old stock
by leading group sessions (playground pals)	5.Sports ambassadors create weekly challenges, using the playground			Maintain the Outside Physical Area















	equipment.			
	6. Additional provision for swimming over and above the national curriculum requirements.	£5000	funding. Children in 3 year	Review the percentage of children in Y6 next academic year meeting swimming standards. Book booster sessions for children identified as falling behind in the summer term.
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				£975 = 4 %
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:
Develop the 5 fundamental movement skills and build core strength in EYFS.	Children in EYFS have an additional PE session each week to develop the 5 FMS and prepare them for KS1. Assess the 5 FMS.	£O	Children's core strength is developed alongside their FMS. Tracked on PE Passport with evidence.	Develop competitive sport and competitions for children across both Key Stages following COVID. Provide a range of competitive opportunities for children with
file 10 fullualifelitai illovellielit skiiis.	Baseline assessment in KS1. Reviewed at the end of KS2 to track progress.			cluster schools and events organised by external companies. Organise and deliver intra school
All KS1/2 children are learning through a skill-based approach using the new PE Passport App. The development of these skills can then be applied to any sporting activity. Raise the profile of PESSPA within the	Staff training day for 2 lead members of staff. 2. Cover SL whilst on course	1.£650 2.Cover in class for SL £175		competitive sport as well as inter school competitions across both key stages. Continue to develop the PE and sports areas of the school website to celebrate achievements and involvement in sports.













children, staff and governors. We intend			Assembly awareness- PE and	Ensure Sport has a weekly section
to share our PE achievements through	Time given for the SL and SLT to		sporting achievements are	on our newsletter to inform
email, Twitter, website development,	enhance the profile of the subject e.g.		referenced to weekly in celebration	parents of achievements and
sports day/ activity days.	development of website etc through		assembly. Children are presented	updates.
	release time.		with trophies/ medals/ certificates	
			from: swimming, football, boxing,	
	Celebration of in school/out of school		martial arts, running clubs and for	
	sporting/ PE achievements through		skill based achievements etc.	
	certificates and other awards in			
	assemblies.			
			Children able to utilise their athletic	
			skills in a large scale athletic arena	
	Annual competitive Sports Day. Track		with running track; sand pit and	
	hire and awards.	£150	high jump.	
	Parental involvement to raise the			
	profile.			

, knowledge and skills of all staff in t	eaching PE and s	port	Percentage of total allocation:
			0%
Implementation		Impact	
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:
Team teaching and mentoring. Regular review meetings with SLT. Work with Lancashire Teaching Learning Consultant (J. Squires) and provide all staff with CPD in different areas of the PE curriculum. Subject Leader to attend regular CPD updates linked to PE.	See indicator 2	confidence in the delivery of different sports and areas of PE teaching. Teachers are upskilled to teach PE. Improved behaviour, participation and confidence in Physical Education. An increased range of sports offered	Team teaching with SL. Staff audit and CPD booked accordingly. Continued CPD for SL.
	Implementation Make sure your actions to achieve are linked to your intentions: Team teaching and mentoring. Regular review meetings with SLT. Work with Lancashire Teaching Learning Consultant (J. Squires) and provide all staff with CPD in different areas of the PE curriculum. Subject Leader to attend regular CPD	Implementation Make sure your actions to achieve are linked to your intentions: Team teaching and mentoring. Regular review meetings with SLT. Work with Lancashire Teaching Learning Consultant (J. Squires) and provide all staff with CPD in different areas of the PE curriculum. Subject Leader to attend regular CPD	ImplementationImpactMake 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?:Team teaching and mentoring. Regular review meetings with SLT.Improved subject knowledge and confidence in the delivery of different sports and areas of PE teaching.Work with Lancashire Teaching Learning Consultant (J. Squires) and provide all staff with CPD in different areas of the PE curriculum.See indicator 2Teachers are upskilled to teach PE.Subject Leader to attend regular CPDImproved behaviour, participation and confidence in Physical Education.







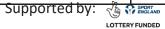






Key indicator 4: Broader experience o		ered to all pupils	T	Percentage of total allocation: £5710 = 24%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure 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:	Bikeability (Reception/ Year 6)	£0	More children are now confident in bike riding and road safety.	Further develop children's opportunities to access sports outside of school.
To increase the number and range of sports and physical activities we offer to our children.	Purchase new resources/ equipment to deliver a wide and varied PE and school sport programme.	£1800	Children enjoy a wider range of provision and sports within school.	Provide the opportunity of a live sporting event.
Increase range of extracurricular activities delivered after-school.	After school club 2x per week. 1x sport, 1x FMS		Pupils feel that their voices are heard and they have input into school developments.	Appoint new sports ambassadors. Train our new Sports Ambassadors.
Develop gifted and talented pupils by coaching them into sports leaders/	Train children to lead activity groups.			Develop the role of Playground Pals.
playground pals.			Children are now more confident to take	Enhance the Sports Clubs that we offer at school (Zumba, Tai Chi)
Participate in Outdoor Adventurous Activities and Residential.	Y6 to attend Outdoor Elements, OOA orienteering development.	£1000	part in activities outdoors and have developed a confidence when solving problems and undertaking group work. They have more confidence in using a compass and maps in order to discover a new place. Children developed their orienteering skills in the outdoors.	









Organise whole school events with	African Dance workshop (whole school 2-	£1400	Children have experience of cultural	
external coaches/ workshops to develop	day event)		capital. They have experience of varied	
skills in a range of activities.			forms of dance.	
	Springs Dance Company workshop	EOUU	Pupils see PE as a way of life as	
			oppose to a subject and understand it's	
l h	JL Fitness Zumba workshop (whole school	£180	importance to keep our mind and bodies	
ϵ	event)	1100	healthy and happy.	
			The profile of PE is consistently	
			The profile of PE is consistently high.	











Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
				0 %
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 raise aspirations To promote the enjoyment of physical activity	School Sports Day – all children to access athletics in a local athletic arena.		Children able to utilise their athletic skills in a large scale athletic arena with running track and sand pit.	for Key Stage 1 and Key Stage 2. Consider joining Pendle SSP,
To provide a range of competitive opportunities for all children to access across KS1 and KS2, through inter and intra school competitions.	Children to take part in the SWAT Cluster	£0 SWAT event	Children have taken part in a competitive event with 11 other schools. Children have had access to high quality outside coaches.	alongside cluster school competitive sports.

Signed off by	
Head Teacher:	RL Moulden
	July 2022
Subject Leader:	Jasmine Peel
Date:	July 2022
Governor:	W Harvey
Date:	July 2022









