

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised 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](#) 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.

Please visit [gov.uk](http://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. **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](#).



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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.

<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><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 2020.</p> <p>Please see note above</p>	35%
<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>	30%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	35%
<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>	Yes/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.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b>		<b>Date Updated:</b>		
<b>Key indicator 1:</b> 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: £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?:	
Ensure there are multiple opportunities for children to be physically active throughout the school day, in addition to the PE curriculum.  Achieve the 30 active minutes for all pupils.  Promote enjoyment in physical activity.  Promote knowledge and understanding of physical activity.  Engage least active children in physical activity and give these children opportunities to participate by leading group sessions (playground pals)		1. New playground equipment, PE resources and markings purchased for EYFS, KS1 and KS2. These are accessible each playtime and lunchtime.  2. Purchase large apparatus to encourage physical activity and develop core strength in EYFS/ KS1 and KS2.  3. Team of playground pals established to deliver lunchtime activities to both KS1 and KS2 children.  4. Daily wake and shake.  5. Sports ambassadors create weekly challenges, using the playground		Balance ability £638  £3250  £8451	Children have more equipment to play with and be more active.  Children's core strength is developed.  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.  New resources evidently used on a daily basis.  All children are able to access new resources to keep active for 30 minutes per day.	Targeted lunchtime/ after school clubs for least active, vulnerable children and sports teams. Meet with children to discuss (pupil voice).  Review the use of large apparatus in EYFS/KS1 and assess for KS2.  On-going reviews for clubs and adjust as required. Retraining of Playground Pals and other sports leaders.  Replenish old stock  Maintain the Outside Physical Area

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Enable more children to meet national curriculum requirements for swimming and water safety.	equipment.  6. Additional provision for swimming <b>over and above</b> the national curriculum requirements.	£5000	The percentage of children currently in Year 5 meeting the national expected standard for the end of Year 6 is increasing. This is through the additional funding. Children in 3 year groups attend swimming lessons.	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.
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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: £975 = 4 %
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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:
Develop the 5 fundamental movement skills and build core strength in EYFS.  The majority of children leave KS1 with the 10 fundamental movement skills.  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 school community, with parents,	Children in EYFS have an additional PE session each week to develop the 5 FMS and prepare them for KS1. Assess the 5 FMS.  Baseline assessment in KS1. Reviewed at the end of KS2 to track progress.  1. PE Passport App purchased. Staff training day for 2 lead members of staff. 2. Cover SL whilst on course	£0  1.£650  2.Cover in class for SL £175	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 cluster schools and events organised by external companies.  Organise and deliver intra school 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.

<p>children, staff and governors. We intend to share our PE achievements through email, Twitter, website development, sports day/ activity days.</p>	<p>Time given for the SL and SLT to enhance the profile of the subject e.g. development of website etc through release time.</p> <p>Celebration of in school/out of school sporting/ PE achievements through certificates and other awards in assemblies.</p> <p>Annual competitive Sports Day. Track hire and awards.</p> <p>Parental involvement to raise the profile.</p>	<p>£150</p>	<p>Assembly awareness- PE and sporting achievements are referenced to weekly in celebration assembly. Children are presented with trophies/ medals/ certificates from: swimming, football, boxing, martial arts, running clubs and for skill based achievements etc.</p> <p>Children able to utilise their athletic skills in a large scale athletic arena with running track; sand pit and high jump.</p>	<p>Ensure Sport has a weekly section on our newsletter to inform parents of achievements and updates.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation: 0%</p>
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:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>We intend for staff to have an increased confidence in a range of sports, with the knowledge and skills to teach the National curriculum with confidence.</p> <p>For staff to be proud of the subject and raise the profile of the subject as a team.</p> <p>For TA's to become actively engaged within lessons, promoting the love of PE.</p>	<p>Team teaching and mentoring. Regular review meetings with SLT.</p> <p>Work with Lancashire Teaching Learning Consultant (J. Squires) and provide all staff with CPD in different areas of the PE curriculum.</p> <p>Subject Leader to attend regular CPD updates linked to PE.</p> <p>School to be a member of the Local</p>	<p>See indicator 2</p>	<p>Improved subject knowledge and confidence in the delivery of different sports and areas of PE teaching.</p> <p>Teachers are upskilled to teach PE.</p> <p>Improved behaviour, participation and confidence in Physical Education.</p> <p>An increased range of sports offered at our school.</p>	<p>Team teaching with SL. Staff audit and CPD booked accordingly.</p> <p>Continued CPD for SL.</p>

	Cluster which provides CPD events and local sports events for children.			
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** 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?:
<p>Additional achievements:</p> <p>To increase the number and range of sports and physical activities we offer to our children.</p> <p>Increase range of extracurricular activities delivered after-school.</p> <p>Develop gifted and talented pupils by coaching them into sports leaders/ playground pals.</p> <p>Participate in Outdoor Adventurous Activities and Residential.</p>	<p>Bikeability (Reception/ Year 6)</p> <p>Purchase new resources/ equipment to deliver a wide and varied PE and school sport programme.</p> <p>After school club 2x per week. 1x sport, 1x FMS</p> <p>Train children to lead activity groups.</p> <p>Y6 to attend Outdoor Elements, OOA orienteering development.</p>	<p>£0</p> <p>£1800</p> <p>Outdoor elements</p> <p>£530</p> <p>Whitehough Y6</p> <p>£1000</p>	<p>More children are now confident in bike riding and road safety.</p> <p>Children enjoy a wider range of provision and sports within school.</p> <p>Pupils feel that their voices are heard and they have input into school developments.</p> <p>Children are now more confident to take 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.</p>
			<p>Sustainability and suggested next steps:</p> <p>Further develop children’s opportunities to access sports outside of school.</p> <p>Provide the opportunity of a live sporting event.</p> <p>Appoint new sports ambassadors. Train our new Sports Ambassadors.</p> <p>Develop the role of Playground Pals.</p> <p>Enhance the Sports Clubs that we offer at school (Zumba, Tai Chi)</p>



Organise whole school events with external coaches/ workshops to develop skills in a range of activities.	African Dance workshop (whole school 2-day event)	£1400	Children have experience of cultural capital. They have experience of varied forms of dance. Pupils see PE as a way of life as oppose to a subject and understand it's importance to keep our mind and bodies healthy and happy.  The profile of PE is consistently high.
	Springs Dance Company workshop	£800	
	JL Fitness Zumba workshop (whole school event)	£180	

Key indicator 5: Increased participation 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  To provide a range of competitive opportunities for all children to access across KS1 and KS2, through inter and intra school competitions.	School Sports Day – all children to access athletics in a local athletic arena.  Children to take part in the SWAT Cluster celebration day – carousel of sport activities provided by teaching staff and outside providers.	See indicator 2  £0 SWAT event	Children able to utilise their athletic skills in a large scale athletic arena with running track and sand pit.  Children have taken part in a competitive event with 11 other schools.  Children have had access to high quality outside coaches.	Develop intra – house competition for Key Stage 1 and Key Stage 2.  Consider joining Pendle SSP, alongside cluster school competitions, to develop competitive sports.

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