

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](https://www.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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£3730
Total amount allocated for 2020/21	£19480
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£11340
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19440

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	86%
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	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Yes/ No

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:	
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:
1. To increase the amount of daily physical activity by all children in school.	<ul style="list-style-type: none"> - All children are entitled to a minimum of 35 minutes physical activity a day during break and lunch times and 2 hours of planned high quality PE teaching each week. - Participation of the daily mile to further contribute to children's daily physical activity. - Audit of class playground boxes and new equipment to be ordered where needed. - Classes to have and use their box of play equipment during outdoor time to promote fun physical activity. - Staff to engage with and encourage children to participate in activities during outdoor time. - Use outside learning leaders (Sports Ambassadors) to promote and embed sport within school and support delivery of physical activities during break times. 	£200	<ol style="list-style-type: none"> -All classes receive 2 pe sessions a week and children are involved in physical activities at play times. <ul style="list-style-type: none"> - Audit completed and new playground equipment ordered - Assembly on the use of equipment and playground games to give children a wider knowledge. - Sports ambassadors have supported in the delivery of assembly for outdoor games and equipment. - Staff monitor and interact with the children, encouraging their participation and success in playground exercise and games. - A variety of sports clubs offered to different year groups with high numbers attending. 	<ol style="list-style-type: none"> -Equipment to continue to be used and monitored. -Further assemblies on other games and use of equipment. The sports ambassadors to lead and support these. - Collect pupil voice and have termly meeting with the sports ambassadors to discuss the responses. Assemblies to focus on delivering activities around these responses. - Daily mile to be embedded into timetables. - Aim to minimise the amount of time spent inactive during pe lessons. - Introduce skipping as a tool for engagement and fitness through skip2Bfit.
				2. Continue with the after school

<p>2. More and varied extra-curricular activities for all children to engage in.</p> <p>3. Encourage children to participate in sports outside of school time in the local area.</p> <p>4. Ensure all year 6 children leave Primary School being able to swim and perform safe self-rescue.</p>	<p>- A variety of sports to be offered to all year groups through after-school clubs from Staff members.</p> <p>- Use of external coaches to provide clubs for children.</p> <p>- Invite external coaches from local teams to provide taster sessions in school to promote sport outside of school hours e.g. Heysham Atoms rugby</p> <p>- Weekly swimming lessons for Year 6 with 2 coaches.</p>	<p>£50 an hour</p> <p>£3000</p>	<p>- Increased attendance to Team Theme club on a Monday.</p> <p>- External dance teacher provided a dance club for KS2 with high attendance and 2 end of term performances.</p> <p>- Ultimate Frisbee club by Sports Cool for KS1 with good attendance.</p> <p>- Jujitsu club gave an assembly to create interest and understanding of the sport and club offered to all year groups. Good attendance.</p> <p>3. – All year groups experienced a taster session of ultimate Frisbee and this was offered as an after school club. High level of interest and good attendance.</p> <p>- Heysham Atoms rugby v;ub taster session with promotional leaflets given out and children/parents signposted to this.</p> <p>4. All year 6 children went swimming weekly and high intensity and increased session time ensured great progress.</p>	<p>clubs and use pupil voice to identify any additional clubs to be offered.</p> <p>3. Continue to signpost children to clubs outside of school and invite other external coaches e.g. cricket.</p> <p>4. Year 6 to swim autum-spring term then Year 5 in the summer term. After the spring term, identify any Year 6 children who may need additional lessons and provide these with Year 5.</p>
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:
<p>1. Offer a variety of extra-curricular activities and competitions for all children to engage in.</p> <p>2. Celebrate sporting successes in assembly.</p> <p>3. Identify children who are more able in sports and continue to challenge them to achieve highly.</p> <p>4. Use of sport to support those who are on a child success plan to encourage participation and success and develop skills such as</p>	<p>- A variety of sports offered to all year groups through after-school clubs from Staff members.</p> <p>- Use of external coaches to provide clubs for children. E.g. Team Theme, Jujitsu, dance teachers, Sports Cool Fylde.</p> <p>- Dance club to lead to termly dance performance for parents.</p> <p>- Children to represent the school and attend sporting competitions through school games and SSCO partnership.</p> <p>- Children to wear school kit when taking part in competitions. Order new kit items where needed e.g. gymnastics.</p> <p>- Celebrate sporting successes both inside and outside of school during whole-school assembly on a Friday. Put sporting successes on the website and Facebook page.</p> <p>- Teachers to identify any children who are more able and to then signpost children to clubs or competitions relevant to them.</p> <p>- The family team and learning mentors to have a list of sports clubs offered in school and to work with the pe co-coordinator to identify clubs in the local</p>	<p>£50 an hour</p> <p>£50 per session</p> <p>£45 per session</p> <p>£1000 for SSCO partnership</p> <p>£500</p>	<p>1. -All clubs had high attendance including children who had not previously attended.</p> <p>- 2 dance performances for parents and pupils gained confidence in performing skills.</p> <p>- Teachers supported the PE Lead to take teams to competitions to support a larger number of children able to attend.</p> <p>- New gymnastics kits ordered.</p> <p>2. – Sporting successes put on the website and Facebook and celebrated in assembly. Good parental interaction online.</p> <p>3. Children given information on clubs in the local area and invited to relevant after school clubs or competitions.</p> <p>4. – Many children have been supported through their child success plans to attend</p>	<p>1. –Continue to offer a variety of clubs and investigate others children may be interested in. Taster days for these clubs.</p> <p>-Continue to take children to competitions and events through sports partnerships</p> <p>- Continue with dance club and participate in the local dance showcase</p> <p>- Audit competition kit and order new for teams</p> <p>2. – Continue celebrating successes in school and online</p> <p>3. – Continue to provide children with information and signpost them to clubs or competitions</p> <p>4. – Continue to use child success plans to support</p>

communication and teamwork.	area which children could attend to ensure an opportunity to succeed.		clubs in school and the local area.	
-----------------------------	---	--	-------------------------------------	--

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:
1. Use of the Sandylands curriculum and Lancashire PE App for planning and assessment.	<ul style="list-style-type: none"> - PE Lead to provide training on the use and implementation of the Lancashire APP and PE curriculum. - PE Lead to attend further training for the use of the APP for assessment and then train staff. - Use of baseline assessments in EYFS and KS1 so impact can be measured over time. - All teachers to use the Sandylands curriculum, Lancashire APP and supporting documents for delivery of PE lessons. - PE Lead to observe PE lessons and have discussions with pupils and give feedback to teachers. - Ensure all equipment is available to deliver lessons. Order equipment needed. 	£285 £85 £1500	1. All staff have been trained on the use of the PE App and our curriculum and this is being used in all PE lessons. -PE Lead attended further training and lead staff training on the use of assessment. Assessment began to be used in the summer term. -PE Lead has worked alongside the curriculum lead to ensure links, progression and variety is offered throughout the children's primary PE teaching. - Pupil book study completed for Year 3 and 5 with feedback given to staff. A focus on the use of vocabulary was highlighted and feedback given to whole staff team. - Equipment audited and ordered for PE lessons.	1. - Continue to use the PE App in lessons and staff to use assessment tools and gather photo/video evidence - Teacher confidence has improved for planning and delivering units of work - Conduct pupil book study for the remaining year groups and revisit Year 3 and 5 to - Use of the equipment purchased and replace/purchase any which may be needed.
2. Staff members from Key Stage 1 to work alongside a qualified coach in the delivery of multi-skills to	- Ensure that timetabling allows for coaches to work alongside a variety of staff on sporting skills.	£50 an hour	2. All Key stage 1 staff have worked	2. - Use Tim to support 2xECT's next year

enhance the teaching and learning of fundamental movement skills.	- Use of SSCO partnership to coach with Tim Fletcher. Prior to sessions, discuss with Tim Fletcher the intentions of the sessions and individual needs of each teacher. Coaching and team teach lessons.	£1000 for SSCO partnership	alongside Tim Fletcher and developed teaching skills and knowledge. 3. CPD for dance and gymnastics offered to staff.	- Knowledge gained from CPD shared with partner teachers and those in the key stage. - Staff to implement PE knowledge gained from Tim Fletcher 3. - Continue to participate in the SSCO partnership and attend the CPD opportunities offered in the next academic year
3. CPD opportunities to be given to staff to attend sessions to develop and enhance knowledge and skills.	- Use of SSCO partnership for staff to attend CPD sessions for gymnastics, dance and multi-skills.			

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: 1. Offer a variety of extra-curricular activities for all children to engage in. 2. Pupils to take part in coaching sessions for a variety of sports during PE lessons from external coaches. 3. Children visit Borwick Hall, an	- A variety of sports offered to all year groups through after-school clubs from Staff members. - Use of external coaches to provide clubs for children which are outside the staff's expertise. Offer clubs such as Team Theme, Jujitsu, dance and Ultimate Frisbee. - Team Theme to work with a range of classes to provide opportunities to access different sports. - Use of an external coach for cricket coaching in Key stage 2. - Year 5 to have a one-night	£50 an hour £50 per session £45 per session £50 an hour £TBC	1. Staff and external coaches have provided a wide variety of clubs for all year groups. We have seen an increased interest in clubs and a wider variety of pupils are attending. High attendance is recorded for all clubs. - Dance club have performed two end of term dance shows. - Dance and gymnastics clubs performed during the Baton Relay. 2. Team Theme have worked with all year groups and have encouraged an active lifestyle and a variety of sports.	1 & 2. - Continue to offer a variety of clubs and use Sports Grant to fund external coaches for all year groups. - Continue to ensure a variety of clubs are offered to a range of year groups. - Continue to provide opportunities for clubs to work towards e.g. dance shows. 3. - Continue with visits to Borwick Hall.

<p>outdoor learning centre that provides a range of OAA and Team Building activities.</p> <p>4. Intra-school competitions.</p> <p>5. Pupils to meet and experience workshops with talented sports people.</p>	<p>residential stay at Borwick Hall as an opportunity to experience and explore a range of outdoor activities.</p> <p>- Use of SSCO partnership to develop an intra-school gymnastic competition.</p> <p>- All classes to participate in competitive games at the end of their PE Unit.</p> <p>- Ash Randell – freestyle footballer to model and train with all classes.</p>	<p>£1000 for SSCO partnership</p> <p>£375 for the day</p>	<p>3. Year 5 visited Borwick Hall and participated in a range of outdoor and team building activities. Positive feedback from all children.</p> <p>4. PE lessons provided ensure an end of unit competitive game and lots of other opportunities throughout the learning.</p> <p>5. Ash Randell visited and provided KS1 and KS2 with workshops and a parent workshop outside at the end of the school day.</p>	<p>- Enquire into provision of bike ability for KS2 and reception.</p> <p>4.- Continue with SSCO partnership.</p> <p>- Use of the SSCO partnership to provide specific sport intra-school competition.</p> <p>5.- Invite in other athletes and sports people to engage and encourage participation in a variety of sports.</p>
---	--	---	---	--

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:
1. To encourage wider participation in inter and intra school competitions, ensuring more children have opportunities to participate and represent school.	<ul style="list-style-type: none"> - Continue to participate in SSCO and School games competitions as well as other local and national competitions such as the football league. - Arrange friendly football matches with local schools so all members of the football club can represent school and participate in a competitive sports match. 	£1000 for SSCO partnership £300	<ul style="list-style-type: none"> - School has entered a range of competitions throughout the year including gymnastics, netball, football, dodgeball, hockey and rugby. - The gymnastics team won the local area competition. - All children from the netball and football club were given the opportunity to represent the school. 	<ul style="list-style-type: none"> - Continue to enter local competitions, the football league and continue the SSCO partnership. Enter the Lancaster area dance show. - Continue to work closely with parents to maintain their interest and support in competitions. - Aim for all Year 6 pupils to represent the school and attend one event.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	S. Kelly
Date:	
Governor:	
Date:	