

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](#).

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Details with regard to funding

Please complete the table below.

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

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>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>	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. This is to be embedded into timetables. - 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. - Collect pupil voice and have termly meeting with the sports ambassadors to discuss the responses. Sports Ambassadors to lead and support 	£	.	

	<p>assemblies on games and use of equipment in response to pupil voice.</p> <ul style="list-style-type: none"> - Use outside learning leaders (Sports Ambassadors) to promote and embed sport within school and support delivery of physical activities during break times. - Introduce skipping as a tool for engagement and fitness through skip2Bfit. 	£		
2. More and varied extra-curricular activities for all children to engage in.	<ul style="list-style-type: none"> - A variety of sports to be offered to all year groups through after-school clubs from Staff members. - Use of external coaches to provide clubs for children. 	£50 an hour		
3. Encourage children to participate in sports outside of school time in the local area.	<ul style="list-style-type: none"> - Invite external coaches from local teams to provide taster sessions in school to promote sport outside of school hours - Signpost children to clubs outside of school and invite other external coaches e.g. cricket. 			
4. Ensure all year 6 children leave Primary School being able to swim and perform safe self-rescue.	<ul style="list-style-type: none"> - Weekly swimming lessons for Year 6 with 2 coaches. - After the spring term, identify any Year 6 children who may need additional lessons and provide these with Year 5. 			
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</p>	<p>- A variety of sports offered to all year groups through after-school clubs from Staff members. Taster days for new clubs for all classes.</p> <p>- Use of external coaches to provide clubs for children. E.g. Team Theme, Jujitsu, dance teacher. School to contribute to the cost of these to support parents.</p> <p>- Dance club to have a termly dance performance for parents.</p> <p>- Participate in the local area Dance Showcase.</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. Audit kit and order new kit items where needed e.g. hoodies</p> <p>- Celebrate sporting successes both inside and outside of school during whole-school assembly on a Friday.</p> <p>- 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</p>	<p>£5 a session per child. School to supplement £3 per child.</p> <p>£1150 for SSCO partnership</p> <p>£500</p>	<p>- .</p>	

are on a child success plan to encourage participation and success and develop skills such as communication and teamwork.	to have a list of sports clubs offered in school and to work with the pe co-coordinator to identify clubs in the local area which children could attend to ensure an opportunity to succeed.			
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.	- Continue to use the PE App in lessons and staff to use assessment tools and gather photo/video evidence as agreed - Use of baseline assessments in EYFS and KS1 so impact can be measured over time. - PE Lead to observe PE lessons and have discussions with pupils and give feedback to teachers. - Conduct pupil book study for Years 1,2,4 and 6 and revisit Year 3 and 5 - Ensure all equipment is available to deliver lessons. - Order any equipment needed.	£285		
2. ECT's to work alongside a qualified coach to enhance teaching and learning	- Use of SSCO partnership to coach with Tim Fletcher. Year 1 and Year 5 ECT's to access these. Prior to sessions, discuss with Tim Fletcher the intentions of the sessions and individual needs of each teacher. Coaching and team teach lessons.	£200 £1150 for SSCO partnership		

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 tag rugby and badminton.			
4. Teachers to work alongside a qualified dance teacher for 6 weeks for CPD in teaching a dance sequence leading to a final piece.	- All Year 1-6 teachers to work with dance teacher for 6 weeks looking at the structure of a lesson and teaching a routine to lead to a final piece.	£50 an hour.		

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.	- 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 and dance.	£5 a session per child. School to supplement £3 per child.		
2. Pupils to take part in coaching sessions for a variety of sports during PE lessons from external coaches.	- Use of dance teacher for years 1-6. - 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.	£50 an hour		
3. Children visit Borwick Hall, an outdoor learning centre that	- Year 5 to have a one-night residential stay at Borwick Hall as an	£TBC		

provides a range of OAA and Team Building activities.	opportunity to experience and explore a range of outdoor activities.			
4. Intra-school competitions.	- Use of SSCO partnership to develop an intra-school rounders competition for Year 5. - All classes to participate in competitive games at the end of their PE Unit.	£1150 for SSCO partnership		
5. Bike ability to develop cycling skills.	- Provision of bike ability for KS2 and reception.	£TBC		
6. Children to have exposure to athletes from a variety of sports.	- Invite in athletes and sports people to engage and encourage participation in a variety of sports.	£TBC		

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 and athletics 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. - Dance club to participate in local area Dance Showcase at Our Lady's High School. - Monitor children who are participating in competitions using APP. 	£1150 for SSCO partnership £800 for local schools partnership		

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

Governor:	
Date:	