

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

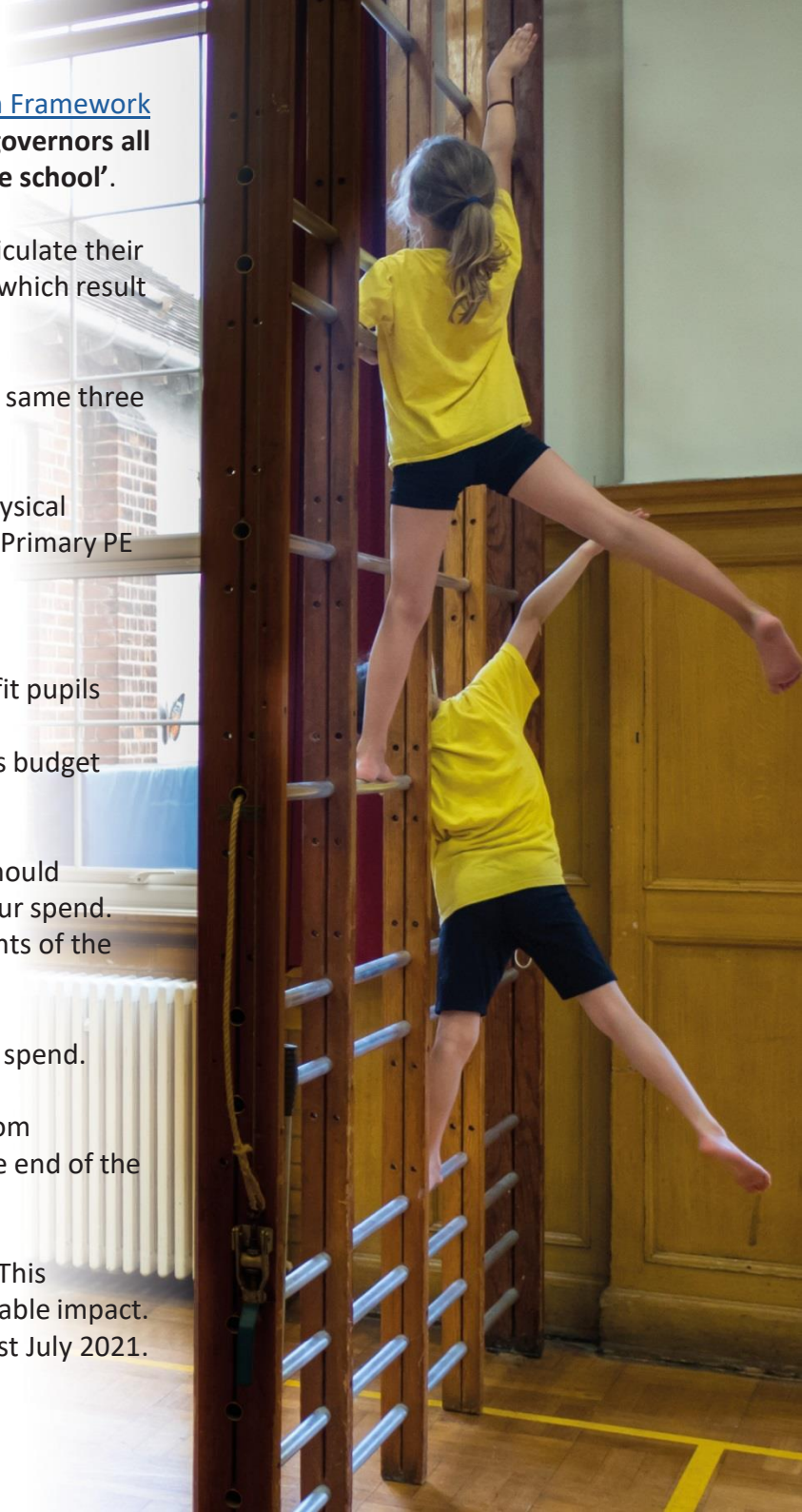
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • 100% of teachers are more confident teaching PE, having worked alongside Kickstart coaches to deliver lessons. • All children took part in Active Week: a week of activities to promote staying active and to give children the opportunity to try out new sports. • Kickstart badges have been awarded each term to children who have shown determination and team work in PE lessons. • Most teachers have used PE Passport to delivered well-structure and engaging PE lessons. • Children are active at playtimes, and they are able to use equipment independently, as well as take part in organised group activities. 	<ul style="list-style-type: none"> • To implement the assessment of all children through PE Passport. • To ensure all children have the opportunity to learn new sports across the curriculum. • To build teachers confidence in sports they are less confident in to ensure all staff can teach the full curriculum confidently.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Delete as applicable

Total amount carried forward from 2019/2020 £3,580
+ Total amount for this academic year 2020/2021 £17,731
= Total to be spent by 31st July 2021 £21,311

<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 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 2021.</p> <p>Please see note above.</p>	62%
<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>	25%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	30%
<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>	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: 2020/21	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:	
			44%	
			£9264	
Intent	Implementation	Funding allocated	Impact	Sustainability and suggested next steps
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		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Promote daily, regular physical activity and engage children in led activities to support this	Lunch-time sports coaches used to organise and lead activities	£4785	On average 82% of children participate in active play at lunchtime. Children shared that they enjoy the variety of sports on offer, particularly dodgeball, basketball and cricket.	Train midday staff to lead games to ensure games are still provided at lunchtimes, if it's not possible to have sports coaches.
	Resources for games and activities at playtime and lunchtime	£364.12		
	Use pedometers to count children's steps throughout the day – 2 whole class set, shared across the school	£1340	Children want to use the Moki Trackers and want to increase their steps or do better than others in their class. When they are using the Moki Trackers they are more active at lunchtimes either through using the track or playing games.	Each class to have an allocated day/week each term to use the Moki Trackers.

<p>Give opportunities for less-active children to participate in physically active activities</p>	<p>Use track leaders to encourage and monitor use of the running track at lunchtimes</p> <p>Introduce sheds and resources for 'scrap sheds' to be used at playtimes in both KS1 and KS2</p>	<p>£3000</p>	<p>Because of bubbles and changes to lunchtime this year, children have been counting their own laps on the running track and staff have been encouraging children to use the track at lunchtimes.</p> <p>Most children in KS2 use the track when it is available to them at lunchtimes. Children count up their own lap and monitor this themselves. The Moki trackers have been used to track the distance children travel on the track.</p> <p>Resources have been gathered, but Scrap Shed will be introduced fully in September 2021 to Key Stage 1 children.</p>	<p>Continue to use the running track at lunchtimes and playtimes. Sports leaders used to count up laps at lunchtimes.</p> <p>Continue to update resources to keep children engaged.</p> <p>Introduce Scrap Shed to KS2.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6%
Intent	Implementation		Impact	£1100
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
Pupils will have aspirations for physical activity and this will be celebrated across school	Introduce the Kickstart reward system where children are celebrated each term for their work in PE lessons.	Free	Each half-term children have been awarded Kickstart badges. Pupil voice shows that they like working towards the Kickstart badges, and they like finding out who has been chosen. At the end of each PE lesson, children are awarded a star of PE to celebrate their work during the PE lesson.	Kickstart rewards will remain, with children working through the badge system: bronze, silver and gold.
Increased opportunity in competition leading towards a bronze school games mark	Opportunity for competition in school will be embedded into the curriculum	Free	Every term, children have done a competition in teams. Children have developed team work skills and learnt how to demonstrate the school values in sport.	Compete in intra-house competitions between more than 1 year group.
Pupils will participate in physical activities in core subjects to promote the importance of being active	Tagtiv8 resources for maths and English	£1,100	Every year group has taken part in Active maths or English lessons. Pupils shared they enjoyed participating in	To be embedded into the English and maths curriculum to ensure that each class have an

			active lessons and they would like to do it more often.	allocated and appropriate time to use the resources.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				44%
Intent	Implementation		Impact	£9400
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:
Improve implementation and assessment of PE across school	PE team teaching	£8400	All staff are involved with lessons, and support coaches in delivering lessons. In a recent questionnaire, 85% of staff said that they are more confident teaching skills specific to a given sport. All staff are more confident with using equipment correctly.	Team teaching for specific areas of weakness will continue, with coaches to ensure all staff are confident in delivering the whole curriculum independently.
	PE Passport (2 year membership)	£1000	Staff have used PE Passport to deliver well-structured PE lessons that focus on the skills that need to be taught. This has helped children to make good progress with 82% of children at expected or exceeding.	Coaches to support staff who aren't as confident. Coaches to support all staff in using PE Passport to assess all children.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4%
Intent	Implementation		Impact	£789
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:
Children learn a range of sports through the PE curriculum	Coaching from Brooklands Lacrosse used in Sports Week to introduce KS2 children to a new sport	£750	To be used in September 2021	Continue to make links with local sports clubs.
	Lancashire Cricket Club coaching in Active Week to aspire children to get into cricket	Free	KS1 and KS2 children all took part in a cricket taster session. Most children in KS1 had not played cricket before and they enjoyed the opportunity to learn a new sport. Some children expressed an interest in joining a cricket club, so we will continue to make links with local clubs to support children to get involved.	
	Apparatus equipment check	39.00	Children will now be able to safely use this equipment for PE lessons.	
Children to have the skill set to independently lead games at lunchtime	New sports introduced this year in the curriculum such as tri golf and American Football	Free	Pupils have been given the opportunity to learn new sports. This has inspired less active children to join in more with PE lessons and to develop their PE skills.	Review the curriculum to ensure children have the opportunity to learn a variety of new sports across their school curricular.

	<p>Lunch-time sports coaches to introduce children to a range of sports and activities that they can play independently.</p>	<p>Cost shown in key indicator 1</p>	<p>At lunchtimes children have access to a variety of sports that they can play independently such as cricket, badminton and tennis. Children run games by themselves and use the equipment to set up their own games. This has ensured that more children are active at playtimes.</p>	<p>Train staff in these sports so that these can be delivered by all staff.</p> <p>Use sports leaders to set up games at lunchtime.</p> <p>Train lunchtime staff on a variety of games that they can introduce the children to.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	£533.88
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:
Children to have the opportunity participate in competitive sport in school	Introduce a new scheme of work which builds in intra-house competition for all children Equipment and resources to broaden the curriculum – separate equipment for EYFS	Free £533.88	A new scheme of work for every year group is on PE Passport for staff to access. At the end of each unit children compete in an intra-house competition. Children have learnt team work skills and are learning how to show respect in a competitive match. New equipment has enabled us to introduce the children to new sports.	Continue to run intra-house competitions across the year that develop children’s skills for inter-house competitions. Monitors to look after equipment. Extra equipment has been bought and is stored away, so it can be replaced if needs be.

Signed off by	
Head Teacher:	P Langridge
Date:	22.7.21
Subject Leader:	S. Hayter
Date:	20.7.21