

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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEencourages 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 <u>under-spend from</u> 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.**

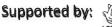
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	£3853
Total amount allocated for 2020/21	£16610
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£20463
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16668

Swimming Data

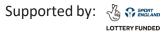
Please report on your Swimming Data below.

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 2021. Please see note above	33% of the current Year 6 cohort
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	22% of the current year 6 cohort
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0% due to the complexities of the pupils
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













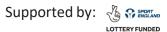
Action Plan and Budget Tracking

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:		
			Percentage of total allocation: 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:
32.3 3For all pupils to have access to new equipment and activities to increase the level of participation in physical activity. Increase the range of physical opportunities on offer to our pupils Reduce the need for interventions needed to help pupils live a healthy and active lifestyle. Pupils to be more active and engaged within their learning	New trim trail to be installed that is accessible to all pupils New primary playground to be installed where pupils have access to climbing wall, slides, swings and bike track Sensory circuits to be set up in primary outdoor spaces Rebound trained staff to offer rebound sessions one day a week Positive play groups to be reestablished at lunch times.	Money allocated in initiatives 2-4	Pupils now have access to a wider range of resources with a new	classroom and outside. To continue to offer Rebound therapy. To provide more clubs at playtime





















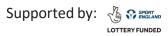


Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
participation in their physical activity		track and climbing wall £13,943.08	has allowed all pupils to have access to the equipment.	of the equipment. Pupil survey to outline other areas they feel the school is missing in regards to PE and equipment.
new adventurous activities throughout the year.	Sports Lead to identify key PE Themed Weeks throughout the year. Themed Weeks to promote PE through new adventurous activities. Sports lead to track input of new adventurous activities that have been accessed.		throughout the year: Climbing UK Boulder at Walton Summit Canoeing at the Anderton Centre	To continue to provide different opportunities for new adventurous activities. Sports week to be allocated a higher budget to allow new activities on site such as a climbing wall etc.













	This has increased staff and pupil awareness of OAA throughout school.	

Key indicator 3: Increased confidence	e, knowledge and skills of all staf	f in teaching PE and	sport	Percentage of total allocation: 9 %
Intent	Implementa	tion	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: The profile of PE is raised throughout	Make sure your actions to achieve are linked to your intentions: 2 classes will have access to an	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Following consultation with teachers	Sustainability and suggested next steps: KMU is continuing to work with
school through experienced and skilled coaches	experienced coach per week Pupils will be baselined on their fundamental skills Begin to develop a bespoke assessment package to meet the needs the needs of the pupils.	£1092.67	and Lead Practitioners we identified two primary classes that have previously shown the lowest level of pupil engagement in Physical education. The two classes identified where monitored each week for their participation within the scheduled lesson with 100% attendance and involvement from all pupils. All pupils have now been baselined on their Fundamental skills and external coaches have moderated and confirmed our assessments. Teachers from both classes were given targeted coaching to improve their ability to teach fundamental skills. They were able to observe an experienced coach and put into practice what they had learnt.	Chorley Sports Partnership to devise a small step assessment to show progress in the pupils fundamental skills areas, as currently the steps are based on a mainstream progression model.













Knowledge and Skill of Physical Education.	Staff to complete a identified teacher confidence spreadsheet. Teachers to be observed in PE to show identified skill learnt and next steps.	£2185.33	CSSP coaches in conjunction with class teacher completed a FMS assessment. This guided planning and	increase staff confidence. Evidence for learning to showcase the profile of PE and pupils starting and end point. Focussing on promoting teacher tagging.
Key indicator 4: Broader experience of	f a range of sports and activities	offered to all pupils		Percentage of total allocation: 30.2%
Intent	Implementa	tion	Impact	
Your school focus should be clear	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	intentions:	anocated.	pupils now know and what can they now do? What has changed?: P	next steps:











		Total: £2390		
All pupils at different gross motor skills levels will have access to an appropriate bike to increase their gross motor skills.	Ensure that the 9% of bike refusers and pupils that cannot access bikes decreases Bikes are purchased at different ability levels to increase participation Key stage 1 pupils 40% of bike refusers decreases. Wiggle cars purchased to allow EYFS and KS1 pupils to have access.	£3850 (11) Balance Bikes -Small-£104.34 £573.87 (5)	All equipment was purchased which allowed all pupils at all levels to access an appropriate bike. There are now no bike refusers within primary and 100% of pupils have been able to access a bike of there choice and ability. 12 sessions of Bikeability took place in which the pupils started to learn to ride a bike. All pupils achieved level 1 in Bikeability. Balance bikes sessions through Bikeabilty also took place in which pupils focused on key skills appropriate to their level. All pupils made progress based on their initial starting point.	This was a huge success throughout primary. There will also be a large number of new pupils that will need to be accessed and progress through the program.
Staff to be fully trained to deliver individualised pupil programs through Rebound	Cohort of pupils to be identified for	Training- £700 PP X 4 £2800	6 Members of staff have now been trained and are now qualified to deliver Rebound Therapy. There was an increase to the amount of staff we trained. This is due to us providing our school as the venue. Pupils where able to access rebound therapy on a weekly basis. Teachers and staff reported that pupils were more regulated when returning to class.	Rebound therapy to be increased to a full day, due to staffing and covid this could not always run. Staff to run sessions throughout the year increasing their confidence and being confident to identify next steps.













All pupils to be provided with top-up swimming sessions to make progress towards the 3 national curriculum requirements	All Primary classes to access	X 23 weeks £1380	Upper Primary had accessed to a public swimming bath that was more	access additional swimming. To research further pools appropriate to the needs of pupils. School to research training staff to be Swimming instructors to make lessons more appropriate to the pupils levels and ability.
All Primary classes to have access to indoor hall space for physical Exercise.	Book hall space at local sports centre to allow classes to access further slots for physical exercise	X 23 weeks £1380		Seasons leisure next year to allow Primary to have increased access to hall space.











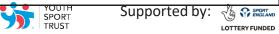
Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				6%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: All identified pupils and classes will engage in competitive sport outside of school. All primary pupils to take part in internal	competitive sports	Funding allocated: Transport-£1500 Sporting equipment-£800	festivals and Internal competitive events where planned on half termly basis in line	Sustainability and suggested next steps: To create a plan for the whole school year with identified competitions for primary classes to take part in.
competitive events on a half termly basis.	To achieve the school gold mark		with National events Events that took place are as follows: Balance Bikes (4 classes) Key stage 2 dance (11) active mile (whole school) Botcha Curling (11 pupilsmaple) Multi-skills event (15 pupils) anta Dash (5 classes) MAPT (motor activity physical training) 2 pupils in maple-leading towhole school) curling (11 pupils whole school) curling (11 pupils whole school) The gold school mark was achieved for are commitment to partake in different sporting activities and competitions.	

Signed off by

Head Teacher:

Created by: Physical Active Partnerships

K clegg







Date:	September 2022
Subject Leader:	K. Murphy
Date:	September 2022











