

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 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 2022. 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 2021	£
Total amount allocated for 2022/23	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£

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 2023. Please see note above	38%
	65%

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

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

65%

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?

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: 2022/23		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?:
Pupils will have the opportunity to take part in a developed curriculum which shows a clear sequence of learning with knowledge, skills and end points. Pupils have timetabled PE lessons in which this curriculum is delivered in line with the National Curriculum.		PE Equipment: Cricket bats, Tennis balls, badminton rackets,		£	Pupils are engaged in lessons as seen through learning walks and feedback from staff. Pupils have an increased understanding of the benefits of physical activity to their health and they are starting to develop their physical skills across a wide range of sports
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		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:

consolidate through practice:				
<p>The PE curriculum aims to promote a love of physical activity, sports and wellbeing through challenging, fun and exciting activities that contribute towards a healthy, active lifestyle. It ensures that all pupils, regardless of background or circumstance, are challenged in physical and competitive situations where they can all experience some success.</p> <p>The development of sportsmanship and working collaboratively is actively encouraged to promote respectful and tolerant individuals who recognise the importance of teamwork as well as developing their own skills.</p> <p>The curriculum offers opportunities to participate in a range of physical activities that develop different components of fitness, life skills, leadership and confidence. This aims to equip our young people with skills that will continue to support them in their future careers and lives. Being actively involved in PE lessons helps our young people to become more socially aware and resilient as well as embedding British values such as fairness, diversity, tolerance and respect.</p>	<p>Football morning</p> <p>Cricket at Old Trafford Manchester</p> <p>Supply cover</p> <p>Bikeability for Reception, yr1, yr2, yr5 and y6.</p> <p>Fire building and den making opportunity for Year 5</p> <p>Buddying system and training for Year 5</p> <p>Sports festival where the children took part in a wide variety of sports competing against other schools.</p> <p>Dodgeball training and competition for Year 5</p> <p>Sports Day that had a competitive and team work element</p> <p>Morecambe Football Club delivering multi skills lessons for Year1 and 2</p>	<p>£80</p> <p>£540</p> <p>200</p> <p>£100</p> <p>-</p> <p>-</p> <p>£200</p> <p>SSN</p>	<p>Pupils will have an understanding of the importance of physical health and its direct impact on wellbeing.</p> <p>Our pupils will demonstrate their own abilities and consider what they need to do next in order to improve their skills further. They will have a positive and safe experience of learning that practices and develops skills and positive behaviours that support them in their journey to leading healthy, active lifestyles.</p> <p>The PE Curriculum follows a model that gives opportunities for developing a pupil's confidence and self reflectiveness while embedding knowledge through teacher demonstration and independent practice.</p> <p>We encourage pupils to build resilience and self-esteem. Feedback is given regularly throughout the lesson. 15 children learnt to ride during the Bikeability day session in KS1 and many more were very close to riding.</p>	<p>Use 'Healthy Schools' to develop this further.</p> <p>Look at school dinners and encourage the children to eat healthily.</p>

Enrichment activities beyond the curriculum provide opportunities for our young people to take part in new and exciting experiences that they may not have had the opportunity to take part in before and that aims to instil a passion for lifelong participation in physical activity and sports.				
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: %
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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?:
Staff will be able to deliver high quality lessons by following the Lancashire planning. This planning provides staff with videos and lessons plans with ideas of how to develop the skills of the children. PE lead to continue to develop and broaden knowledge of PE Two teachers attended swimming course at Lancaster University	LHSSN membership KS1 PE course Swimming course	£2500 £350 £750	PE co-ordinator more confident when delivering CPD and lessons. Staff can upskill themselves by watching videos. Children can watch these videos before PE lesson Teachers more confident when teaching swimming and are more actively involved with the coaches at the University
			Sustainability and suggested next steps: Continue to be part of LHSSN New staff to go on swimming course Year 4 children to continue with swimming next year to develop their water skills and confidence.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: %
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Intent	Implementation	Impact	
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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:
Increased amount of different sports and games for the children to experience through PE lessons	Football Club offered to all KS2 children. Street Dance Club for all children Cricket Club for KS2 children Bikeability for Years 5 & 6 Dodge ball sessions Balance bikes for KS1 children	£1,900 £1330 £624 SSN £455	Healthier children More competitive when entering competitions and tournaments. Better behaviour throughout school	More clubs offered and more competitions entered

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:
Introduce teamwork and a competitive element	Dodgeball skills taught by a professional sports coach and then inter-class competition (Year 5) Young Leaders Football match at Moorside Cricket match at Lancaster Cricket ground	SSN	Children are building up confidence and resilience when trying new skills and new sports. Older children have become buddies for the KS1 children and this has improved behaviour	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	

Governor:	
Date:	