

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:

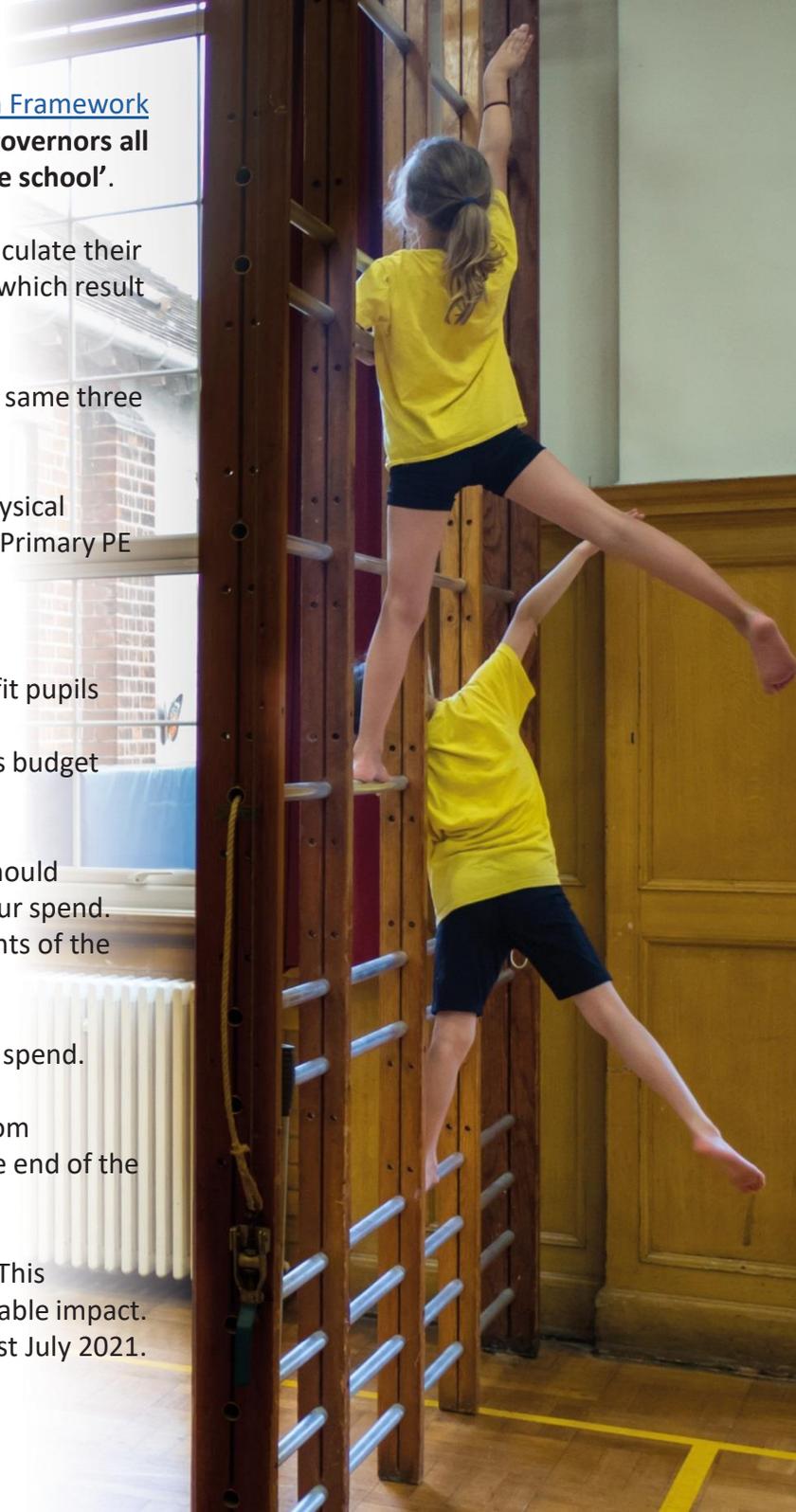
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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: |
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| <ul style="list-style-type: none"> • Whole school implementation of the daily active minutes, using the afternoon break for ALL pupils to engage in structured physical activity led by school staff, along with regular physical activity breaks during lesson time. Pupils and staff were well engaged with this. Following an assembly and staff training with ES and RA all staff and pupils understood the reasons behind why we need to participate in daily physical activity. By using afternoon break has meant that it has not reduced learning time but has also brought about improved behaviour in the afternoon as pupils are engaged in a meaningful activity. The variety in the timetable has meant that pupils have different activities to try and enjoy. Unfortunately, due to the national pandemic this stopped in March 2020 as there was only key worker children in school from this time. We did, however send home daily activity videos and challenges for pupils to complete. This was positively received, especially Mr Allen's videos which received many positive comments from pupils and their parents, many of whom joined in with the activities. Other activities included videos from ESPE and challenges on worksheets for pupils who struggled to get internet access for long periods of time. Staff have been much more consistent in providing brain breaks and are using a visual clock as a reminder (this idea was shared by a member of staff as good practice). SLT remain fully supportive of the active minutes. • Our lunchtime zoning continues to be a key achievement as pupils look forward to their slot. The play leaders are also a key strength of our school and the PA provision at lunchtime. We had an overwhelming number of pupils wishing to be play leaders at the start of the year and who continued to be play leaders until the Covid pandemic in March. | <ul style="list-style-type: none"> • As soon as restrictions are lifted and it is safe to do so we will look to re-introduce the daily physical activity to all pupils. This can only happen in line with government guidelines and will be appropriate to the varied needs of the children at the time. Research has shown that whilst some children have been active at home, others have not. We will need to take care to ensure that we consider each child's different experiences over lockdown when we restart the daily active minutes. In the short term we will look to develop further opportunities for daily physical activity within class bubbles and encourage class teachers to build in activity breaks as best they can under the current guidelines. • Many staff have identified that they would like support in how to teach PE post covid and would like some guidance in appropriate and safe activities, this will be important throughout the year and we will need to keep staff up to date with government guidelines with regards to safe PESSPA. • Continue to enter and host competitions when we can do so in line with government guidance. • Swimming provision – many of our pupils do not swim outside of school and we were not able to attend school swimming for half of the year last year, we will need to plan how we can ensure that we provide our pupils with opportunities to swim. • Continue to support staff in the delivery of PE. Consider staff needs as a result of the staff audit and plan/allocate accordingly. |

This was unable to continue due to bubbles not being able to mix.

- Curriculum support for PE has continued to be high quality and engages staff and pupils alike. We are supported by ESPE who delivers lessons one morning a week across the school over the year. As a result, staff have a good relationship with ES and feel well supported. Following the staff audit, staff quoted “training was really good – gave me ideas on how to progress the children through lessons” PMc, “enhanced subject knowledge, ideas for structure of lessons and differentiation” SR, “very effective training, supported with sequence of lessons and assessment” LR.
- RA PE subject leader works alongside ESPE and has increased his subject knowledge and confidence in leading PESSPA across the school. He has also completed his Level 5 AfPE qualification and regularly attends training courses to improve his own subject knowledge to share with staff.
- All staff have access to the Lancashire Scheme of work and have received training with RA and ES in using the PE passport app with all staff identifying that the training was a useful introduction of how to use the app (staff audit).
- Qualifying for the Chorley Sports Partnership SHA finals for the first time. Silver medals in the small school’s football competition and gold medals at the KS2 dodgeball competition. In addition, we achieved gold medals at Y3/4 multisport, bronze medals in Y1/2 FMS, and several medals in the gymnastics competitions in all year groups. The success at competitions is raising interest and enthusiasm across the school. It has also resulted in clubs becoming much more popular at school.

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

YES* Delete as applicable

| | |
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| Total amount carried forward from 2019/2020 | £2823 |
| + Total amount for this academic year 2020/2021 | £18,910 |
| = Total to be spent by 31st July 2022 | £21733 |

Total to be carried forwards from 2020/21 = £7618.42

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| <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> | 48% |
| <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> | 60% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 88% |
| <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 See notes in KPI 4 |

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: £21733 £7620 to carry over to 21-22, as identified in report below | | Date Updated: 17 th July 2021 | |
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| 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: 22% |
| 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: |
| Encourage pupils to be more active and promote Daily physical activity. Especially consider how to safely return to daily active minutes post covid-19. Support staff with ideas and pupils in a variety of activities with a consideration of the different experiences during lockdown. | <ul style="list-style-type: none"> Assess the activity levels of pupils on return to school. Discuss with staff and pupils opportunities for daily PA and barriers they may face. Consider interventions to promote daily PA and overcome barriers. Monitor impact of daily physical activity. | | £1008 – pedometers £280 – Skipping ropes £82.50 portable speaker £929.50 football goals £560.11 Playground equipment bags £1829.81 RA wage for lunchtime | Due to bubbles and restrictions in place it has not been possible to continue with the active breaks in the afternoons as we have done last year, as we cannot allow bubbles to mix. We have, however bought a pedometer, football goals for each bubble, a portable speaker and a skipping rope for each child to encourage physical activity during the afternoon break, therefore introducing activity in a different way than was intended. Many pupils take their skipping ropes out at morning and afternoon breaks and enjoy skipping with their friends. Some | Sustainability The fun and enjoyment of the skipping has had a ripple effect around school and more and more pupils want to join in. They have enjoyed learning tricks and hopefully they have a new skill that they will have for the rest of their lives. Pupils will have the pedometers for future use to continue to encourage daily physical activity levels. Equipment purchased such as football goals and the speaker will be used for years to come. RA is a permanent member of the staff team, whose job is not dependant on the PE and sports |

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| | | physical activity | <p>pupils were a little more apprehensive at first, however, more and more pupils have joined in. Many pupils have learnt to skip that could not before. Staff have also engaged with the skipping. ES observed PMc teaching some pupils to skip and setting challenges for other pupils. This really engaged the children. The pupils were keen to show ES in PE lessons what they had learnt to do with their skipping ropes and new tricks etc. Pupils have also been challenging themselves to complete more skips everyday. Additionally, the purchase of the speaker has made the skipping more fun as pupils are highly motivated by pop music whilst skipping.</p> <p>RA has observed that the pedometers have been a huge success and that children have been more active and running around the playground to “get their steps up”. Staff outside on duty have noted that, particularly since introducing the “stepper of the day award” pupils are challenging themselves more. Upon return in September we fully intend to restart the active break in the afternoons (providing all social distancing restrictions have been lifted)</p> | <p>premium. His presence on the playground at lunchtimes is considered to be highly effective by SLT.</p> <p>Next steps</p> <ul style="list-style-type: none"> • Monitor the delivery of daily active minutes and measure the impact. • Ensure that daily PA is re-established in September during afternoon break times with a varied and engaging timetable. • Train Play leaders when bubbles are allowed to mix again to further promote active lunch times. |
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| | | <p>By purchasing the football goals bubbles have been able to continue with this activity, as there is now a set of goals per bubble outside.</p> <p>Some staff have been creative and successfully included daily physical activity every day upon the return to school. We will use these staff as good role models to share best practice in the next academic year.</p> <p>RA has a shorter lunchtime so that he can be outside at lunchtimes to promote physical activity to the pupils. His salary is therefore partly subsidised through the PE and sport premium. SLT have noted a dramatic change in the level of activity at lunchtime and improved behaviour of the pupils. RA would normally be in charge of "Zoning" which he introduced to the school several years ago. For this year and the changes that have been needed due to covid restrictions, he has thought carefully about how to keep lunchtimes active without mixing bubbles.</p> | |
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| Encourage activity outside of school to enhance pupils opportunities for daily physical activity, including active travel | Bikeability balance bikes | £0 | Y6 completed the Bikeability training and enjoyed the sessions. All pupils successfully participated in the course. | Next steps <ul style="list-style-type: none"> Promote benefits of daily PA and look at ways to engage parents, especially in active travel. Find new provider for Bikeability next year. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 7% |
| 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: |
| Advocate all areas of PESSPA across the whole school community making sure that PE remains a high priority and the subject links with whole school objectives. | <ul style="list-style-type: none"> Continue to invest in training for RA to lead the subject across the school. To research and provide resources/subscriptions for all staff to raise the standard and profile of PESSPA across the school | £69 Kiddo Australia FMS skills subscription £115 AfPE subscription £50.82 Safe Practice in PE £997 – Imoves subscription | Kiddo resources shared with EYFS and KS1 teachers as well as RA regularly using the resources available. Staff find the resources particularly helpful with the younger pupils in school to inspire new ideas and best practice when teaching FMS. The resources are bright and easy to follow. AfPE and the Safe practice book are invaluable sources of information. RA watches the AfPE webinars to develop his own subject knowledge and leadership across the school – Imoves is a well-used resource across the school. Staff have had | Sustainability The knowledge and planning obtained from these subscriptions have been saved to RA school drive and therefore available for future reference. Next steps All PE has been taught by RA this year and therefore it will be worth sharing resources and updating them in September when the return to teaching one of their PE lessons each week. |

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| | | | training in how to use it and are well aware of the resources available. PE this year has been solely taught by RA so it has been very well utilised by him. | |
| Removal of climbing frame in the hall to make the space more usable for all PE classes to place. | <ul style="list-style-type: none"> Contact removal specialists for the safe removal of the faulty climbing in the hall. Arrange for the removal | £296 Playsound | The hall is now a much more usable space without the climbing frame. As the climbing frame was faulty and not repairable means that there are no concerns that it may be used accidentally. | |

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
44%

| 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?: |
| Complete a through staff audit to understand further areas in which staff feel that they need further support, particularly in coming out of lockdown. Also consider the needs of the pupils upon return from a period out of school – what do they need? Following this provide training and support as relevant. | <ul style="list-style-type: none"> Staff audit via Google Forms to be created and sent to staff. Once audit returned identify key areas for support. Consider implications of Covid and provide staff with support in safe delivery of PE. Use FMS assessment and observation of pupils knowledge, skills and understanding to consider the needs of the pupils. Revise the curriculum map to address gaps following | £3708.33 ESPE £2500 was due to ESPE however she did not come into school for Summer 1 and 2 due to bubbles, swimming and Covid restrictions. This money will be carried over to 2021-22. See note on point | Sustainability and suggested next steps: Sustainability The pupils enjoyed PE lessons that were appropriate following the return to school after the national lockdown. The curriculum map changes ensured that PE lessons could still take place whilst following safe guidelines. Next steps <ul style="list-style-type: none"> As staff return to teaching their own PE lessons they will need |

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| | <p>lock down and to ensure that relevant government guidelines are followed.</p> | <p>below. £1000 staff training and course – we had planned to send staff on Key stage appropriate courses, however no courses have been available this year. This money will also be carried over to next year.</p> | <p>with social distancing we chose to cover this unit in Autumn 1. SLT and staff felt happy with this. It was also a good opportunity to reinforce FMS.</p> <ul style="list-style-type: none"> • RA and ES met weekly to support RA in delivering appropriate, safe and engaging PE lessons whilst abiding to the most recent government guidelines. • During the second national lockdown ES and RA provided PE lesson videos for pupils to complete at home. Staff appreciated this support and pupils fed back about the activities that they had done. • Due to the nature of the school day, bubbles etc we were only able to provide support for one class teacher over the year (in addition to the support for RA). Below is the feedback from the staff audit. • “The support I have got from ES has been such as massive help for me, hence why I feel more confident teaching PE. I believe I have improved the quality of my PE lessons and the children have also benefitted from this.” | <p>support in using the PE passport app.</p> <ul style="list-style-type: none"> • We will also need to resend the staff audit to consider how best to support them in the next academic year. • Ensure that ALL classes complete two PE lessons every week. |
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| | | | <ul style="list-style-type: none">• The staff audit also showed that despite the difficulties facing teachers 3 classes were still completing 2 lessons of PE each week and all classes completed at least 1 lesson per week. Staff identified the following barriers to providing 2 hours of PE – time constraints and available space – we have staggered start and end time to the day and also staggered break and lunch times which uses the playground and therefore cannot also be used for PE as there is insufficient space to prevent bubbles from mixing. Staff also identified that other subjects had taken priority post Covid and due to the different timings in the school day they were unable to fulfil the second PE slot. All pupils did however receive one high quality PE lesson every week with RA. We will look to ensure that all classes return to completing TWO PE lessons in the next academic year and support staff in doing this. | |
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| <p>Audit equipment to ensure that we have the right quality and quantity of equipment to promote high quality PE whilst adhering to regular cleaning and no sharing of equipment (especially in the Autumn term).</p> | <ul style="list-style-type: none"> • RA audit PE equipment • Check against the curriculum map and RA timetable to ensure that there is sufficient equipment. • Order any new equipment needed. | <p>£739.48</p> <p>A further £1500 was allocated to support the curriculum, however we have not spent this money this year. This will be carried over to 2021-22</p> | <p>Due to covid we have had to amend our curriculum map several times due to restrictions in place at the time and also a second National Lockdown in Spring 1 and the majority of Spring 2. Our curriculum map was redesigned on 3 occasions to consider the needs of the pupils, particularly in light of prolonged absence from school for the majority of our pupils due to National lock downs. We also had to consider how to safely deliver PE lessons in light of the guidelines in place at the time. We had planned to introduce new activities to the curriculum supported by ESPE, however have been unable to do this, therefore have carried over the money from ESPE as point above and for resources/equipment (this point). We did invest some funding into electrical equipment, iPad cables/adaptors and tripod stand to allow RA to record and share videos for home learning to ALL pupils during the Spring national lockdown. We also invested in various stability discs to support SEN pupils to improve their posture. This has significantly improved those pupils ability to sit for longer periods of time in class.</p> | |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| | | | | 20% |
| 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: |
| To look at opportunities to develop our curriculum to promote further opportunities, particularly at EYFS and KS1 (e.g balance bikes) to promote gross motor skills. | <ul style="list-style-type: none"> Research staff training opportunities for our own staff to teach balance bikes (carried over from last year). Ask staff who would like to attend the training and book. Buy balance bikes. | £800 allocated but unfortunately due to restrictions in place we have been unable to complete this. This money rollover to next year. | As many of our pupils do not ride a bike until later in school we have seen a benefit of balance bikes in promoting confidence on wheels and developing gross motor skills when we have had outside providers deliver in the past. The children also get a lot of enjoyment out of this activity. We feel that money would be better spent in buying our own bikes and training our own staff to teach balance bikes so that we can offer it more regularly than a “one off” opportunity from an outside provider. This is also much more sustainable | Next steps <ul style="list-style-type: none"> Book this training and buy the balance bikes next year. Look at other training or opportunities in school to promote gross motor skills in key groups in school. |
| Swimming | <ul style="list-style-type: none"> RA liaise with swimming providers to establish availability when swimming returns. RA complete logistics of taking pupils swimming – book slots, letters to parents, staffing etc. Y6 pupils to complete additional swimming Staff to monitor | £1617.60 swimming for Y5 and Y6 pupils. | Pupils really enjoyed the swimming sessions and understand the health benefits from swimming. Our % of pupils achieving the required standard at KS2 is lower than we would usually expect, however national lockdown and very limited access to the pool has meant that pupils have had very few opportunities to swim both in and out of school. | Sustainability This swimming was an additional opportunity to the normal National Curriculum swimming. Swimming is a life skill that will remain with these children for the rest of their lives. Next steps Continue to provide National |

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| | achievement in swimming. | | despite this pupils showed significant progress from that start of the sessions to completing the course. | Curriculum swimming out of the normal swimming budget. |
| Y6 pupils have missed a lot of opportunities this year, including their PGL residential. We feel that it would be hugely beneficial for these pupils to experience OAA and “risk” activities to promote their social, mental and physical health, as well as character development of resilience, determination etc. | <ul style="list-style-type: none"> • After the 2nd National lockdown RA to look at opportunities for Y6 activities. • Book coach and providers • Logistics associated with the trip – risk assessment, letter to parents etc. | £950 coach £879.85 Go Ape | This trip was an invaluable experience for our pupils after a very difficult time. It provided opportunities to work together, encourage each other and develop communication skills. Pupils were physically and mentally challenged during the ropes course. One pupil stated “I didn’t think I would do that but I did it! (SS, Y6). It was also lovely to see the other Y6 pupils supporting this child as this was a huge challenge for him. In addition to the benefits of the actual Go Ape activity, several other benefits were noted by staff. It was remarkably interesting to see the pupils’ reactions when leaving Chorley. Many pupils were fascinated on the journey to Manchester by the houses on the way and different areas and countryside. There were many comments like “Wow, look at that house”. Pupils were also astounded by the outdoor space at the park in which Go Ape is situated and had so much fun playing within the park itself. | <p>Sustainability</p> <p>The pupils will retain this positive experience for the rest of their lives and may seek out these opportunities for themselves. Go Ape in Manchester is not too far from school and therefore accessible for future visits.</p> <p>Next steps</p> <ul style="list-style-type: none"> • Consider restrictions that may or may not be in place to plan opportunities for the next academic year. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 7% |
| 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: |
| Consider opportunities to promote competition with CSSP and ESPE and celebrate success to instil enthusiasm and interest across the school. | <ul style="list-style-type: none"> When appropriate look at competition opportunities and enter | £1820 allocated will roll over to the next academic year | Unfortunately due to covid we have not been able to compete against other schools, due to bubble restrictions in place | |
| Monitor participation in competitions and aim for all pupils to have an opportunity to participate in competitive activity. | <ul style="list-style-type: none"> Whilst we have been restricted by bubbles, we have, however, been able to provide our pupils with a Sports Day in July. | | All pupils took part in sports day within their bubbles and enjoyed the competition and being awarded points for their houses. They all came to school in their house colours and competed in 4 activities to score points for their houses. The pupils enjoyed this end to the term. | |

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| Signed off by | |
| Co-Head Teacher: | Andrew Kidd |
| Date: | 20 th July 2021 |
| Subject Leader: | Richard Allen |
| Date: | 18 th July 2021 |

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| Governor: | Paul Brennan |
| Date: | 31 st July 2021 |