

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

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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

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 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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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:
<p>Since 2013 this extra funding has enabled us to develop our vision: the quality of provision has improved, directly as a result of targeted professional development; active participation across various sports has increased and children are developing a greater understanding of the need to live a healthy lifestyle. We are proud of the current PE curriculum provision at our school and of the wealth of extra-curricular opportunities that we provide for our pupils.</p>	<p>We know that high quality Physical Education will support each child to become self-aware and progressively enable each individual to begin to understand the potential they have. In developing their understanding of the importance of a healthy lifestyle we hope that every child can begin to make healthy choices.</p>

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Active people. Active lives.

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.	
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.	77%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	98%
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 – we are using it in the Autumn term 2021 for our current Year 6.

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: £21,180.00		Date Updated: July 2021	
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:
Sports coach employed to work alongside teachers during PE lessons so that teachers are upskilled in delivery of lessons and children have more quality time with an adult in PE lessons. Sports coach employed to deliver intervention groups across key stage one and two.	CN employed to work alongside staff. CN employed to deliver extra-curricular clubs to provide opportunity for all children to attend. Linking team training to competitions, developing skills required for healthy competition to flourish.		£12,040.00	Teachers will be confident in the delivery of PE lessons – lesson observations and staff audit. Children will receive high quality PE lessons – pupil interviews and lesson observations. Targeted groups of children will engage in regular physical exercise – observations.	Teachers have the skills to deliver lessons independently. CN has developed healthy relationships with all children. He knows their ability and can plan sessions which target specific needs.

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Key indicator 2: The profile of PE 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:
To raise the profile of sports throughout the school.	Professional development for PE Leader and Sports Coach Lancashire APP update.		Allows PE Leader to be upskilled and feedback to staff	Promote courses/CPD to staff

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:
Specialist cricket coach employed to support staff with delivery of striking and fielding lessons for Years 3,4 and 5	Employ Mr. Gilbert from Lancashire Cricket Foundation.	£650	Teachers are confident in the delivery of PE lessons – lesson observations.	Teachers have these skills and knowledge to apply to lessons in future years.
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:
Specialist Rugby coach employed to support staff in Years 2 and 6.	Fylde Rugby Club	£900	Teachers are confident in the delivery of PE lessons – lesson observations.	Teachers have these skills and knowledge to apply to lessons in future years. Children to join the local rugby club.

Sports Captains elected by each house team.	Sports committee appointed.	None.	The committee organise events and lead house meetings gaining the children's input and ideas – observations.	The committee can continue every year.
Sports Captains to deliver a lunch time club for all Key Stage One children.	Sports Captains trained to deliver the club.	None.	Photographs and assessment from fundamental movement skills – Key Stage One Staff.	Year 6 children continue to gain PE skills and gain leadership skills. This is a success and needs to continue.
To provide opportunities for children to develop their swimming competency.	To ensure all children can swim 25m by the end of Year 6 and can complete water survival skills competencies.	£780	Top up sessions to be provided for any children who have not mastered key skills during summer. Families to be worked with to ensure swimming beyond school is supporting children's progress	Sports Premium Funding enables 12 extra weeks to be purchased which helps the development of strokes. A

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:
Attend several competitions over the course of the year covering a range of age groups and sports.	Sign up to Wyre and Fylde Sports Partnership Offer. Indoor Athletics Spots Hall Hire	£766.25 £390.00	Children have the opportunity to represent school and experience inter-school competition.	Hold competitions at school against other local primary schools.

Signed off by	
Head Teacher:	Mrs E Hodgson
Date:	July 2021
Subject Leader:	Mrs E Tobin
Date:	July 2021
Governor:	Mrs S Strother
Date:	July 2021