

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 2021. 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 2019/20	£2,429
Total amount allocated for 2020/21	£20,509
How much (if any) do you intend to carry over from this total fund into 2021/22?	£15,925
Total amount allocated for 2021/22	£18,020
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£33,945

Swimming Data

Please report on your Swimming Data below.

<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 then 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 2020.</p> <p>Please see note above</p>	<p>Year 6 (2020/2021) - 83%</p> <p>Current Year 6 (2021/2022) – 56%</p> <p>This data is from the academic year 2020-2021 and represents our current Y6 and recent Y6. The current Y6 will attending swimming again in Autumn 2021 as catch up.</p>
<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>	<p>Year 6 (2020/2021) - 83%</p> <p>Current Year 6 (2021/2022) – 56%</p>

	This data is from the academic year 2020-2021 and represents our current Y6 and recent Y6. The current Y6 will be attending swimming again in Autumn 2021 as catch up.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Year 6 (2020/2021) - 97%
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/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: £20,059		Date Updated: July 2021	
<p>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</p>					Percentage of total allocation:
					8%
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:
<ul style="list-style-type: none"> Introduction of the Daily Mile across the whole school – introduce with a WOW intro – Lancashire Challenge 	<p>Purchase Lancashire Active Mile Challenge.</p> <p>Train staff on delivery of Daily Mile and how to engage those who disengage with the activity.</p> <p>Assembly delivered to whole-school regarding the daily mile – NJ (September 2020)</p> <p>Staff informed and given daily mile record cards – NJ.</p>		£50	<p>Children will be able to commit to building up their running stamina. The daily mile is also implemented to help improve concentration and mental health. The daily mile will also contribute to the required amount of time spent on physical activity per day.</p> <p>Sadly, due to the constant changing of guidance, bubbles changing etc.. many classes were unable to sustain the daily mile regularly. This was further hampered by the wet field during the winter months and use of the playground for PE lessons.</p>	<p>Staff to take responsibility of their own class participating in the daily mile.</p> <p>Additional challenge implanted to encourage the children to be self-motivating.</p> <p>Re-implement in September, pending updated guidance. Alongside this, we will aim to invest in a daily mile track on the school field.</p>

<ul style="list-style-type: none"> Children to take part in more lunchtime activities through adult and child led support. 	<p>Sam (SPORTS COACH) was brought in to run lunchtime clubs focusing on the fundamental movement skills.</p>	<p>£1275</p> <p>£365</p>	<p>Children received daily - 15 min sessions aimed at improving their fundamental skills during their lunch time. Participation rates were on average around 90%.</p> <p>Confidence was also noted as an improvement in class PE lessons as more children (mainly girls) wanted to take part.</p> <p>Equipment purchased- Basketball nets and netball posts.</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: 0%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> Children given the opportunity to participate in external competitions or coaching sessions. 	<p>Subscribe to offers from the Wyre and Fylde Sports Premium Partnership to maximise opportunities for children to compete.</p>	<p>Supply costs to cover staff attending competitions.</p> <p>£192.50 – Sam to attend football matches.</p>	<p>All competitions were cancelled as a result of the Covid – 19 pandemic. As a result, no money was spent on this area.</p>	<p>Restore football and netball teams and competitions.</p> <p>Aim to access more services from the Wyre and Fylde partnership.</p> <p>Reinstate extracurricular programme and wider range of sports available.</p>

<ul style="list-style-type: none"> Raise the profile of sports by encouraging children to share their achievements both from home and school. Create a focus around inspiring participation and sportsmanship. 	<p>Out of school achievements encouraged and celebrated.</p> <p>School competitions and events promoted and celebrated.</p>	<p>£0</p>	<p>Children’s out of school sporting achievements were celebrated regularly during our weekly “Zoom” worships. Additionally, during the lockdown periods, we encouraged children to share their active lives and promoted this using a video package.</p> <p>Throughout the lockdown period, we also published active PE videos for the children to take part in.</p>	<p>Continue promoting children’s sporting achievements in weekly awards celebrations.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 9%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> Curriculum support for all teachers with a focus on improving knowledge, skills, understanding and the ability to adapt for all abilities. 	<p>Sam to work alongside teachers during lesson time to upskill them in each of these areas, with a focus on games.</p> <p>Teachers to request areas that they feel that they are less confident in and PE leader to support.</p>	<p>£1860</p>	<p>Sam worked alongside Y3 class teachers once a week to upskill them in the fundamental movement skills. Alongside Sam staff were trained in order to effectively assess the children in a range of fundamental skills. Develop planning to reflect their acquired knowledge of the children’s skills and support children to move on, making progress. This has led to raised</p>	<p>Staff are able to assess children accurately against the fundamental movement skills and readily adapt sessions to make sure all make progress.</p> <p>Staff to use the Lancashire fundamental movement skills assessment alongside implementing the new scheme of work.</p>

			confidence and knowledge amongst staff to lead and deliver high quality PE lessons at all times.	Sam to be used to offer intervention groups for children identified as lacking fundamental movement skills in LKS2.
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:
<ul style="list-style-type: none"> Y5 given the opportunity to learn a dance and perform it at the Winter Gardens. Y6 to be given the opportunity to experience OAA. 	<p>Brittany Jackson to be employed to lead dance for Y5, whilst upskilling Y5 teaching staff.</p> <p>Y6 pupils to be given the opportunity to take part in OAA off site.</p>	<p>£275</p> <p>£950</p>	<p>Staff have expressed an increased confidence in the teaching and sequencing of dance. Children were unable to perform publicly due to Covid.</p> <p>Children were given the opportunity to take part in canoeing, kayaking and orienteering whilst supporting local business (Fairhaven Lake).</p>	<p>Brittany to be employed again next academic year working with the same class to upskill the Y6 staff as well as enhancing the performance of the children.</p> <p>The children will continue to be given opportunities to complete OAA off site to continue to promote the community, mental health and wellbeing.</p>

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:
All competitive sports and competitions were cancelled due to the Covid -19 pandemic and school's risk assessment to avoid contact with others as much as possible.				

Funding Underspend

Due to the Covid situation during this academic year, school has been unable to spend it's usual allocation of money. Lytham C.E propose on using the left over money to invest in Y6 attending additional swimming lessons in the Autumn term, to ensure that all children have the chance to reach the KS2 standard before leaving school. Additionally, we aim to spend the largest amount, investing in our school's future legacy for physical activity. We propose to do this by allocating money to a "daily mile" track to be placed around our school field. This investment will hopefully open up a larger area for activity especially during the winter months.

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