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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

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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



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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	£0
Total amount allocated for 2020/21	£19,276
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8932
Total amount allocated for 2021/22	£19,321
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£28,253

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>	64%
<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>	64%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	64%
<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/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: April 2021/July 22		Total fund allocated: 28,253		Date Updated: July 2022	
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: 21.4%
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:
To engage 20% of non-active population, including SEND children, in extra curricular activities	Use of learning mentor and Sport apprentice to offer sports as part of lunch provision		£ 1500 adult time	2 clubs were designed to target less active and SEND children, including a change 4 life club. 20% of non active children has taken part and built up skills and values such as resilience from these clubs.	More time needed for monitoring each half term. Base lining unstructured timed provision needed – possibly how many children accessing it.
To engage at least 40% of all pupils in extra curricular activities	Daily Mile Program available each break and dinner time on the KS1 and KS2 playground		£ 213.35 for time giving training to people to implement the Daily mile	Daily mile, and lunch time provision has increased the number of children active in the school day by 10%. This has been accessible all year round The children are more active at these times.	Increase number of PALS to ensure daily mile and PALS take place each day so children have the choice
To support children’s physical fitness and mental wellbeing	Implementation and monitoring of PALS to support EYFS and KS1		£ 170.68 training given and monitoring of PALS from PE	Equipment bought has been used in continuous provision to support FMS practise and fine and gross motor skills. These are	More clubs needed to get 50% target. Adults asked for the next up and coming year.22-23

<p>To develop childrens fine and Gross motor skills</p>	<p>Ensure a range of extra curricular clubs are on offer for all children and targeted clubs for the less active/SEN – Change for life club</p> <p>Walk to school initiative delivered and implemented</p> <p>Continuous provision which promotes and enables children to take part in physical activity</p> <p>Staff to be trained on developing children’s fine and gross motor skills</p>	<p>lead</p> <p>£ 800 equipment bought for extra curriculum clubs</p> <p>£ 85.34 time for PE lead to monitor oversee and organise for walk to school.</p> <p>£2737.21 resources to support physical activity in KS1 continuous provision</p> <p>£549.00 resources bought to help children fine and gross motor skills</p>	<p>used daily in Nursery, FS and KS1. This has had an impact on children mastering FMS as they are able to practise them more.</p> <p>Walk to school has been running for a term and has been welcomed and children are actively making choices with their adults to walk to school more than what they did at the start of the year. Data attached.</p>	<p>Possible Use of KS1 assessment tool of FMS to monitor Nursery and FS giving a baseline and post assessment. (will speak to FS lead and see if milestones or FS curriculum will be better suited.) Same with gross motor skills.</p> <p>Walk to school all year round 22-23</p> <p>Training for Gross motor skills needed. Look into and get key adults to then support others</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 55%</p>

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:
<p>To implement the new bespoke PE curriculum which meets the needs of our children and follows the school values</p> <p>To achieve school Kitemark Gold Award</p>	<p>Quality Sports coaches work alongside staff to support delivery of PE curriculum including support with planning and use of AFL</p> <p>PE lead to work with Lead BFCCT primary physical education on a progression tool to support the new PE curriculum and how to make our school values the core of the curriculum</p> <p>External companies such as Fylde rugby club (cross curricular links reading and rugby) and chance to shine (cricket) to give taster sessions to promote School Sports and Physical activity.</p> <p>Fit 2 go quiz and festival which promotes physical activity and links to the PE curriculum.</p> <p>Entered many local festivals and competitions throughout the year.</p>	<p>£7600</p> <p>£ 1066.75 PE lead, time out of class to achieve this</p> <p>£ 800 resources to support success of external sports</p> <p>£123.17 adult release and minibus fees</p> <p>£ 4642.69</p>	<p>Staff have been exploring the new PE curriculum with the support from BFC staff to plan lessons from the new learning outcomes and moving further into the year, have been supported in the delivery. They have said their confidence has grown and feel better equip to teach the new PE curriculum</p> <p>Progression tool created and quality assured by a number of different professionals in PE.</p> <p>Children have been very positive about the rugby and cricket. A couple of children have now started cricket in the community.</p> <p>Children won their fit 2 go quiz. Learned and recapped what they have been learning in lessons.</p> <p>This year has seen Moor Park entry more festivals and</p>	<p>Through Staff questionnaire, staff want further support with the planning so it will move back to planning time for the first term.</p> <p>Progression tool to be embedded in the curriculum and used in support when planning</p> <p>Offer more year groups experiences of a variety of sports. Get more community based clubs to come in and deliver tasters/assemblies to get children active outside of school</p> <p>Ensure we are on the email list with Blackpool Active and</p>

	<p>Youth Games entered over 4 days (70 children in total). Celebrated in assemblies throughout the year.</p> <p>Social media input to show parents what children have been taking part in</p> <p>School Values day with Commando Rugby School targeted SEMH children on the SEN register to promote school values and physical activity.</p> <p>PE School sports and physical activity displays throughout school to promote our ethos which embeds our school values</p>	<p>adult release and mini bus fees</p> <p>£ 426.70 adult time</p> <p>£600 day and mini bus/car</p> <p>£ 286.02 release time and resources</p>	<p>competitions than ever before. Children have been opened up to living our school values in the community and celebrating our failures and successes</p> <p>Children have experienced new learning such as survival techniques. The children lived and breathed our school values and learned new ways to show them in a different environment other than the classroom</p> <p>4 displays done. One based on physical activity and given knowledge and understanding of the importance. One which explains a bit about our curriculum and the overview. One which shows our school values and ties them in with the primary stars values – in line with BFCCT. One which is used as a working wall to support PE lessons</p>	<p>school football / netball. Spend time planning out when the festivals are and organise attendance of these.</p> <p>Next year we will use Commando Rugby School again, but will use the day for children to plan their own lessons and deliver them to younger children on the fields or at Beckon Fell.</p> <p>To embed the working walls in the halls to support PE lessons</p> <p>Use part of displays to show community clubs which children can attend</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
To embed the new PE curriculum which meets the needs of our children and ensure high quality PE lessons are being delivered. 3Is are understood.	PE Curriculum is driven by the school values which are embedded in our SIP. Staff meetings to ensure understanding and implementation of this	£ 256.02 staff time to create and make	Will hear and see the children talking about the school values within their PE lesson	School values will be embedded in the curriculum lessons
To use AFL as quality assessment for children and staff to identify next steps and successes	AFL is embedded within each lesson using the staff meeting outcomes and PE Lead support as their tool to embed.	£ 128.01 released time to plan and deliver staff meeting	Children know how to assess and understand themselves and each other's performances and be able to communicate successes and improvements needed. The change has been that children are now evaluating throughout lessons to improve	Gather evidence of childrens understanding of performances and use this to create some generic formats for children to use to support their performances.
To provide staff with professional development materials, deliver training, mentoring in supporting P.E.	Opportunity for newer staff to go on a course (Beyond the Physical) which goes along side what we have been doing for the past 3 years.			
To provide LSA with professional development materials, deliver training, mentoring to embed understanding of physical education, physical activity and school sports.	HLTAs to work directly with BFCCT staff to ensure they are delivering high quality PE lessons when they are responsible for that class.	£ 300 5 staff completed	Upskill newer staff to have a taster into the journey Moor Park has been on so far.	Observations of newer staff to see their progress and support where needed
	To provide training for LSAs in delivering of physical activity.	£ 256.02 PE Lead oversee support and to give further when needed	Given advice and support in letters, registers, timings organising clubs and how to deliver them in a series of progressive sessions.	More newer staff will be delivering extra curricular clubs next year, so will need time to observe, give advice monitor and support these clubs to be successful
	Support LSA and learning mentor in delivering extra curricular club and organising events / games for School Sport and physical activity			

		£426.70 release time		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 15%
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 develop leadership roles within the P.E. Curriculum	When planning Out of School Clubs, focus has been on ensuring each year group has opportunity for clubs each term		Every year group has had at least 2 extra curricular clubs within this academic year. Giving all the opportunity to try something new. All clubs have been full and attendance has been good throughout the period of time delivered.	More clubs for next year – more adults asked. These new clubs will include a netball club and a change 4 life club. BFCCT are also doing a after school club which hasn't been decided on the theme yet
To engage 20% of non-active population, including SEND children, in extra curricular activities	Outside clubs come in to give taster sessions to promote sport in the community Ensuring SEND pupils are targeted as part of learning	£ 200 release time	Children have thoroughly enjoyed the rugby and cricket sessions delivered.	Book more tasters for different year groups
To engage at least 40% of all pupils in extra curricular activities, identifying childrens talents to offer them broader experiences through communities and clubs	Training will be given to current year 6 by CS in creating and delivering activities to KS1 BFCCT Staff, Sports Apprentice,	£ 85.34 release time	Year 6 children have taken on board the PALs program and have been very successful in delivering activities on the KS1 playground. They have shown great leadership and the children have enjoyed	Continue to train the new year 6s making sure there is opportunity for children to take part in physical activities or the daily mile. – Daily mile

	<p>teachers, TAs, learning mentor used to ensure a range of clubs are organised and delivered</p> <p>Ensuring all equipment is available for a range of skills and sports taught for extra curricular activities and sports</p> <p>School values day for a different type of physical activity – learned survival skills</p>	<p>£ 4000 equipment and resources bought to ensure clubs can run smoothly</p>	<p>learning from their peers.</p> <p>Equipment was sufficient but quite a lot of it has been lost or broken. Not sustainable if it continues</p>	<p>assembly in September.</p> <p>Have a signing out and in system for the equipment in the PE stock cupboards</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.5%
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 achieve the School Games Kitemark Gold award To engage at least 50% of all pupils in extracurricular activities, identifying children's talents to offer them broader experiences through the community and clubs.	To sign up to as many School Sports festivals and competitions as possible. Take part in Youths Games week (70 children in total) Play in schools football league and tournaments organised in the community. Girls and boys Release adults to take children to festivals and competitions	£ 1000	Achieved our Gold Kitemark Award All children had successful experiences where they lived our school values and, for some, tried a new activity. It was very inclusive with children who have an EHCP, HCP and on SEN register taking part. We came 3 rd in the schools football league. We just missed out on getting to finals day	To achieve platinum award 22-23 To continue with the level of participation in Youth Games Week To get into the top 2 so we can take part in finals day 22-23

Signed off by	
Head Teacher:	<i>L. Mason</i>
Date:	22/07/22
Subject Leader:	<i>C.L. Singleton</i>
Date:	21/07/22
Governor:	<i>Jean Martin</i>

Created by:



Supported by:



Date:	22/07/22
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