

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

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](#) (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](https://www.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>Staff were delivering 2 sessions of PE a week. These included cross curricular links such as active maths.</p> <p>Because of the CPD opportunities, the staff have created the basis of designing the new curriculum being a holistic approach. They are understanding the value of PE and how PE can have transferable skills.</p> <p>These skills are linked to our school values.</p> <p>Sports day achieved within their own classes. Extracurricular clubs happened prior to COVID</p> <p>Didn't achieve school kite award as we didn't enter due to lack of participation in clubs</p> <p>Some progress has been made in developing leadership roles including pupils with additional needs, planning and delivering PE lessons to younger children. PALs were up and running when it could run</p>	<p>2 hours of PE a week need to be delivered from the curriculum rather than it being physical activity</p> <p>Continuous CPD related to the new curriculum design to support staff in their planning and delivery of the lesson</p> <p>Implementation of the new curriculum needs to be pushed out.</p> <p>Work around supporting staff planning of this will be a key priority.</p> <p>More extra curricular clubs will be implemented next year in line with COVID regulations</p> <p>To apply for the Schools Kite Mark award when appropriate</p> <p>Leadership roles in school will be developed in school over the year</p>

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

NO* Delete as applicable

If **YES** you **must** complete the following section

If **NO**, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £0		Date Updated: July 21	
What Key indicator(s) are you going to focus on?					Total Carry Over Funding:
					£0
Intent	Implementation		Impact		
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:	

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.	26% COVID impacted
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	26% COVID Impacted
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	26% COVID Impacted
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

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: £ 19,276	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:
				1%
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 ensure children are receiving physical activity through the day to support mental health through COVID	<p>Additional swimming – EHCP child to access more swimming.</p> <p>Physical breaks after each lesson to support mental health</p> <p>Learning chunks in building up why it is important to exercise and what effects it has –supporting part of new curriculum.</p> <p>Use of learning mentor and Sport apprentice to offer sports as part of lunch provision</p> <p>Golden Mile Program available each break and dinner time</p> <p>Spring 2 and summer clubs up and running</p>	£108	<p>Child was given more opportunity to be able to learn to swim</p> <p>More children understanding the benefits of exercise. Taking it home with them and accessing ‘workouts’ physical activities outside of school</p> <p>Select few children to access this provision depending on bubbles and timings.</p> <p>Children can access this and are. Staff have been incorporating the golden mile for physical breaks</p>	<p>Didn't reach NC expected standard, but then went on to joining a club so they could continue with the success and learn a life skill they made during these swimming opportunities.</p> <p>A positive and effective way to build in developments of two of the learning outcomes from the new curriculum. Giving staff time to build their understanding of the effects and benefits of exercise. etc</p> <p>Children on a rota could access these opportunities so we could help children develop FMS and an enjoyment for physical activity.</p> <p>Children accessing it continuously throughout a school day. Need to look at baselining the impact of</p>

			<p>between learning.</p> <p>Not as many clubs took place due to bubbles and restrictions. Planned out and delivered by teachers and LSAs.</p>	<p>the daily mile – possible fitness assessment beginning and end of year.</p> <p>Clubs went well and were well attended. This will improve next year with less restrictions and bubbles.</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:
				%
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:
Staff to ensure children are doing 2 hours of PE a week and physical activity to support mental health To implement a new bespoke curriculum which meets the needs of our children and follows the school values as a tool	<p>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.</p> <p>All teachers to be delivering 2 sessions of PE a week</p> <p>Release time of CS to organise and prepare staff meeting to introduce the new curriculum</p> <p>Equipment used to support physical activity at a break and dinner and for structure physical activity.</p>		<p>Didn't happen due to timing and staff shortages.</p> <p>Staff were using one hour for PE curriculum and 1 hour of Physical Activity to ensure the children were active enough in their bubbles/ key children</p> <p>Drop in session at the end of the year to see how introducing the new curriculum went</p>	<p>Will look into if it will be available for next year.</p> <p>Monitored PE with u=knowing timetables and dropping into sessions for 5 mins without breaking bubbles</p> <p>More available time to do CPD around the curriculum and drip feed key elements of a PE lesson – once a term</p>


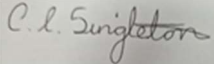
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				45%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate 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>BFC to support in delivering of PE</p> <p>To implement a new bespoke curriculum which meets the needs of our children and follows the school values as a tool</p> <p>To maintain 2 hours of P.E. delivered by all Moor Park teachers and to release staff to be able to develop their knowledge and understanding of P.E. delivery through other sources</p>	<p>BFC Staff to support in the delivery of what we have been covering in CPD sessions</p> <p>CPD sessions in place to support the new curriculum CS</p> <p>Release time for PE lead to write new curriculum and develop professional development support program to implement curriculum in summer 2.</p> <p>HILTAS to work directly with BFC staff to ensure they are delivering high quality PE lessons when they are responsible for the class</p>	£ 8750	<p>BFC staff came in, but not all year, and stayed within bubbles. They supported with the delivery and staff chose targets which were focused on in the lessons.</p> <p>All staff have been supported in planning a unit of work in Summer 2</p> <p>Summer term saw the introduction of the new PE curriculum in the final format of Head Hands Heart. Staff explored some key learning outcomes in a series of lessons.</p> <p>HILTAS felt the time was valuable to them and had a better understanding of what a PE lesson should look and feel like.</p>	<p>From questionnaire, staff were more confident in delivering PE and found BFCCT staff useful to support them.</p> <p>Already, it was noted that children who struggle to access curriculum standards were able to access the PE and it gave them confidence to discuss, participate and reflect on performances. This will be explored and monitored more next year</p> <p>BFCCT had limited time with the HILTAs but they have expressed that it will be very beneficial to them next year if they could have some support around the new curriculum</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:
				8%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know</p> <p>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>
<p>To engage at least 40% of all pupils in extra curricular activities, identifying children's talents to offer them broader experiences through the community and clubs.</p> <p>To engage 15% of non-active population, including SEND children, in extra curricular activities</p> <p>To achieve Kite mark silver</p>	<p>Mini Bus time</p> <p>When planning Out of School Clubs, focus on ensuring each year group has opportunity for clubs each term</p> <p>Ensuring SEND pupils are targeted as part of learning</p> <p>Sports Apprentice, teachers, 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</p>	<p>£1486</p>	<p>This year has been very challenging to maintain a constant extra curriculum program in school due to COVID and the restrictions on bubbles etc. In Spring 2 and summer term, these took place. They reached capacity and children enjoyed despite bubbles etc</p>	<p>.Alot more extra curricular clubs will take place all year round.</p> <p>There was a push on whoever felt comfortable to join in the clubs, participated</p> <p>I didn't enter Moor Park for a kite mark award this year as we didn't take part in the online events etc</p>

	within PE lessons and extra curricular activities			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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 develop leadership roles within School Sports</p> <p>To access competitions on offer from the council and other companies</p>	<p>PALs to get up and running with KS2 children to support KS1</p> <p>Organizing with Blackpool school games what we can participate in and organizing events.</p> <p>Paralympian attend Moor Park to give a motivation speech and deliver some physical activity</p>		<p>Didn't take place</p> <p>Struggled to take part in many events due to COVID</p> <p>A group of children went to Blackburn to take part in a football tournament organized by BFC in Summer 2</p> <p>Paralympian event was cancelled due to bubbles</p>	<p>Will be Up and running for next year</p> <p>Children thoroughly enjoyed the event and give them a good experience of taking part in a competition</p> <p>Will book this in for next year if available</p>

Signed off by	
Head Teacher:	
Date:	20/07/2021
Subject Leader:	
Date:	19/07/2021