



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Commissioned by  
**Department for Education**

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Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:	
<p>Achieved the afPE kitemark with 'Distinction' for the third consecutive time.</p> <p>Worked alongside Panathalon to help shape the virtual games program they rolled out nationally.</p> <p>PCA took part in wide range of virtual competitions ensuring pupils still had the opportunity to compete in Level 2 events despite no face to face competitions being organised. PCA won the KS 2 ten pin bowling and kurling north west virtual Panathlon competitions</p>	<p>To continue monitoring and modifying the PE curriculum to ensure it meets the needs of the current cohorts and their specific SEND.</p> <p>To continue providing the relevant and appropriate staff training around PE to ensure the PESSPA provision across all Key Stages is engaging, relevant and enjoyable.</p>	
Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:	
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	33% of year 6 pupils	
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	33%	
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	62%	

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 – it is used to ensure pupils get 33% longer taught swimming time than before the premium was introduced.

## 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 students today and for the future.

Academic Year: 2020/21				
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:		Evidence and impact:	Sustainability and suggested next steps:
<p>Signed up to the OPAL accreditation course and began looking how this framework could support out lunch time provision, giving pupils more opportunity to high quality play experiences.</p> <p>COVID catch up – ensure activities and the curriculum support pupils wellbeing and mental health.</p> <p>Pupils to be engaged in curriculum and extra curriculum sessions with the activities on offer suitable for the needs of the group</p> <p>Up skill staff across the school giving them the knowledge and skills to</p>	<p>Head of Faculty to have time to develop and review the curriculum provision – ensuring it is appropriate for all pupils.</p> <p>Staff to attend relevant courses and CPD opportunities to increase their knowledge and skill set – via zoom/video conferencing</p> <p>‘Wheels for all’ activities provided to support pupils developing key life skills. E.g. cycling, resilience and determination.</p> <p>PCA beactive challenges to be set during periods of home learning and lockdown (January – March).</p>		<p>Staff confidence and expertise improved as a result of effective CPD around PE.</p> <p>Case study of home learning activities carried out.</p> <p>Pupils across the school still able to take place in virtual competitions in a wide range of sports/activities.</p> <p>Achieved the afPE mark with ‘Distinction’</p>	<p>Continue to monitor and adapt the extra curriculum programme ensuring pupils have access to new activities. These should consolidate and expand upon existing skills and knowledge as well as exposing pupils to new skills.</p> <p>To provide intervention groups/activities to targeted pupils who may have been less active during lock down and have become demotivated around physical activity</p>

<p>deliver activities which will engage the pupils</p> <p>Pupils to develop a range of skills and knowledge through their increase levels of participations.</p> <p>Pupils to develop a positive attitude towards physical activity and school sport.</p> <p>Curriculum to be reviewed and modified to reflect the needs of the pupils ensuring it is engaging, relevant and enjoyable.</p>	<p>Home learning activities set to be relevant and achievable.</p> <p>Staff to undertake moderation activities as a Faculty to ensure continuity and to monitor pupil progress.</p> <p>Interventions to be put in place if pupils fall behind on making expected levels of progress – SSA's to be deployed to work with these pupils</p> <p>Further develop community links especially with Blackpool Community Trust. Increase the number of sessions provided to ensure 'bubbles' can access them.</p> <p>Use the funding to provide 'top up' time during curriculum swimming sessions.</p> <p>During lockdown to ensure pupils are still encouraged to be physically active and set appropriate and achievable PE work during this period.</p>			
<p><b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>		<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>PCA have become the lead school for the Secondary Teacher Training program which is being funded through Sport England. To work collaboratively with 3 other special schools to ensure CPD opportunities are provided to support the delivery of high quality PESSPA.</p> <p>Start our OPAL journey and ensuring the school has in place an OPAL committee for the start of the next academic year (2021-22)</p> <p>Teachers to set challenging targets in line with comparative data of similar needs of pupils nationally using the CASPA tool taking into account the impact of COVID</p> <p>Ensure pupils have access to appropriate levels of competition - allowing them to develop learning traits (e.g. resilience, self esteem etc) which can be used across the curriculum. Achieved through the virtual competitions entered. Using the virtual competitions format.</p> <p>Celebrate the success and achievements of the pupils through newsletters and social media platforms. – increase self esteem and raising aspirations.</p> <p>The 6 School Games values (Passion, Self-Belief, Respect, Honesty, Determination and Teamwork) to be installed in pupils through PE and school sport which will have a positive</p>	<p>Using the CASPA tool pupil's targets are set in comparison to pupils of similar needs nationally</p> <p>Pupil's achievements were regularly shared on social media and the schools newsletter.</p> <p>Working collaboratively with Panathalon we were able to arrange a zoom call with Nathan McGuire – paraolympic athlete for a Q and A session.</p> <p>Produced a case study for Panathalon which was used to analyse the impact of home learning and virtual competitions.</p> <p>Supported Panathalon through the year helping to ensure the virtual competitions set were inclusive and engaging</p>		<p>Achieved the afPE kitemark with Distinction.</p> <p>Were successful in becoming the lead school for the Secondary School PE training program funded by Sport England for the Blackpool Teaching School Alliance.</p>	<p>To work with the schools SLT and SMT teams on ways in which PE can support whole school improvement.</p> <p>To meet annually with the named governor (Mrs Fielder) to discuss the impact of the PE premium money and how we will use it in the future.</p>
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<p>impact on learning across the curriculum.</p> <p>Used as a tool to improve behaviour across the school e.g. rewards day.</p>				
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				:
School focus with clarity on intended impact on pupils:	Actions to achieve:		Evidence and impact:	Sustainability and suggested next steps:
<p>Staff to increase confidence, knowledge and skills of teaching PE resulting in all pupils making expected or above progress in PE.</p> <p>All staff to have the opportunity to identify areas they would like to develop.</p> <p>Subject leader to support staff in the delivery of PE through the sharing of resources and expertise.</p> <p>Students having to isolate or during the second lockdown to be set PE home learning tasks.</p>	<p>All staff involved in the delivery of swimming at Key Stage 2 to undertake pool side training on how they can support the pupils when they are in the water.</p> <p>HofF to lead PE moderation activities across the Faculty.</p> <p>PCA to apply to be the lead school for the Secondary Teacher training program for the Blackpool Teaching Alliance.</p> <p>To audit the expertise and skills within the current staffing structure.</p> <p>Purchase the appropriate equipment enabling staff to deliver the scheme of work and introduce new activities where appropriate to the curriculum.</p>		<p>All pupils to make expected progress or above in relation to their start of year CASPA targets.</p> <p>Staff feel more confident and up skilled when delivering PE sessions.</p> <p>Due to COVID the amount of external CPD available to staff was limited compared to previous years. Ensure any gaps are identified and built into the next years CPD PE program.</p>	<p>Ensure all new staff have the opportunity to identify potential areas of development.</p> <p>Ensure new staff into the school to have the opportunity to observe PE being taught across all age phases.</p> <p>Head of Faculty to be allocated time for learning walks and session observations.</p>



<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>		<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<p>Activities were modified and adapted to allow for COVID guidance to be adhered to. Pupils taught in 'bubbles' throughout the year.</p> <p>Pupils to have access to a range of sports as either a taster session or as a progressive unit of work.</p> <p>To use PE passport as a tool to help shape and structure the PE curriculum across Key Stages 1-3 and support staff in the delivery of high quality PE sessions.</p> <p>Monitor pupil progress throughout the year ensuring they are on track to achieve predicted attainment levels.</p>	<p>To work closely with the SGO for Blackpool ensuring the activities on offer are in line with the School Games programme.</p> <p>To continue to develop links with the Blackpool Community Trust – utilising their range of expertise.</p> <p>To use the local facilities at Stanley Park Sports centre which would allow us to offer a more extensive range of activities e.g. Wheels For All – cycling.</p> <p>To offer a range of extra curricular activities at lunch times and after school in line with COVID guidance including football, multi skills and fitness training.</p>		<p>In line with COVID guidance we still offered extra curricular clubs throughout the year. The emphasis was placed on leading a healthy lifestyle and supporting pupils mental wellbeing.</p> <p>The clubs were well attended and feedback from pupils and parents was positive.</p> <p>The extra curricular program contributed towards pupils being more physically active – 30mins a day in school and an hour in total.</p> <p>Pathways to sports outside of school were encouraged and shared with parents via the newsletter and social media.</p>	<p>Continue to have an open outlook on the range of activities we could offer.</p> <p>To work with the Blackpool Teaching School Alliance to forge new opportunities for our pupils.</p> <p>To offer top up swimming sessions to current year 7 pupils</p>

<b>Key indicator 5: Increased participation in competitive sport</b>				
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:		Evidence and impact:	Sustainability and suggested next steps:
<p>School to continue working with the Lancashire Special Schools PE Association.</p> <p>Engaged with Lancashire Sport, Blackpool PE and Sport Team and Panathlon to ensure pupils have a pathway to compete.</p> <p>Virtual competitions to be used. Young leaders used to help with the delivery of the competitions.</p> <p>Pupils to have access to competitions via virtual events which are engaging and motivating.</p> <p>Pupils to develop the skills and knowledge needed to compete to the appropriate standard.</p>	<p>Pupils to take part in the following virtual competition: ten pin bowling, curling, KS 2 football, KS multi skills, KS 3 and 4 multi skills, KS 3 and 4 athletics.</p> <p>Results to be sent to the appropriate organisers with the results shared with pupils.</p> <p>Results to be shared via social media platforms and school newsletter.</p> <p>Targeted cohorts of pupils to be given the opportunity to compete.</p> <p>Video call/zoom chat with Panathlon ambassadors to inspire pupils to compete.</p>		<p>Result from competitions published.</p> <p>Pupils were motivated in sessions to develop the skills necessary. This could contribute to increased participation levels in the future.</p> <p>Pupils felt proud to represented the school (pupil voice activities).</p> <p>Pupils self esteem and self worth increased as a result of having the opportunity to compete in an environment which was appropriate to their level of need.</p>	<p>Continue to work in partnership with the Blackpool SGO (School Games Organiser).</p> <p>Continue providing pupils with the opportunity to complete in virtual competitions in the future.</p> <p>Continue to develop the relationships with external providers e.g. Panathlon.</p> <p>To use the ITT program to target pupils least active and not previously had the opportunity to compete.</p>