



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Commissioned by  
**Department for Education**

Created by



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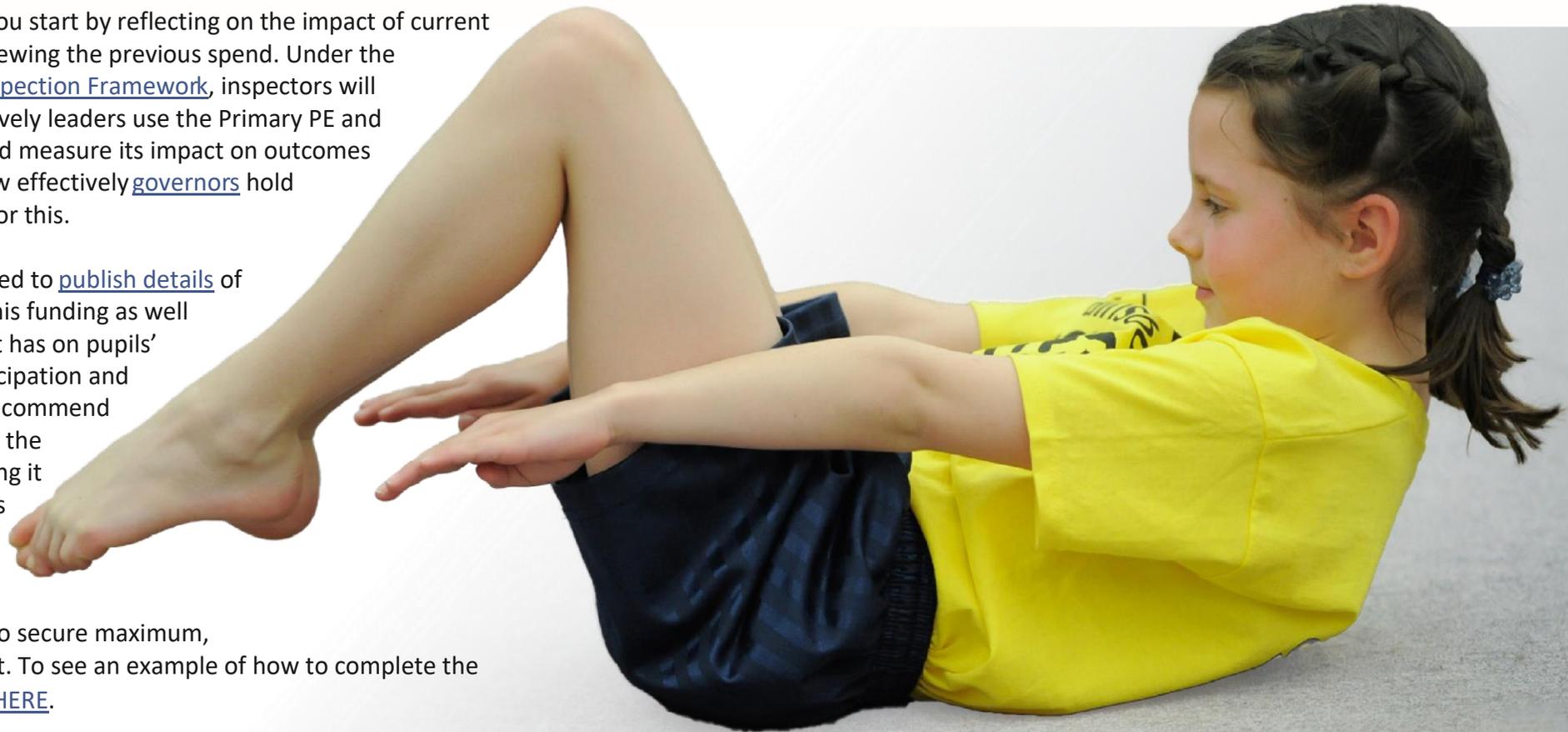
Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- 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](http://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>Re – designed the PE curriculum across the school highlighting golden threads which run through each key stage</p> <p>Used PE as a vehicle to support whole school strategies especially around helping to improve behaviour and attendance.</p> <p>Provided a rich and board range of extra curricular activities which the pupils found engaging and motivating to lead healthy lifestyles</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 how quality sessions and provision is provided across all five Key Stages.</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?	<p>Due to Covid-19 not all year 6 pupils had their full allocation of swimming sessions over the year.</p> <p>26%</p>	
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?	26%	

<p>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?</p>	<p>52%</p>
<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes – it is used to ensure pupils get 33% longer taught swimming time than before the premium was introduced.</p>

## 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: 2019/20				
<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>Increase the range of extra curricular activities on offer across the school year giving more pupils the opportunity to be physically active for at least 30 minutes a day-</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 deliver activities which will engage the pupils</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.</p> <p>Wider range of physical activities to be offered throughout the curriculum and extra curriculum including the 'Wheels for All' cycling programme.</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</p>		<p>Offer a board range of extra curricular activities on offer during the course of the academic year including rock climbing and rebound therapy</p> <p>Increase number of pupils taking part in extracurricular activities.</p> <p>Staff confidence and expertise improved as a result of effective CPD around PE.</p> <p>During lockdown school provided 2 weekly PE challenges to pupils to complete.</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>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 challenging.</p>	<p>levels of progress – SSA’s to be deployed to work with these pupils</p> <p>Further develop community links especially with Blackpool Community Trust.</p> <p>Use the funding to provide ‘top up’ time during curriculum swimming sessions.</p> <p>Lunch time PAL’s used to encourage pupils to be physically active during lunch times as well as developing sport leaders</p> <p>Funding used to hire out local sporting facilities ensuring pupils has access to local facilities and a range of physical activities (including rebound therapy, rock climbing and Stanley park sports hall)</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>We delivered a virtual sports day for all pupils across the school. (Key Stage 1-5)</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>Ensure all pupils in Key Stage 1 and 2 were on target to make expected progress or above in relation to their CASPA targets before lockdown and COVID restrictions</p> <p>Teachers to set challenging targets in line with comparative data of similar needs of pupils nationally using the CASPA tool.</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.</p> <p>Celebrate the success and achievements of the pupils through assemblies, 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 impact on learning across the curriculum.</p> <p>Used as a tool to improve behaviour across the school e.g. rewards day.</p> <p>Continue to gather data to support the schools application for the afPE kitemark and school games mark.</p>	<p>Pupils to take part in a range of Level 2 and 3 competitions including New Aged Kurling, BOCCIA, multi skills and swimming and football (football season not completed due to COVID)</p> <p>Using the CASPA tool pupil's targets are set in comparison to pupils of similar needs nationally</p> <p>Raise aspirations – pupils competed in the north of England and national Penathalon swimming championships in 2019-20 (October 2019. This included competition at the Olympic pool in London.</p> <p>Pupils achievements were regularly shared on social media, in the school newsletter and in assemblies.</p> <p>To use older pupils as role models through introducing leadership opportunities for them.</p>		<p>Maintained its status as a School Games Platinum Mark.</p> <p>The under 12's and 14's and girls football teams were all top of their respected leagues before COVID -19.</p> <p>Swimming team finished third in the National Championships in London.</p> <p>School was awarded the virtual school games award for the work it undertook during lockdown etc to support pupils physical development and health (physically and wellbeing)</p>	<p>Start the process for once again re-applying for the afPE kitemark which is valid for three years at a time.</p> <p>To work with the schools SLT and SMT teams on ways in which PE can support whole school improvement.</p> <p>To ensure the school maintains its School Games Platinum status.</p>
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<p>Once the school re-opened to pupils PE was delivered in a manner to help pupils understand the importance of exercise and how they can adapt to doing it in line with COVID restrictions.</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>Staff to become more confident in delivering OAA sessions. PE staff to observe staff delivering sessions.</p> <p>Staff from across the school to work with external coaches during extra curricular activities to learn from their expertise and develop their own skills</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>Staff to access relevant CPD courses.</p> <p>Head of Faculty to attend CPD event for PE staff across the Teaching School Alliance – cluster meetings.</p> <p>HofF to lead PE moderation activities. Staff to use the information shared on Evisense to compare judgements</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>Due to COVID -19 school was unable to assess the pupils progress against the targets set at the start of the year.</p> <p>Staff surveys show staff have increased levels of confidence in delivering curriculum sessions and after school clubs.</p> <p>During performance management cycle staff are able to identify areas for CPD – this is shared with the HofF for PE.</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>

	Staff to undertake training on how to use the Evisense tool to show pupils work			
<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>To increase the number of pupils taking part in extracurricular activities.</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</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 including football, multi skills, swimming, dance, rock climbing, rebound therapy and health and fitness.</p> <p>To attend a variety of sporting festivals such as the Change for Life activities.</p>		<p>Up to lockdown we had offered pupils extra curricular activities in dance, multi skills, football, rock climbing and rebound therapy.</p> <p>Each club had a high pupil uptake.</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>

Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	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>Increase the range of competitions the pupils have access to.</p> <p>Increase the number of pupils taking part in competitive PE situations.</p> <p>To increase the number of pupils taking part in Level 2, 3 competitive events.</p> <p>All pupils to take part in at least 1 intra school competition throughout the year.</p>	<p>To increase the number and range of Level 2 and 3 competitions the schools enters.</p> <p>For the BTEC students to host a sports festival for Key Stage 2 pupils</p> <p>Continue working in partnership with the Special Schools PE Association.</p> <p>Use sport coaches to help pupils prepare for sporting events.</p> <p>To work alongside the Blackpool PE and Sport team ensuring pupils are fully prepared for upcoming events – to use their sports coaches in the delivery of extracurricular sessions.</p> <p>To develop links with local high schools and other special schools ensuring fixtures can take place throughout the year.</p> <p>Ensure pupils have the transport available in order for them to attend events.</p>		<p>Up to lockdown pupils had taken part in football, multi skills and boccia competitions/ fixtures against other schools.</p>	<p>Continue to work in partnership with the Blackpool SGO (School Games Organiser).</p> <p>Continue to develop links with local sports clubs ensuring pupils have a pathway into community events.</p>