

# 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](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.

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 **31<sup>st</sup> 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:
<ul style="list-style-type: none"> <li>• Key Stage 2 competitions attended: KS2 Central Venue Football, KS2 Sports Hall Athletics, Year 6 Netball Development, Year 3 &amp; 4 Mini Tennis and Year 3 &amp; 4 Sports Hall Athletics.</li> <li>• Change4Life events attended with both Key Stage 1 and Key Stage 2.</li> <li>• South Ribble Sports Development coaches in to deliver numerous after school clubs paid for with the sports funding e.g. cheerleading, dodgeball and archery.</li> <li>• PE coordinator attended annual PE conference.</li> <li>• Play Leaders from Year 5 and 6 trained to use Change4Life bags.</li> <li>• Play Leaders out on the yard at lunchtimes leading games from the Change4Life bags and supervised by the sport specialist teacher.</li> <li>• New equipment purchased to support PE curriculum lessons.</li> <li>• Sport specialist teacher ran afterschool clubs for the least active children from each class.</li> <li>• New PE Passport app purchased including new Lancashire schemes of work.</li> <li>• School sport specialist went on multiple training courses on how to operate and navigate the app.</li> <li>• Head of primary school PE, school sport and outdoor education (Glen Swindlehurst) delivered training to class teachers via Zoom.</li> </ul>	<ul style="list-style-type: none"> <li>• Key Stage 1 only attended one event throughout the year. Key Stage 1 may benefit from next year attending more events.</li> <li>• Across the school we need to ensure that children have the opportunity to participate in a broader range of sports. We will continue next year to provide them opportunity through afterschool clubs delivered by South Ribble Sports Development. The new Lancashire Scheme of work now has an increased range of sports/activities available that can be implemented into the curriculum. This will also provide pupils access to a greater range of sport and physical activities.</li> <li>• 2 hours PE lessons must be taught by every class each week.</li> <li>• Swimming data – we need to look at using the Sports funding for any pupils that have not completed the 25m.</li> <li>• Our current year 5 class have a high percentage of pupils that cannot swim. It would be beneficial to look at the children going swimming at a younger age and perhaps a second time in Year 5.</li> </ul>

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

**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.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £</b>	<b>Date Updated:</b>	
What Key indicator(s) are you going to focus on?				<b>Total Carry Over Funding:</b>
				£
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p><b>NO funding carried over</b></p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Carry over funding allocated:</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p>

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.	96.7%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	51.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	51.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96.7%
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?	No  We had top up swimming lessons scheduled for children in Year 6, who had not achieved national curriculum expectations. However, due to the March 2020 lockdown these were not able to go ahead.

## 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: £		Date Updated:	
<p><b>Key indicator 1:</b> 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:
					%
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 children are to be provided with opportunities and resources that will allow them to have an additional 30 minutes of physical activity each day.	Children will be provided 10-15 minutes to be physically active at lunch through the Play Leader games. They will then have 15-20 minutes in the afternoon to be physically active where they can do the Daily Mile, PE with Joe/Go Noodle/Yoga, or provided equipment to focus on their FMS. In cases where children are learning remotely, the teacher will provide 30 minutes worth of resources each day for children to use at home. Each class will be provided with a chart to record their minutes each day. They will have a weekly target that will be monitored by PE staff and at the end of each term, if the class have hit their target they will receive a medal/trophy/certificate to display (Autumn=Bronze,	Mr McCormick will be used on a lunchtime to supervise play leaders and lead active games. Covered within Mr McCormick (P.E specialist teacher wage)			

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<p>Least active pupils in each class are to be given extra help to achieve 30 minutes of physical activity a day.</p>	<p>Spring=Silver, Summer=Gold). This is a way of rewarding the class and promoting positive attitudes towards physical activity.</p> <p>The least active children from each class will be invited to be a part of the Fun Fitness club where they will take part in activities and workshops that promote positive attitudes to physical activity. A list of names will be provided to lunchtime staff so that they are able to encourage children to be active and join in with Play Leader games. The PE/Sport specialist will also run active games each lunch and will encourage the least active children to join in with these.</p>	<p>Mr McCormick will lead a club for the least active pupils. (P.E specialist teacher wage)</p>		
<p>All children will be given opportunities to surpass the recommended 30 minutes of physical activity a day.</p>	<p>South Ribble afterschool sports clubs will be made available to all children in the school. The PE/Sport Specialist will also run afterschool sport clubs and take sport teams to a range of events. As a school we will provide children with links to holiday clubs where they will have the opportunity to be active while not at school. In the future we hope to take the Year 3 class to have a set of taster swimming lessons for water confidence and familiarisation, as a number of pupils reach Year 5 having never</p>	<p>South Ribble coaches £2175</p>		

	been swimming.			
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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:
Make delivering and assessing PE lessons easier by introducing staff to PE Passport.	PE Subject Leader and PE/Sport Specialist will lead a staff meeting that will explain how to use the PE Passport app, including planning, assessing and providing evidence. The meeting will also go through and explain the curriculum map, explaining why certain units have been chosen and explaining the new character values. How to differentiate lessons and core tasks will also be covered along with how to work through the progressions provided.	P.E passport subscription level 3 £285		
Embed physical activity into each school day through active lessons.	We will lead an in-house CPD staff meeting where Subject Leader and PE/Sport Specialist will explain how lessons such as; listening grammar, mental maths, science can be made more active. They will also be provided access to equipment that will allow them to make lesson more active. The teaches will be asked for photos and videos of their	Led by P.E subject leader and P.E specialist teacher. (P.E specialist teacher wage)		



	active lessons that can be logged onto the pupils PE Passports			
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	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:
Understand the current confidence levels and subject knowledge of all staff within the school.	Staff will be provided a questionnaire regarding the delivery of PE. The questionnaire will ask: <ul style="list-style-type: none"> <li>- What their current knowledge is of the subject.</li> <li>- How confident they are in delivering PE lessons</li> <li>- How confident they are in making their lessons more active.</li> <li>- Their understanding of how PE differs to physical activity.</li> <li>- The areas they are most confident with and why.</li> <li>- If they require or would like any training.</li> </ul>	Led by P.E subject leader and P.E specialist teacher. (P.E specialist teacher wage)		
Provide staff with plans for a range of PE units and sports.	The staff will be introduced to the PE Passport app that has the newest PE scheme of work. Here they can find lesson plans that cover a range of topics and sports for each year	P.E passport subscription level 3 £285		

	group. Staff will be provided in-house training on how to operate and use the app, which includes videos for demonstrations.			
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**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:
Introduce a new range of sports and physical activities to the curriculum to encourage more pupils to take up sport and physical activity out of school.	We have decided to provisionally add the new target games units and health and fitness units into the curriculum going forward. South Ribble will continue to come in and deliver afterschool clubs in activities that we do not teach as part of the curriculum such as; cheerleading, tri-golf, archery, volleyball, fencing and non-contact boxing. As a school we will continue to take part in the Dance from the Heart Road Show. Classes will also do yoga sessions as part of their active 30 minutes a day.	P.E passport subscription level 3 £285  South Ribble sports coaches £2175		

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:
As a school we want to provide children the opportunity to take part in a variety of competitive sports.	As a school we will try to organise, coordinate and enter more sport tournaments. This will be events that are local, including those ran by South Ribble Sports Development. We will also begin to organise friendlies with other local schools in a variety of sports such as football, netball and tag-rugby. So that pupils are able to compete to a high standard, we will provide where possible training sessions will be put on afterschool for the children representing the school. This will allow them to develop a greater understanding of the rules of the game and refine their skills from PE lessons. The school will continue to take part in the virtual sports events hosted by South Ribble Sports Development and actively encourage pupils to take part in the School Games.	SGO sports partnership £1000		

Signed off by	
Head Teacher:	Mike Mitchell
Date:	March 2021
Subject Leader:	Anna Thomson
Date:	March 2021
Governor:	Carol Stunell
Date:	March 2021