

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](#) 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>Physical Education - Curriculum Development.</p> <ul style="list-style-type: none"> All staff are using the 'PE Passport APP' and are confident in delivering the Lancashire PE scheme of work for their year group. Staff are becoming more familiar with using the APP to assess pupils Staff becoming more confident in delivering the PE curriculum. All teachers set PE and sport activities during lockdown with a high proportion of children across all ages completing the tasks. New orienteering resources have improved quality of teaching in outdoor adventures as well as making many cross-curricular links. All children in Year 5 have completed the Bikeability cycling programme. Born2move programme introduced to increase physical activity through dance, martial arts and yoga. <p>School Sport – Competition</p> <ul style="list-style-type: none"> All classes have introduced competition into their PE lessons as part of the core task – we have focused on intra-class due to COVID regulations. In July we plan to have an inter-class sports day including a mixed class carousel and individual class races. Year 6 have taken part in a national online orienteering competition through the resources we have bought this year. <p>Health</p> <ul style="list-style-type: none"> All classes are accessing the school running track on a regular basis. All pupils and staff improving their fitness levels by participating in the daily mile. 	<p>Physical Education - Curriculum Development.</p> <ul style="list-style-type: none"> More focus on assessment – teachers to use each core task as an assessment activity and to grade the children as either: Bronze, Silver, Gold or Platinum using the PE APP PE coordinator to complete regular monitoring of PE and support class teachers with using the APP to carry out assessments. Specialist PE teacher to be brought into school to cover teacher PPA sessions. Due to time lost during COVID additional time and funds will be spent on closing the gap in swimming. Continue to implement the new orienteering resources in school both in PE and cross-curricular opportunities. <p>School Sport – Competition</p> <ul style="list-style-type: none"> Post-COVID enter more inter-school competitions and leagues in a variety of sports. Provide more opportunities for more children to enter more competitions. <p>Health</p> <ul style="list-style-type: none"> Continue to promote the daily mile in all classes for all children and staff.

- Change4Life programme throughout Key Stage 2 leading to higher participation at club level and improved confidence in PE lessons.
- A focussed health week will include a lessons on healthy eating and keeping our bodies healthy i.e. learning about the impacts of smoking.
- All classes will complete a 'Mountain Run' travelling the height of a different mountain across health week.
- Working with 'Inspire – Youth Zone' to support children's mental health and wellbeing on the return to school post lockdown.

Leadership

- Sports Leaders are ambassadors for sport in school
- Pupils in Year 5 have undertaken PALS training, however, due to COVID restrictions have had limited opportunity to practise these skills.
- Further focus has been moved into older children leading learning in their classes and children who are unable to physically take part in PE lessons having a leadership role i.e. – keeping scores, making observations about skills and techniques.

Gifted and Talented

- 3 pupils were identified as being in the top percentile in PE by Chorley SSP with data being passed onto relevant high schools.
- Tracking now in place for monitoring pupil progress in PE using the PE APP.

Inclusion

- All PE lessons are fully inclusive and accessible to all pupils at an appropriate level, resources are adapted or support differentiated dependent on needs.

- Change4Life clubs to be better tailored to target 'inactive' pupils and used as an intervention programme to promote sport, health and fitness – using the skills baseline assessments from Chorley SSP to identify pupils.
- Complete further assessment termly to ensure the correct pupils are accessing Change4Life and the progress made by all children.
- When clubs return Post-COVID introduce other aspects of the Change4life programme such as healthy eating to these children and FSM children.
- Employing strategies of the 'Commando Joe' programme which focuses on mental health and wellbeing of both staff and children as well as developing coping strategies and resilience.

Leadership

- Post-COVID reintroduce PALS and playground leaders in Key Stage1.
- Pupils being given the opportunity to carry out scoring in all competitions as well as having an active role in scoring during PE lessons (including those pupils who for whatever reason are not actively participating in a PE lesson)
- Continue to look for opportunities for Sports Leaders to promote sport activities in school.
- Implement the leadership skills of the 'Commando Joe' programme across all year groups.

Gifted and Talented

- Continue to update and evaluate the school 'Gifted & Talented' register
- Develop (with the support of parents) a list of local sports clubs with recommendations to put on the school website and to direct parents and children towards.

Inclusion

- Where possible ensure attendance at inclusion sports festivals.
- Possible CPD opportunities for encouraging and supporting inclusion in PE – possible links with local Special Schools.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?
YES/NO

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 2020.	91%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%
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/ No

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan University

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: 15.06.21	
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:
					67.05%
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?:	
Through targeting pupils who are not working at each year group's age-related expectation as well as our least active children through Change4Life we aim to improve all fundamental movement skills.	Mr Slater to work with children from every age group who are identified as working below age-related expectations.		£7,500	All children identified have improved in fundamental movement skills and physical fitness.	
The Commando Joe programme looks to increase physical activity in children through a variety of fun and engaging activities.	A full day with Commando Joe working with each class to inspire future work		£3,500	Children having a positive attitude towards physical activity, trying new activities and being more resilient.	
Born2Move programme introduces fitness activities of different lengths.	Programme being used to supplement PE lessons/ increase physical activity across school.		£400	Children have improved cardio fitness, better coordination and flexibility.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					3.35%
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:
A whole school health week will take place in the summer term to raise the profile in sport, fitness and wellbeing across all age groups.	A full timetable for all age groups including the introduction of new sports and experiences.	£300	All children to have fun! Having a positive experience trying a range of sports and physical activities to improve pupil and staff wellbeing. More children having more experiences of different sports and possible long-term impact of them taking their interest in the sport further.	Building partnerships with different sporting clubs may lead to working with them in the future, setting up afterschool clubs or taster days. Look to introduce new sports into the curriculum next year.
End of Key Stage 1 assessment, Key Stage 2 baseline and Gifted and Talented assessment carried out by Chorley SSP.	A clear assessment identifies target children for Change4Life and Gifted and Talented Pupils	£270	Targeted children for support are identified.	We are able to track pupil progress and identify strengths across the school, see areas for improvement as well as areas of success.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11.17%
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 improve outdoor adventures PE lessons across school, with the children showing and improvement in teamwork, map reading and coordinaton.	All staff to attend training to implement the new orienteering resources purchased.	£1899	Teachers more confident in delivering outdoor adventures lessons. Children improving their orienteering skills and adapting them to different situations.	Make links and develop ideas for implementing orienteering in different subjects in the curriculum.
To improve how PE is assessed across school.	Staff meetings and training to support teachers in using the PE passport APP.	£0	More accurate assessment taking place and Gifted and Talented pupils are identified.	Further support provided when needed and look to track pupils across age groups, identifying gaps in learning.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				29.65%
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:
Additional achievements: Introduction of new sports Kin-Ball and Handball during Health Week.	Children in all year groups to be introduced new sports and learn new skills.	£150	Children have opportunities to try sports they haven't previously tried.	Make links with sports coaches to find ways to include these sports into our curriculum and afterschool clubs.
Building a partnership with 'Inspire Youth Zone' supporting children's mental health and wellbeing when returning to school post-lockdown.	Each year group to have one full day working with 'Inspire' over the summer term. In addition 'at risk'	£4,725	A raise in children's self-confidence, reduction in anxiety and overall a positive impact on children's	An on-going partnership with 'Inspire' has developed looking for opportunities to work

<p>Children to improve in cycling ability and safety as well as showing a knowledge of road safety.</p>	<p>children are identified and receive further support.</p> <p>EYFS children to complete the balance bike programme and Year 5 complete Bikeability with Chorley SSP</p>	<p>£170</p>	<p>wellbeing.</p> <p>All children able to ride a bike by the end of Year 5. All children to have an awareness of road safety.</p>	<p>together in the future.</p> <p>Children able to complete mountain biking activity at Hothersall Lodge. Children prepared for riding to and from school safely.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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 classes to introduce competition into their PE lessons.	Core tasks in PE units to be used as intra-class competitions. All children having the equal opportunity to compete as well as children being used to lead and referee the games.	0	All children having the opportunity to compete at a class level. Children are more confident in competitive situations. Children also gain a better understanding of rules and fairness through taking the role as a referee.	Children to transfer these skills and have more confidence when competing against other schools in the future.
Taking part in virtual competitions both during and post lockdown	Virtual competitions set as activities via Seesaw for home learning during lockdown. Interschool competitions e.g. orienteering entered post lockdown	0	Children have the opportunity to take part in competitions against other schools in new sports and creative tasks.	Children can bring skills they have learned in new sports into their future learning.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	G Mair
Date:	15.06.21
Governor:	
Date:	