

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The Education Inspection Framework 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 Ofsted inspectors consider: **Intent** - Curriculum design, coverage and appropriateness Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment **Impact** - Attainment and progress

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 make additional and sustainable improvementsto the quality of Physical Education, School (PESSPA) they Sport and Physical Activity 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
- The Primary PE and sport premium should not be used to fund capital spend projects: the school's budget should fund these.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5kevindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. Df Een courages 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, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. All funding must be spent by 31st July 2022.

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**.















Details with regard to funding Please complete the table below.

Total amount carried over from 2019/20	£9,523
Total amount allocated for 2020/21	£17,855
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4,477
Total amount allocated for 2021/22	£17,855
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,332

Swimming Data

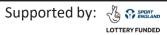
Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	43%
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. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	43%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	<mark>Yes</mark> /No













Action Plan and Budget Tracking

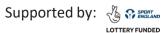
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: Date Updated:]
Key indicator 1: The engagement of primary school pupils undertake at I	Percentage of total allocation: 33.5%			
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 encourage more children to become more active. To be more active at playtimes.	Change4Life club tailored to target 'inactive' pupils and those identified as not reaching age-related expectations.	£7,335	Assessment of pupils in PE lessons shows improvement in FMS and fitness.	Continue to fund the Change4Life programme. Continue to refine selection
To improve overall pupil health and fitness.	Change4Life club to promote sport, health and fitness across Key Stage 2. Daily Mile for all pupils on school running track. PALS training for Year 5 pupils.	£150	Termly timings for Change4Life pupils taken on school running track – all pupils have achieved better times since starting the programme. Observations of pupils on the playground and in lessons show pupils are more active for longer periods. More pupils engaged in regular physical activity and show an improved attitude towards sport and physical activity.	process for children directed towards the Change4Life programme. Refine assessment of pupils taking part in Change4Life clubs. Train the next Year 5 cohort in PALS. Work with lunchtime supervisors to enable and













Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole scl	nool improvement	Percentage of total allocation:
				0.2%
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:
Pupil achievements in inter-school and intra-school competitions are celebrated.	Promote sporting success through the school website, newsletters and Twitter.	£0	Parents and pupils respond positively to whole school sporting achievements.	Continue to positively promote school sport. Continue to encourage pupils
Pupil achievements in PE lessons are shared with parents.	Sports achievements are displayed on the PE board and in the trophy cabinet.		An increase in pupils sharing sporting achievements completed at home and in after-	to share their sporting achievements from home.
Improved pupil voice	Record evidence of pupil achievements in PE lessons through the PE Passport App and Seesaw. PE Ambassadors voted for by their peers to act as pupil voice to staff and on the School Council.		school clubs. Evidence is recorded by staff on Seesaw and PE Passport App. PE Ambassadors attended training with fellow ambassadors	Encourage PE Ambassadors to take a more active role – attend more events (even when not competing), support other children, write match reports and support staff in training children for events.
	Ambassadors to attend Bronze level training.	£50	from local schools and brought back ideas to share and implement in school. PE Ambassadors have attended sports competitions in a coaching role.	

(ey indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			26.8%
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:
Improve subject knowledge and upskill teachers. Implement support in improving teaching of PE in Key Stage One. Use of a specialist coach to deliver Afterschool clubs to model good practise in each year group. To raise confidence and knowledge in delivery of the PE curriculum.	Specialist coach to deliver termly	£800	a new sport discovered at the Lancashire Health Conference. Specialist coach has delivered high quality PE lessons in Key Stage 1, improving FMS.	identify training needs. Continue to use a specialist
	afterschool sports clubs for each year group across the year. Membership/ Partnership with Lancashire County Council PE	£450	Teaching staff have gained new activity ideas based on observations from the high quality after school clubs.	coach to deliver high quality PE lessons.
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation: 22.7%
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:











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Additional achievements:				
Introduction of Quidditch to the PE curriculum.	Potter launch day to introduce	1	Forest School, focussing on	Return to having a wider range of extra-curricular clubs
Development of Forest School.	Quidditch to our PE curriculum.		resilience and teamwork.	available for all pupils.
Develop school games values of Trust, Resilience and Team Work.	All classes to take part in regular Forest School activities.		developed teamwork and	Monitor pupils' interests and look into local clubs and
Use the school languages/ culture week to promote an understanding of different cultures.	Year 6 pupils to attend a 5 day residential trip to Hothersall Lodge		resilience skills as well as taking part in a range of activities such as canoeing, climbing and	
Identify and track pupils in PE,	to complete OAA activities.		orienteering.	Look at other residential trips and opportunities for pupils.
including those who are 'Gifted and Talented'.	A week-long culture festival involving all year groups was		All children learned more about the Commonwealth and the	Continue to look for
Improve school swimming.	celebrated on a theme of the Commonwealth Games.		games. Visitors from China introduced the children to new activities and games.	opportunities to share cultural learning and engage with our local community.
Children to improve in cycling ability and safety as well as showing a knowledge of road safety.	1 for Year 4 and Balance Bike	£210	We took part in a baton relay with	Continue to support cycling,
knowledge of road safety.	Training for EYFS.		local schools sharing our wishes for the Commonwealth.	encourage more pupils to cycle to school and educate in road
	SSP to complete Year 2 and Key Stage 2 FMS and 'Gifted and	£350	Increased cycling confidence in Y5,	safety.
	Talented' assessments.		Y4 and EYFS. More pupils cycling to school.	
	Extra swimming lessons for pupils who missed out due to COVID-19	£2,730	'Gifted and Talented' pupils	
	restrictions.		identified and directed towards specialist clubs to support development.	
			Higher proportion of pupils meeting the end of Key Stage 2 expectations in swimming.	
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YOUTH SPORT TRUST Supported by:

SPORT ENGLAND

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Physical Active Partnerships

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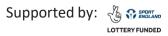
Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				3.6%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure 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:
Ensure pupils are given the chance to compete in both inter and intra school competitions.	Staff meetings about intra-school competitions. Whole school competitions i.e.	£0	Staff are implementing some competitions in PE lessons. Pupils are using more competitive	Monitor and encourage the use of intra-level competitions as a way to identify pupils for inter-school competitions.
Promote more intra-school competitions within all year groups through core tasks and Level 1 games. Ensure that less able pupils are given	sports days.		language in describing and evaluating their own achievements and are driven to achieve their best.	Continue to use the PE Passport App to record pupil participation in competitions.
the chance to take part in competition. Sports clubs specifically directed at	Use the PE Passport App to track pupil involvement in competitions.		A mix of identifying strongest pupils for competitions and open for all for skills festivals.	Continue to focus on encouraging more girls to enter competitions through girls only clubs/training.
girls to increase participation in competitions.	Enter CSSP delivered Level 1 competitions for whole classes.	£800	More pupils taking part in a range of inter-school competitions across the year.	giris omy classy training.
	Take part in CSSP delivered skills festivals. Re-introduce girls' football training			
	and enter the girls' football league.			

Signed off by: Mr Darren Darbyshire

Head Teacher:











Date:	
Subject Leader:	G Mair
Date:	01/07/22
Governor:	Kevin Slater
Date:	14/07/22











