

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



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:

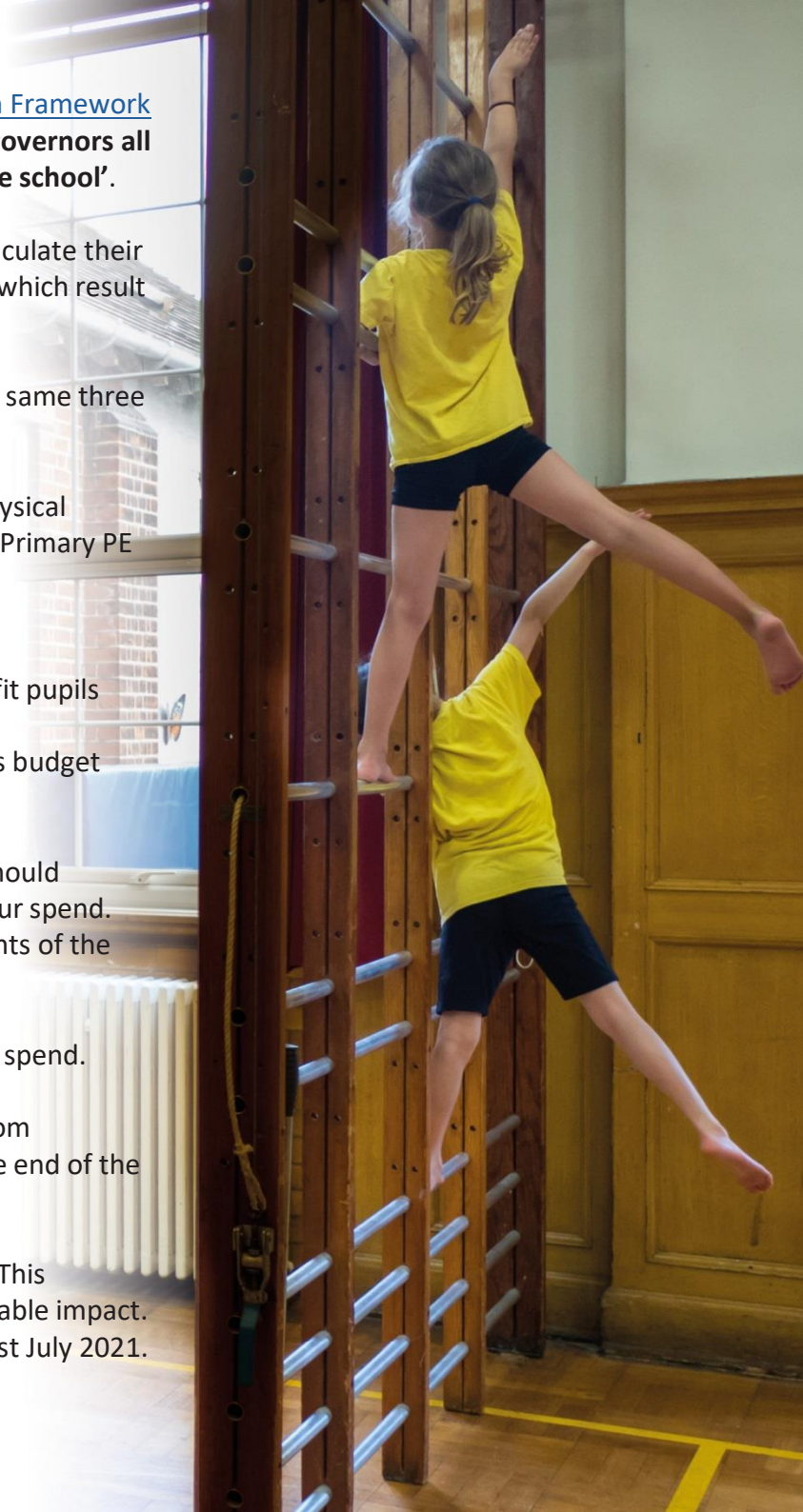
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, 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.

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>- All Key Stage 2 children have 1 swimming lesson at an external venue or in the school's hydrotherapy pool. These sessions are delivered by a specialist swimming teacher. Tor View have also employed a swimming support assistant. This allows more learners to access swimming each week</li> <li>- All pupils are working on a recognised swimming programme</li> <li>- All pupils at Tor View have access to sport and play equipment during break and lunch times to further develop their gross motor skills and increase active hours</li> <li>- All pupils have access to bikes (standard and adaptive). School maintain the upkeep, however on occasions, some bikes have required specialist parts which is paid for within the sports premium budget</li> <li>- Structured playground equipment is regularly risk assessed by an external company and maintenance work is carried out</li> <li>- Key stage 1 yard has been extended and additional equipment is planned to be purchased</li> <li>- Due to COVID, class teachers have been delivering PE lessons, however support from the specialist teacher has been available</li> <li>- Tor View pupils have access to the Rossendale School Sports Partnership competitions. Pupils will be able to represent the school at inclusive events and at the Lancashire Youth Games once they commence</li> </ul>	<ul style="list-style-type: none"> <li>To increase the range of pupils involved in competitive sport once measures have been relaxed</li> <li>New playground equipment (large frame) needs to be purchased</li> <li>Opportunities for staff professional development and fitness</li> <li>Further develop pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers</li> <li>To investigate external coaches to deliver PE and sport to individual classes</li> <li>To investigate 'Get Set 4 PE' app to support the delivery of lessons</li> </ul>

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

Delete as applicable

**Total amount carried forward from 2019/2020     £ 0**

**+ Total amount for this academic year 2020/2021   £16,710**

**= Total to be spent by 31st July 2021   £16,710**

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p><b>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.</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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. Please see note above.</p>	67%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	50%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	67%
<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 - £3460</p> <p>All key stage 2 primary pupils have a weekly 30min swimming lesson either in the hydro pool or at the local swimming bath. School employ a specialist swimming teacher and assistant</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 pupils today and for the future.

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £16,710	<b>Date Updated:</b> June 2022		
<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				Total money spent - Key indicator 1 £8000
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 pupils have access to inclusive sports / play equipment at break and lunch times . This equates to over 30 active minutes per day	Support staff encourage all learners at this time to participate in physical activity either structured or unstructured	Maintenance work carried out on current equipment £2000	All equipment is in a usable and safe state. Pupils Pupils have been observed enjoying the different play equipment during break and lunch time.	To have the equipment regularly checked and risk assessed. New play equipment to be purchased if required
Development of physical activity across the school day	New extension of the EYFS department to encourage and develop further physical activity in the outdoor area.	£5000 used from SSP Total costs of the extension £11000	More children can access the yard at once . Due to the additional space, it is much safer for the learners	To review equipment on the yard Get quotes for new larger structured play equipment
Bike adaptations, maintenance and repairs	To ensure bikes are safe at all times and repairs are undertaken in a timely manner. To enable tricycles to be adapted so staff can support pupils with control of the tricycles.	£1000	There will be a suitable bike for all our learners	Bikes have kept in sound condition but further services will be carried out in 22 / 23.


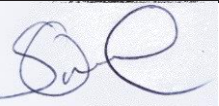

Afterschool care provision to have an element of PE and Sport - when this restarts (COVID)	Review of the activities, giving the pupils a voice and asking what sports / activities they would prefer		Increase the number of pupils attending afterschool club provision	To continue to review the program on offer so it compliments all learners
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Total money spent - Key indicator 2 £2000
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:
Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies	Achievements celebrated in Assembly  Development of a sporting achievements medals, certificates and photographs.	£500	Profile raised for School sports	To have a young sports person of the week identified each week. This can be shared on social media
Interventions to be available for all those pupils who are not making expected targets. Specialist PE support to be available for all teachers  Organised active themed weeks such as healthy lifestyle week. Pupils to access sporting events such a dance a-thon in aid of Red Nose Day	Class teacher / subject lead to ensure that these pupils are closely monitored and small steps are in place to support the pupil  School to organise whole school sporting events and purchase prizes and make certificates	Specialist teacher ¼ of a day  £1500	More pupils making expected / above expected progress in PE  Whole school engagement, raising the profile for sport and physical development	On-going support throughout the year. Interventions to be readily available when required  To schedule major events within the school calendar. To be aware of initiatives to become involved in.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Total money spent - Key indicator 3
				£2000
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Staff training	Re- launch Gross Motor-Skills checklist to all teachers - staff training, continue to develop knowledge	Specialist teacher ¼ day- £1500	Staff to use the Gross Motor skills checklist be use as a targeting setting tool and show progression over time	To observe usage of the gross motor skills
PE observations of other staff delivering PE to of support and moderate quality of teaching and learning	Time allocated through the Detailed Planning Sheet	£500	Observations carried out and placed in the subject leader file. RAG rated on the DPS.	Staff to feel confident in the delivery of lessons and continuous support readily available
Staff to attended relevant courses to upskill their knowledge	To attended relevant courses		Staff to become more confident in the delivery of sport and physical development	PE teacher to sign post staff to appropriate training. To investigate external coaches to attend school to support lessons
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Total money spent - Key indicator 4
				£500
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:

<p>Additional achievements:</p> <p>All pupils to experience of a range of sports and activities, purchase of new equipment</p>	<p>To ask pupils what sports they would like to see within PE lessons</p>	<p>£500</p>	<p>At pupil council, pupils had opportunity to share their ideas. Lessons topics adapted</p>	<p>To review the curriculum, offer and have as an agenda item each term</p>
<p>When COVID measures relax, allow external coaches to come in school to deliver more varied curriculum 'different' sports</p>	<p>Free Coaches from S S P offer Local government / charity funded activities eg – Go Velo - cycling</p>		<p>Pupils to experience a greater range of activities</p>	<p>PE lead to be aware of local opportunities - This has not happened this year and will continue to 22-23 academic year</p>



Key indicator 5: Increased participation in competitive sport				Total money spent - Key indicator 5
				£750
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 greater range of pupils accessing competitions	To take part in the Rossendale School Sport Partnership events (virtual due to covid) Special School Sporting Association events and Youth Games competitions.	£750 (fuel and teacher release)	log to be completed of the children who have attended sporting completions. Due to COVID pupils have not been able to engage in organised competitions out of school, only virtual	To plan / attend events and place on the school calendar.

Signed off by	
Head Teacher:	
Date:	10/06/2022
Subject Leader:	
Date:	10/06/2022
Governor:	
Date:	10/06/2022