

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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SPORT
TRUST



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 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](https://www.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. **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	£1,570
Total amount allocated for 2020/21	£17,570
How much (if any) do you intend to carry over from this total fund into 2021/22?	£12,168
Total amount allocated for 2021/22	£28,168
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£33,375

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? 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	Year 6 – 73%
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	Year 6 - 42.3%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Year 6 – 65.3%
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?	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: 2021/22		Total fund allocated: £33,375		Date Updated: 28 th July 2022				
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:		
						89%		
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 promote active playground and focused sport activities around school.		Provide a designated sports area linked to the MUGA for pupils to participate in a range of physical activities, linked to sport specific skills.		£ 29,625.58		Pupils know they have the right and an equal opportunity to engage in physical activity at break time and lunchtimes. Pupils feel safe in the designated sports environment and are motivated to engage in daily physical activities including, cricket, tennis, football (Let Girls Play program) and multi skills. The area has also been used as part of the daily active mile initiative implemented the previous year.		Develop a programme of activities (with a sports coach) at break times and lunch times to provide high quality supervised activities. Develop an ethos in pupils to take ownership of their physical activity for years to come, set physical challenges and respect the equipment and others around them.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement						Percentage of total allocation:		
						4.6%		
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:
To use a sports coach to help increase the pupils engagement and involvement in PE.	Weekly, Pastoral and Inclusive PE continue to be a huge success in engaging targeted and reluctant pupils to take part in a PE lesson effectively. A delivery of the Lets Girls Play program show girls interest in PE increase and they has the opportunity to take part in an inter house competition and establish links with the local clubs (Accrington Stanley). PE assessments and records show high levels of engagement in PE across all year groups and pupils are making good progress.	£1562.60	School sports wall display shows the achievements of the pupils throughout the year, it also motivates others into wanting to take part in PE and School sport. Reluctant pupils have built a good relationship with the school sports coach and will get changed for PE and show a can do attitude into wanting to try sport specific skills. The pupils are confident to voice when they are nervous and need more support and encouragement.	Identify reluctant pupils in the new cohort. Support pupils with additional needs in a small group PE lesson. Give the girls in school questionnaires on what school sports they would most like to take part in.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

2.1%

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:
Continue to increase confidence of all staff delivering PE.	L.Ferguson to monitor staff confidence in delivering PE, as this is only two teachers (one main PE teacher) LF keeps all school staff updated on the curriculum. The PE teachers share formative assessments of the pupils half termly. On a weekly basis PE teachers will discuss any pupils		All PE lessons follow the PE Passport app (Lancashire scheme of work). The subject lead monitors that lessons follow the sequence of progression. The subject leader regularly meets the PE teacher to ensure assessments are up to date and accurate. The PE teacher uses photos and videos to	Share PE progression floor books with staff along with assessment trackers on TEAMS

Use activity programs and specialist knowledge to build staff confidence	reluctant to engage or any pupils who have shown to be more able in activity, with the class teachers. PE teachers use the PE passport app for the scheme of work however have found it more useful to share assessments via TEAMS. Accrington Stanley have worked with different year groups to deliver different activity programs to benefit the children but to also increase staff knowledge and skills in PE	£721	show evidence of pupil and year group progress. Resilience and self esteem program delivered by Acc Stanley saw pupils engage in confidence building activities and resources were discussed and left for the teachers to use in the future. Healthy Eating and Lifestyles program delivered saw the Year 5 pupils and class teacher take part in weekly sessions classroom and playground based challenges to build confidence in taking part in physical activity.	Send out staff confidence questionnaire. Develop a programme for the PESSPA team to model, team teach and observe next year. Involve more staff in the planning and involvement of inter-school competitions.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1.09%
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:

Provide equipment for pupils to take part in alternative sports and physical activities.	We asked a group of year 5 and year 6 pupils what equipment they would like to see at playtimes. They requested for games such as Swingball, refilling the play buckets with different types of balls, elastics and a play set of 'Kerby'	£336	During play times and lunch times pupils are engaged in Physical activity with friends. Pupils are given the opportunity to play games they would not play at home or out of school due to space restrictions or not having peers to engage with.	Provide more opportunities across a variety of sports and broaden pupils experiences out of school.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.3%
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:
Children to participate in intra- and inter school competitions.	Buy in to the school sport partnership and attend competitions. Provide Bikeability for Year 6 and Tots on Tyres for EYFS.	£1100	Children have participated in a variety of intra and inter competitions and fun festivals throughout the year and across a variety of age groups. Pupils look forward to competitive sport and take pride in representing the school.	Continue to buy into school sport partnership. Develop an intra-school programme.

Signed off by	
Head Teacher:	Sara Clarkson
Date:	
Subject Leader:	Lily Ferguson
Date:	28.7.2022
Governor:	
Date:	