

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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.

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.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
Engagement of all pupils in regular physical activity - All pupils engage in regular 30 minute physical activity a day. This consists of active play times with a variety of opportunities to take part in games and set personal challenges. - We introduced the Daily Active initiative across the school . Profile of PE and sport is raised across the school as a tool for whole- school improvement - PE assessments and records show high levels of engagement in PE across all year groups and pupils are making good progress. - 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. - Use of Lancashire School Sport resources to engage pupils in PE at home during Covid 19 closure. Increased confidence, knowledge and skills of all staff in teaching PE and Sport - PE subject leader and staff responsible for teaching PE attended Lancashire School Sports scheme of work course 2020. This was attended Feb 2021. - Staff allocated iPads to implement the scheme of work and make assessments using the app. - Subject Leader attended daily activity online course offered by Primary Steps. - School continue to be supported by Hyndburn School Sports Partnership in delivering opportunities for pupils and staff development. Broader experience of a range of sports and activities offered to all pupils - Maintained strong links with outside agencies (Accrington Stanley Community Trust, Tots on Tyres Hyndburn Up and Active, Lancashire Cricket Development). The support and delivery of the sports these agencies can provide has been affected by Covid 19 however we have continued to be supported remotely and maintained strong communication links. We look forward to having these agencies back in school with us soon. - We have bought new Sport equipment to broaden children's experiences in school. This includes croquet, balance bikes, bikes and play buckets. - Delivery of Tots on Tyres and Push to Pedal program led by staff member as we were unable to access the external agency usually used to deliver the program. Increased Participation in competitive sport - Taking part in external (inter) competitive sports could not take place due to Covid 19.	Engagement of all pupils in regular physical activity - Continue to ensure there is still opportunity for pupils to take part in at least 30minutes of physical activity take place in school to contribute to the daily 60minutes. - Use pupil feedback/ input on how they would like to see daily physical activity improve in school. Profile of PE and sport is raised across the school as a tool for whole- school improvement - Following the 'closure' of schools during Covid 19 pandemic our initiatives in how to raise the profile of PE in school were affected. Sports Crew wish to invite an inspiring sports person into school to be a motivator in engaging pupils in PE, School sport and being active daily. We look to do this soon in the future. Increased confidence, knowledge and skills of all staff in teaching PE and Sport - Monitor the impact of the new scheme of work and report to teaching staff in a staff meeting. - Look to deliver staff training with a focus of physical activity that promotes pupil health and mental well-being for example simple games in which pupils experience success, yoga and relaxation exercises. - Review the Daily Active mile initiative with staff. Broader experience of a range of sports and activities offered to all pupils - Re-establish links with external agencies to provide extra curricular activities following the Covid 19 restrictions. - Sports Crew are to continue to research and look for new opportunities/ alternative sports to broaden pupils experience in sport. Increased Participation in competitive sport - We look forward to inter competitive sports being reintroduced in the future once Covid 19 has passed.

This also affected in school (intra) competitions as bubbles could not mix. During play times, lunchtimes and PE lesson children took part in mini tournaments of different sports.	
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Meeting national curriculum requirements for swimming and water safety.	
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.	% 70
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% 55
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% This could not be assessed this year due to school and pool closures.
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 (in previous years) – We have not had the opportunity due to school closure to offer additional swimming top up for year 6 however we have used the funding in the past for this.

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: 2020/2021		Total fund allocated: £16,000	Date Updated: 17 th July 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				9%
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:
Allocate time for physical activity Provide a range of equipment to use in physical activity Opportunities to engage in physical activity	Active play times with a variety of opportunities to take part in games and set personal challenges. We have ordered new physical activity equipment for play buckets for each class 'bubble' i.e skipping ropes, balls, bands, balls, rackets and hurdle cones for obstacles courses. Children have the opportunity to take part in dance, cricket, basketball, football, trim trail challenge and other recreational activities.	£865	Pupils can choose a different physical activity every day to take part in. This can be a self-initiated activity or an activity delivered by an adult. Equipment is well used and has to be replenished half termly which shows children are using the equipment daily for physical activity. .	To continue to be innovative in the way we introduce new opportunities for physical activity.
Introduction of the active mile initiative.	Printing of the active mile on the playground.	£500	All pupils are engaging in the active mile and this adds to their daily 30minutes of physical activity.	Review the success of the active mile and introduce strategies that encourage pupils to challenge themselves to improve completing the active mile i.e. from jogging to running the mile .

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7.3%
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:
Mr Ferguson delivers PE lessons for targeted pupils who are reluctant to engage in physical activity or	Inclusive/ Pastoral PE with Mr Ferguson. We developed a specific PE program to help SEN children and pupils with low self-esteem improve their self-awareness and self-confidence. Due to school closure staff CPD on raising the profile of school PE was affected. Early into the new school year Sports Crew wish to host a session with staff on they can raise the profile of physical activity in school.	£1,170	Pupils fully engaged in the lessons and pupils who can sometimes display challenging behaviours has become more settled as children are completing team building activities and becoming more self aware. Pupils reluctant to take part in PE or social situations really grew in confidence and developed their social communication skills. One case was a child who would not take part in PE or change for PE began to do so in the whole class lesson after a few weeks of the small group Inclusive PE.	Continue to provide 'Pastoral and Inclusive PE' and explore new strategies to improve social and communications skills whilst building the pupils confidence and self-esteem.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15.4%
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:
New Lancs PE Scheme of Work. Course attended by L. Ferguson and S.Ferguson.	Introduced the new PE scheme of work across the year groups. This builds on from the previous scheme of work which was used for lesson planning.	£400	The new up to date version broadens pupils experiences of sports within the PE lesson. It is easily accessible via an app and pupils continue to engage and enjoy the PE lessons taught, making good progress.	Review the impact of the new scheme of work in lessons and pupils progress, going into the new school year as it was introduced at a time of disruption (Covid 19)
Use technology in PE lessons to review skills and assess progress.	Ipads have been introduced within the PE lesson. Primarily for staff to access the Lancs app but also use the features to review and assess pupils skills formatively.	£960	As these have been introduced during a time of disruption a more in depth review will take place during the new school year and how they have been implemented within lessons.	Staff to be confident in using the PE app for reviewing and assessing skills.
CPD support and staff advice from the School Sport Partnership.	The school sports partnership provides an important service of support for school staff when planning, delivering and introducing new opportunities in school. They are a vital link to community sports.	£1,100	Sports conference showcases fresh opportunities on how to develop PE and sports in your own schools. They provide guidance for the school games award. They have been an important service through Covid 19 providing virtual and home learning challenges. Competition.	The partnership will work hard to get school sport competition up and running post covid 19 and continue to offer valuable advice.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11.5%
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:
Buy scooters, balance bikes and bikes for Reception children to become confident in cycling, development of gross motor skills.	School invested in a collection of scooters, balance bikes and pedal bikes to deliver a cycling program to get Reception children riding a bike confidently.	£845	Reception children learnt to pedal a bike confidently, which also developed their gross motor skills. Parents report that children went on to ride bikes independently at home and they were enjoying family bike rides.	Continue to research and offer a broad experience of PE in curriculum time, play time and as extra-curricular activities.
Create an outdoor space for young people's physical health and mental well-being to be supported in a safe environment.	This is the start of a project to create a physically enriching outdoor environment for pupils to feel supported and safe when completing physical activity the promotes good mental well being. To begin this project we have identified the space and we have began clearing the area (removal of hedge) to make a clear area for this future project.	£1000	The impact of this project will be reviewed as it progresses as it is an ongoing project. We do hope it build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.	

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:
Take part in a range of competition through the school sports partnership.	This has been affected by the restrictions of Covid 19. We have organised mini tournaments and competitions within class bubbles however there have been no inter competitions to take part in this academic year.	£0		Focus on personal challenge.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	L.ferguson
Date:	July 2021
Governor:	
Date:	