





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH 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** improvementsto 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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.

Created by:

Supported by:

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£482
Total amount allocated for 2020/21	£17,932
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,932
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,932

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	57%
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	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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: 2020/21	**Total fund allocated:**	**Date Updated:**		
Key indicator 1: The engagement of all 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: 48%
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:
Further broaden and embed participation in competitive sports for KS1.	Sports coach to deliver wider range of after school clubs, breakfast and dinner clubs to KS1 children with a view to increased participation in competition within BWD and links with other primary schools for inter school competitions.	£7,500	JE - Delivered a range of sports such as dance, athletics and cross country club for the KS1 year groups throughout the year. This provided opportunities for pupils to take part in extra – curriculum activities and increasing participation and confidence. Evidence in PE floor books. Better uptake in the extracurricular sports clubs	PE coach developing a team of staff to support with coaching and participation in competitions. Continue to develop this in order to develop and build capacity.
PE equipment and OAA equipment	Purchase of PE equipment, identify new resources/equipment. Purchase new equipment for new and a variety of sports/activities.	£1,100	Outdoor equipment to support the delivery of PE. High quality resources used in lessons to promote high standards of engagement.	Continue to audit and upgrade/ replace equipment in order to maintain a good bank of required resources

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 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:
Further broaden and embed participation in competitive sports for KS2. Children have had the opportunity to participate in a wide variety of sports competitions through the SLA and DPSSA. Children have OAA incorporated in their curriculum learning through forest school. (Miss Mears, Forest school leader)	Sports coach to deliver wider range of after school clubs to KS 2 children with a view to increased participation in the BWD competition package and links with other primary schools. School to liaise with BwD and DPSSA and follow their calendar for competitive inter school sport.	£ BwD competition package - £850. DPSSA events and participation in schools' games events. £500	Pupils have been able access a wide range of sports afterschool and dinner time clubs. Pupils with different abilities participate and represent school competitively through BwD events and DPSSA competitions.	PE coach developing a team of staff to support with coaching and participation in competitions. Continue to develop this in order to develop and build capacity.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 46%
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 staff confidence, knowledge and skills across the curriculum. Purchase PE curriculum APP (PE passport) to help and support assessment and raise standard of monitoring PE throughout school.	Sports coach to teach alongside CT's 2 hour per class per week. Whole school tracking system for PE. New updated curriculum with videos to support and guide the teaching of subjects.	£7,500 (Spent on sports Coach who delivers and implements all plan and intent) CPD - £480	The PE coach continued to work with all classes – outside and to support staff remotely with their PE sessions. AM and JE attended Lancashire PE training and purchased the PE passport and Lancashire PE curriculum. Curriculum is more diverse and engaging. The members of staff can now access and deliver the curriculum more confidently. Staff will be able to monitor and assess children throughout the year in PE. JE and AM will be able to access the whole school data and monitor whether children are making progress.	PE coach to demonstrate PE passport to staff and update with progress. Develop team teaching across all year groups to upskill and develop staff confidence.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 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:
Further broaden and embed participation in competitive sports for SEND children.	Increased opportunities for SEN children to engage in a variety of competitive sports with links with other schools and BWD. E.g. Boccia, athletics and football.	£ BwD competition package - £850. This is included in the BwD sports package.	Pupils have taken part in the Boccia competition and evidence of this is on the PE passport app. During PE we work a lot on balance and coordination and developing gross motor skills. Evidence in PE floor books.	Continue to participate in Boccia competitions. Member of staff from PSRP involved in PE extracurricular support team.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: %
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 increase pupil's participation in the school's games competitions. BwD, DPSSA	Sign up to the sport partnership SLA to be able to enter school sports competitions and tournaments.	£850	Children from school have participated in Boys football, girls football, cross country, netball and athletics competitions.	Continue to participate in BwD competitions, utilise coaches to develop skills and develop capacity to compete regularly.

Signed off by	
Head Teacher:	E. Coolican
Date:	15/07/22
Subject Leader:	J. Ellison
Date:	15/07/22
Governor:	P. Tomlin
Date:	15/07/22