

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

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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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Most staff trained in PE with assistance from the PNE Community Trust • Participation in extra-curricular sports clubs has re-started really well following disruption due to COVID-19- wide variety of clubs. • A varied range of sports and physical activity will be offered as extra-curricular opportunities after school (starting Sep 21). • The number of children representing school this year did not increase due to school closing for many children because of COVID-19, however a flying start has been made this academic year. • Many sporting achievements in virtual competitive events throughout the year, through DB sports- all year groups apart from reception involved. • Development of outdoor areas to improve provisions for and encourage more physical activity outdoors, notably improvements to the daily mile trail. • Engagement in virtual sports activities provided by school, YST, PNE, SGO. 	<ul style="list-style-type: none"> • Use PE and physical activity as a tool to help strengthen children’s mental health. Use this as an opportunity for educating the children about how good physical health can lead to good mental health. • Observe and monitor teaching of PE and then include coaching from PE Subject Leaders to improve the quality of PE lessons. • Specific INSET training ran by Jess Squires, to support teachers in PE lessons, with the intention of improving the quality of PE lessons and enabling more effective support and challenge (gymnastics focused Oct 21). • Further opportunities for leadership in PE and School Sports for our pupils, by bringing a stronger Pupil Voice (sports council?). • Ensure progression of skills is evident throughout the school, and improve teachers’ knowledge around this. Jess Squires- lead PE teacher booked in for training during Autumn Term. • To commence clubs specifically aimed at the lesser active, such as Change4Life clubs to encourage the lesser active children.

Did you carry forward an underspend from 2020-21 academic year into the current academic year?

YES

If YES you must complete the following section

If NO, the following section is not applicable to you

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If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to July 2021	Total fund carried over:	Date Updated:		
What Key indicator(s) are you going to focus on? 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				Total Carry Over Funding:
Intent	Implementation		Impact	
An increased number of children being able to walk/ride/scoot to school, encouraging children to undertake 60 minutes of physical activity per day.	<p>The path/track around the school grounds allows the school to facilitate a Daily Mile. The track will be used for running and walking.</p> <p>The path/track also provides access to the woodland area, where the children can be physically active.</p> <p>To use the 'Walk to School' week as a way of rewarding and encouraging the children to be physically active- also the regular promotion of the path to be used as a 'Daily Mile'.</p> <p>School sport week in the Summer Term will add impetus to the engagement of regular physical activity target.</p>		<p>The greater space that the playground creates gives the children more room for higher quality PE lessons.</p> <p>It also gives the children increased space so that they can have more active playtimes using climbing frame, trails, daily mile path.</p> <p>All of this increased opportunity for physical activity will have a positive impact on the children's mental health, which is much valued during the current pandemic. It will lead to further enjoyment in school and subsequent higher achievement.</p> <p>Increased numbers of children participating in physical activity leads in turn to healthier children.</p>	

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<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.</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>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.</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<p>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?</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.

Academic Year: 2021/22		Total fund allocated:		Date Updated:	
<p>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</p>					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:
<p>Improve the awareness of the benefits of a healthy lifestyle throughout school. Encourage active lessons within other areas of the curriculum.</p> <p>To have our school mapped out with an Orienteering course that is used in other subjects to create cross-curricular links. This should lead to children being more active throughout curriculum areas other than PE. Also, it raises the profile and awareness of physical activity.</p>	<p>Children across school educated about the benefits of a healthy lifestyle in curriculum time (example science and PSHE units, active Maths)</p> <p>New PSHE syllabus focuses on healthy lifestyles, including physical and mental health.</p> <p>Introduce a Daily Mile in school, involving children, staff and possibly parents.</p> <p>Mapping of the Orienteering course, plus staff training via Will Huntington early 22.</p> <p>Road to Tokyo- physical activity chart to log in all activities- promoted on website and in classes.</p> <p>Teachers timetabled opportunities for daily physical activity.</p>		£2184 including VAT for orienteering (also includes training)		

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Staff and children's enthusiasm, interest and passion for PESSPA to be increased. High quality teaching and learning in PE. Progression of skills throughout the PE curriculum.	PE and school sport achievements celebrated during Whole School Worship so that the profile of PESSPA is raised throughout the school, and to inspire other children to engage with PESSPA. Specific PE certificate added to weekly Celebration and Achievement Assemblies to inspire other children to aspire to receiving an award, based around the values of the School Games. Sign up for Level 3 Lancashire PE Membership, to receive the updated PE Scheme of Work and the App. Purchase extra resources to aid the high-quality delivery, and so that differentiation can take place by the use of different equipment for different groups when necessary.	£TBA		Continue with this initiative – easily sustainable. Further training on the Scheme of Work for any new staff. PE Subject Leaders will monitor the use of the PE App, the effectiveness of how it is used and the data/evidence that is collected via the app. Moderation can also take place by looking at the evidence on the app.

Inspire future athletes by providing the opportunity for children to participate in a sports day at an athletics arena (UCLan Sports Arena)	Take all children from Key Stage Two to participate in a Sports Day at UCLan Sports Arena. (if organized this year)	£TBA		
	Design and purchase a school staff PE/sport uniform.	£TBA		
	Design and purchase a new whole school bespoke sports kit.	£1365 + VAT		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 25% = £5070
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:
<p>High quality lessons for the children, so that even more children can perform at age- related expectations, with a particular focus on improving children’s fundamental movement skills.</p> <p>Improve staff confidence and ability to teach PE as per identified needs.</p> <p>Effective assessment and tracking, so early intervention and challenge can be implemented.</p>	<p>Continued rolling program of CPD for staff according to the results of the staff questionnaire.</p> <p>These include training for: Fundamental Movement Skills for EYFS KS1 PE KS2 PE Gymnastics and Dance Invasion Games</p> <p>Provide CPD opportunities for additional members of staff in PE to support role of PE subject lead.</p> <p>An experienced teaching practitioner, brought in to share expertise on twilight/INSET.</p> <p>PE Subject Leaders to attend PE Network Meetings led by local groups.</p> <p>Keep on top of information from national bodies such as, Sport England and Youth Sport Trust. PE Subject Leader from our school to continue to attend the Preston</p>			<p>The school will always invest in CPD for staff.</p> <p>With the PE funding continuing, we will address the areas in which individual teachers have identified as areas which need to be developed. With the aim that this will lead to higher quality lessons for our children, and then better outcomes.</p> <p>Subject leaders to monitor the impact of the team-teaching by watching lessons, and by speaking to staff and children about the quality of their PE experience.</p> <p>Children’s outcomes will also provide good evidence of the impact.</p> <p>Subject Leaders to carry out learning walks to monitor the quality of teaching and learning during PE lessons</p>

	<p>PESSPA Partnership meetings.</p> <p>To ensure any relevant and up-to-date information is shared with other staff as necessary (e.g. new PE App)</p> <p>Staff meeting to introduce the App to the staff, and the benefits it can bring regarding planning, assessing and collating evidence to support judgements.</p>			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>Continue to offer a wide range of sporting experiences to all of our children, with a particular focus on identifying and the encouraging those children who do not participate readily in sporting activities in order to engage them in sport, with the hope of them continuing to enjoy sport outside of school.</p> <p>To introduce one or two new sports to extra-curricular clubs (ju jitsu, table tennis)</p> <p>To increase links with community clubs and organisations.</p>	<p>A wide range of sporting experiences offered, including some new sports, such as table tennis. Strong links established with sports organisations in the local community.</p> <p>Involve external coaches to work with staff in clubs: Heather Burn Dance (every class throughout year) Lyn Hoyle Country Dancing Project.</p> <p>Pupil questionnaire given to children to ascertain which sports they enjoy playing and if there are any others that we could offer led by staff or through liaising with sports clubs in the local community.</p> <p>Purchase of table tennis table(s) to run an extra-curricular table tennis club.</p>	<p>£ to pay for specialist coaches to deliver extra-curricular activities in addition to the many sports clubs led by school staff.</p> <p>As part of In-House Sports TA as above £TBA</p> <p>£700- £1000</p>	<p>Pupils who do not enjoy team-based games have opportunity to develop in other areas of PE eg. Dance, table tennis.</p>	<p>Staff are still enthusiastic to run extra-curricular sports clubs, providing opportunities for children.</p> <p>The Preston PESSPA partnership aims to provide sustainability and support should funding stop.</p>

	<p>Discussions held with the Sports Committee about what else we could offer.</p> <p>Discussions held with the children who do not attend extra-curricular clubs to see if there are any barriers stopping them from attending or if we can offer something that they may be interested in.</p>			
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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:
<p>Increase the numbers of children who represent our school in comparison to previous years.</p> <p>To provide the children with lots of competitive sporting opportunities, against their peers in school and against other schools in inter-school competitions/tournaments/festivals/leagues.</p> <p>To build pupil self-esteem through having as many pupils as possible given the opportunity to represent school at sport. To instill a sense of pride and belonging as part of our wider school community- sporting competition can really assist in this.</p> <p>To enter into all sporting competitions and leagues.</p> <p>To ensure progress has been made to achieve high rank School Games Mark in the next academic year.</p>	<p>PE subject leader to work with other primary school teachers and the School Games Organiser and Events Manager to ensure that there are numerous inter-school competitions and inclusive sporting festivals on offer throughout the school year for all children to participate in.</p> <p>To adapt calendar of sporting events put together throughout the year, including intra competitions & clubs on offer in light of Covid-19. (More intra comps in summer term linked with Sports Week)</p>	<p>£2000 (estimate for cover, supply teachers, transport, hire/use of equipment or venues/pitches and competition entry fees)</p> <p>£150 to enter competitions in Autumn Term.</p>		<p>The running of the Preston PESSPA partnership aims to provide sustainability and support should funding stop.</p> <p>To try to organise events with other schools, searching for premises to do this through links with local high schools and sporting organisations in the community (e.g. Longridge High, Grimsargh Cricket Club)</p> <p>To continue to review School Games Mark and continue with the competitive opportunities on offer in achieving appropriate award for the school continue to maintain award status.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	