

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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

Swimming Data

Please report on your Swimming Data below.

<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 then transfer to the pool when school swimming restarts.</p> <p>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</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 2022.</p> <p>Please see note above</p>	97%
<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>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90%
<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>	We would have had a second block for this group but for COVID-19

pandemic.

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?:
<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</p>	<p>£2000 (orienteering course)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Orienteering training done and mapped out- course in action and being used by KS2- along with some of the elements from the scheme of work. Has been used by all classes with Jubilee Trail. Physical activity increased in other subjects than PE.</p> <p>New PSHE syllabus is being established this year- also Active Maths- in-house training done.</p> <p>Daily Mile established and continues to be used regularly.</p> <p>Road to Tokyo worked well as a visible map chart of physical activity out of school.</p>	<p>Sustainability and suggested next steps:</p> <p>Road to Tokyo taken down from website as Olympics finished. New Commonwealth Games initiatives talked about in assembly, but no formal way of logging activity.</p> <p>Sustaining the orienteering course throughout the different subjects. Teaching to continue to focus on 'getting children out of their seats'.</p> <p>Perhaps we can introduce one via Seesaw/PE Passport App.</p>

Created by:



Supported by:



	<p>chart to log in all activities- promoted on website and in classes.</p> <p>Teachers timetabled opportunities for daily physical activity.</p>			
--	--	--	--	--

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Staff and children’s enthusiasm, interest and passion for PESSPA to be increased.</p>	<p>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.</p> <p>Sign up for Level 2 Lancashire PE</p>	<p>£</p>	<p>Children increasingly recognized in assemblies for sporting achievements both in and out of school. Also a regular write up in the newsletter with reports on sporting events. This results in an increased profile of PE and passion for school sport.</p>	<p>Continue with this initiative – easily sustainable.</p> <p>Specific PE certificate added to weekly Celebration and Achievement Assemblies to inspire other children to aspire to receiving an award, based</p>

<p>High quality teaching and learning in PE. Progression of skills throughout the PE curriculum.</p>	<p>Membership, to receive the updated PE Scheme of Work and the App.</p> <p>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.</p>		<p>The PE Passport App is already being used by teachers to take videos and make assessments- will be implemented in full effect next academic year. Evidence already being gathered to show progression and meeting standards.</p> <p>The kurling equipment has already had some successful use. Children engaged in new sport and able to represent school in these.</p>	<p>around the values of the School Games.</p> <p>Further training on the Scheme of Work for any new staff.</p> <p>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.</p>
<p>Inspire future athletes by providing the opportunity for children to participate in a sports day at an athletics arena (UCLan Sports Arena)</p>	<p>Take all children from Key Stage Two to participate in a Sports Day at UCLan Sports Arena. (if organized this year)</p> <p>Design and purchase a school staff PE/sport uniform.</p> <p>Design and purchase a new whole school bespoke sports kit.</p> <p>Performance tops (20)</p>	<p>£TBA</p> <p>£TBA</p> <p>£1365 + VAT (shirt, short socks)</p> <p>£403.44</p>	<p>Large success as coach booked for 53 children to represent school in Sports Festival- the Athletics event was cancelled due to UCLAN track needing repair.</p> <p>Children have loved wearing new kits for sporting events- increased sense of identity and self-esteem wearing these.</p>	<p>Enter both Festival and Preston School Sports Day next year.</p>

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation:</p>
	<p>%</p>

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<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>Continued rolling program of CPD for staff according to the results of the staff questionnaire. 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</p>	<p>Jess Squires Twilight £350</p>	<p>The training from JS was successful. Teachers will have gained confidence from the session. Quality of teaching and learning increased.</p> <p>Questionnaire responses from children indicates that they enjoy PE and most feel that they know (or are told how to) make improvements.</p> <p>PE leader has attended all meetings (except one due to COVID) so can keep up to date with any new/recent developments.</p>	<p>The school will always invest in CPD for staff. 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 teaching by watching lessons, and by speaking to staff and children about the quality of their PE experience. Children's outcomes will also provide good evidence of the impact.</p> <p>To allow more chance for observation of good practice in PE lessons.</p>

<p>Effective assessment and tracking, so early intervention and challenge can be implemented.</p>	<p>our school to continue to attend the Preston 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>		<p>Staff meeting and early implementation of the App has been a success – all have filled in the planning grids and some have entered assessments and submitted video evidence via the App.</p>	<p>To fully implement and to review/recap how we obtain and evidence the assessment. A meeting early next year to all staff would be really useful, in particular to new Y5 teacher.</p> <p>Subject Leaders to carry out learning walks to monitor the quality of teaching and learning during PE lessons.</p>
---	---	--	---	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<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</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>£ see below to pay for specialist coaches to deliver extra-curricular activities in addition to the</p>	<p>Pupils who do not enjoy team-based games have opportunity to develop in other areas of PE eg. Dance, Kurling.</p> <p>Ju jitsu club was successful but</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</p>

<p>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>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>many sports clubs led by school staff. So far costs of</p> <p>Rugby Tots £870 Danny Gilbert (Fylde Cricket)£440 Dance (Heather Burns) £1171</p>	<p>limited- as hall out of bounds due to breakfast club- hall will be available next year.</p> <p>Rugby tots worked very well as did cricket and dance- giving children a chance to try out new sporting experiences.</p>	<p>sustainability and support should funding stop.</p> <p>Next year- some more clubs at breakfast, lunch time- e.g Kurling, fencing, table tennis and Change 4 Life.</p> <p>Purchase of playground equipment 'outdoor gym' equipment and table-tennis. (£9900 including table tennis)</p>
---	--	--	---	--

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>Definitely a large success. All children in Y4 and Y6 who have wanted to represent school at sport- have been able to do so- many on several/multiple occasions.</p> <p>Total numbers</p> <p>Reception – 6 Y1- 4 Y2-12 Y3-2 Y4-27 Y5- 24 Y6- 30</p> <p>TOTAL- 105</p> <p>This represents more than half the school and is a great achievement.</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> <p>More intra school competitions to be set up in Autumn/Spring term.</p>

--	--	--	--	--

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