

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	£738.00
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17 790
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17 790

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 2020. Please see note above	76%
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	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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

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: £17 790		Date Updated: 02/12/2021	
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:
					%
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 ensure all children are able to access 30 minutes activity each school day. Provide a wide range of daily opportunities for additional activity.	-Pupils to access x2 PE, x1 dance/swimming lessons per week. Additional Swimming.		£4212	Children are more active through the additional PE slots and so physical activity is increased across school. Through the use of additional swimming lessons and longer lessons, more pupils have achieved the expected standard in a shorter amount of time.	The same PE provision will continue, which means pupils will be accessing more than the national curriculum requirements. Additional swimming to continue to allow more pupils to reach the expected standard. In addition to the top up swimming, we will introduce swimming lessons to some of our younger pupils after school to build up water confidence and prepare them for school swimming.
	-Continue to access GoNoodle and			Resources such as Go Noodle and Virtual Dance, have enabled	Staff will be encouraged to continue to use these resources

<p>-Further develop outdoor provision with the improvement of the schools facilities. Encourage children to be physically active on a daily basis.</p>	<p>Cosmic Yoga resource, encouraging the active classroom.</p> <p>-Continue the virtual Dance programme to further encourage the active classroom.</p> <p>-Continue to hold an annual healthy week. Whole school enrichment activities.</p> <p>- Continue the daily mile resource. Deliver the Lancashire Virtual mile.</p> <p>- To provide pupils with more outdoor equipment to encourage physical activity at break times and lunchtimes.</p>	<p>£1264</p> <p>Alternative funding</p>	<p>pupils to be active in the classroom and given breaks between learning to refocus meaning pupils are ready for learning.</p> <p>Pupils enjoyed a range of activities promoting a healthy active lifestyle. Pupils experienced new, alternative activities such as boxing, crown green bowling and freestyle football.</p> <p>Pupils have been using our new daily mile track to increase physical activity and refocus for learning, however this has not been consistent across year groups.</p> <p>Additional funding allowed us to purchase new equipment for lunchtimes. Pupils have enjoyed using the new equipment and are more active at lunchtimes. In addition, we have noticed an improvement in turn taking and sharing equipment. Pupils have become more confident in using the equipment through regular practice.</p>	<p>to give pupils active learning breaks to refocus pupils for learning.</p> <p>Healthy Week is always successful and is embedded into our yearly timetable. Next year, we will look into new alternative activities to engage pupils in physical activity.</p> <p>Teachers will be encouraged to continue to use the daily mile track as much as possible to increase physical activity and to refocus pupils for learning.</p> <p>School council will have a discussion with their classes to find out what other equipment they would like. New equipment will be purchased.</p>
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	<p>- Separate KS1 and KS2 playtimes and lunchtimes. This will increase opportunities for pupils to be more physically active.</p> <p>- To install a traverse wall along the embankment on the sloped area of the Playground. This is to develop confidence, risk taking and to increase physical activity.</p>		<p>Pupils have more space to play and access to more equipment as there are less pupils outside. Structured games led by dinner time staff have been more successful with less incidents to deal with.</p> <p>The traverse wall could not be installed where we wanted it due to safety measures and due to further building work, we have not yet been able to have one installed.</p>	<p>The success of split lunchtimes will continue into the next academic year. Additional equipment will be purchased.</p> <p>Plans are still in place to install a traverse wall in the future, once we have made the ground surface suitable.</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> <p>%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>-Raise the profile of PE/Sport across school by offering alternative activities. Attempt to capture the children's interest by exposing them a range of sports.</p>	<p>-Weekly Angling Sessions have been introduced to targeted pupils throughout the autumn term.</p>	<p>£2340</p>	<p>Pupils from Y4-6 have had the opportunity to attend weekly angling sessions for a half term block. The sessions have been used as a reward to promote good behaviour with targeted pupils. We have seen a difference in behaviour for learning from the pupils that have attended. Pupils have really enjoyed the sessions and have improved their skills</p>	<p>With the current sports premium funding confirmed for a further year, we will be continuing the Friday angling sessions, however this is not sustainable without the extra funding.</p>

<p>-Embed our formative assessment system through the use of the PE Passport APP.</p>	<p>-Some alternative Sports clubs will be offered throughout the year and during Healthy week.</p> <p>-Alternative Funding provided for a subsidised residential trip for Yr6 children where children will access a range of outdoor based activities.</p> <p>-Implement the PE Passport APP across all areas of PE and School Sport. Utilise the assessment and analysis tools to monitor achievement and pupil progress.</p>	<p>See above KPI1</p> <p>Alternative funding sourced</p>	<p>over the year.</p> <p>Archery has been offered to Year 5/6 pupils as an after school club, along with healthy week activities (see above)</p> <p>Children took part in a range of activities at Whitehough Outdoor Education Centre including, low ropes, Jacob's ladder, leap of faith, crate stacking, orienteering and many more. Pupils challenged themselves in the new activities and this promoted self-belief, encouragement, confidence and team work.</p> <p>The passport App has greatly supported the assessment and monitoring of pupil progress. It has allowed our PE sports worker to easily share data with class teachers, however there have been issues with the App. A storage problem has caused the app to malfunction on occasions, meaning there are times when we have been unable to use it,</p>	<p>We will look to invest in other equipment to help us provide alternative activities.</p> <p>We have additional funding again for next academic year to pay for the Year 6 residential.</p> <p>We will continue to use the Passport App to record pupil progress and assess units of work. We continue to be in contact with PE passport team who insist that a new update is due to take place which should resolves any issues with the App.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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:
Focus CPD opportunities to each specific key stage to achieve tailored targets.	<p>Access the Lancashire PE Membership which includes the electronic Scheme of work APP.</p> <p>-New subject lead to attend any relevant CPD</p> <p>- Sports Leader to attend any relevant CPD</p>		<p>The scheme of work allows us to ensure we are teaching a broad and balanced curriculum, covering all areas of PE and a clear progression of skills across year groups. The end of unit tasks allow pupils to be assessed accurately and consistently.</p> <p>HC has attended the new to subject lead PE course to gain an understanding of the role of a subject leader and worked alongside current subject leader and sports leader in writing the action plan and organising PE and school sport events.</p> <p>Sports Leader and another member of staff completed Level 1 swimming training to allow them to teach groups at swimming lessons.</p>	<p>We will continue to use the Lancashire scheme of work to plan and deliver the curriculum.</p> <p>New subject lead to take ownership of PE and work alongside sports leader. Previous subject leader to support where needed.</p> <p>Possibility of one member of staff attending further swimming training to become a level 2 swimming instructor if funding allows.</p>

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>Additional achievements:</p> <p>-To continue to provide a broad and varied curricular and extra- curricular program for all children.</p>	<p>-Employ a specialist dance coach to deliver weekly curriculum sessions.</p> <p>-Access SSP coaching programme.</p> <p>-Continue to access available cycling programmes including 'Tots on Tyres' and Bike ability. Year 1</p>	<p>£4045</p> <p>Included in SSP buy in</p> <p>Included in SSP buy in</p>	<p>Increased physical activity. Children have further developed skills such as coordination, rhythm and their performance skills.</p> <p>Coaches have supported staff through team teaching in areas where the teacher needed extra support. Pupils who were least active and underachieving were targeted and supported through a higher staff pupil ratio. Pupils were more engaged and made better progress.</p> <p>Reception and Year 1 pupils accessed 'Tots on Tyres' (balance bike programme)</p>	<p>Dance teacher to continue weekly lessons with pupils across school. Dance teacher will be doing an additional session with more-able pupils who have excelled in dance to give them the opportunity to develop their talent. We will look to enter Burnley Dance Competition.</p> <p>We will look into using coaches again next year to work alongside our sports leader to deliver certain areas of the curriculum.</p> <p>Next year we plan to access 'Tots on tyres' and the 'Learn to Ride' programme.</p>

	<p>will also access 'Tots on Tyres' as they missed this last year due to covid.</p> <p>- Update general PE stocks</p>	£215	<p>70% of Reception pupils and 83% of Year 1 pupils can now balance confidently for a long period of time.</p> <p>Updated PE stocks ensured we had the right equipment to teach the curriculum effectively.</p>	<p>PE stocks will be restocked where needed.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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 work alongside local SSP to ensure continuity and growth of local infra-structure. Utilise universal offer for pupils and coordinated support package.	<ul style="list-style-type: none"> - Access support from SS Co - Attend regular PLT meetings - Access a range of competitions and events - Access CPD 	£5500	We have accessed 24 competitions and events this academic year. This has allowed pupils to engage in competitive sports with other pupils and has also engaged some of our least active pupils.	We will continue to buy into the SSP to access as many competitions as possible.
-Continue to extend the competition offer across school so every child has access to competition with an increased focus on intra school and virtual events due to the current restrictions in place.	-Access all SSP competition, events and festivals targeting children to specific events		Through the use of the 'Active All' board, sports leaders have supported pupils in competing against others and themselves. This has increased physical activity at lunchtime particularly with KS1 pupils.	We will train up some new sports leaders in Year 6 to manage the active all competitions at lunchtime.
-To increase participation in personal best and competitive challenges at lunchtimes	-To introduce personal best challenges within school at lunchtimes. Sports leaders to facilitate the 'Active All' competition challenge.	£214 (active all)	Personal Best challenges have taken place at lunchtime with our sports leader. This includes activities such as underarm/overarm throw challenge, speed bounce, agility test, jumping challenges, etc. Pupils have enjoyed trying to beat their previous score and it has improved confidence and ability of FMS.	Next year, we are employing a new staff member from sports cool to run lunchtime activities. This will allow for more personal best competition and ensure more pupils are active all lunchtime.

Signed off by	
Head Teacher:	Claire Crowther
Date:	21/07/2022
Subject Leader:	Amy Wilkinson
Date:	21/07/2022
Governor:	Carol Pike
Date:	21/07/2022