

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

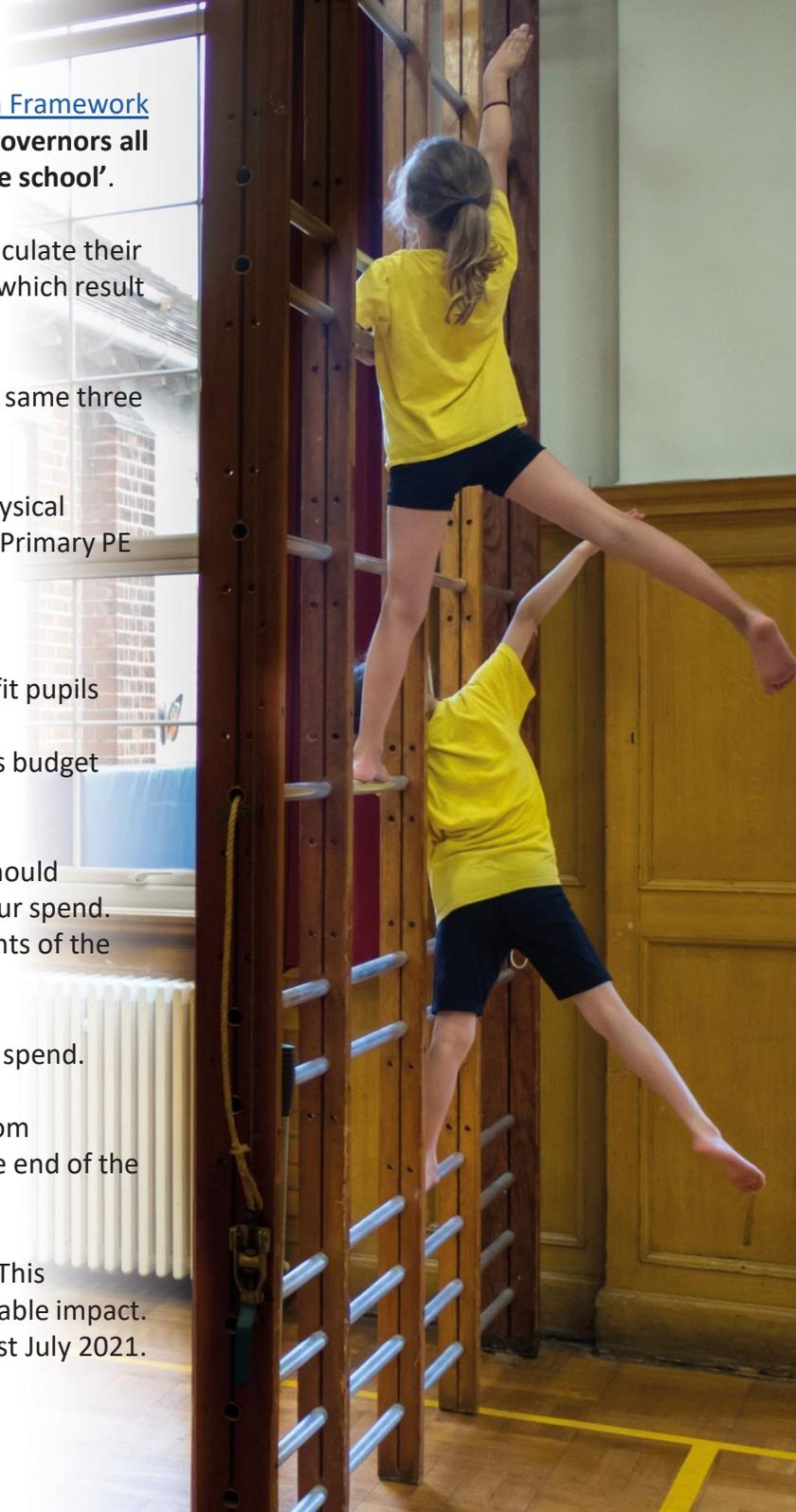
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 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.

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"> • Children receive at least two hours of high-quality physical activity per week. • The school provides a wide range of after school clubs encompassing many sports such football, rounders, cricket, netball, tennis, hockey, archery and others. • Specialist sports coaches employed through the Wyre and Fylde Sports Partnership, have worked alongside each of the teachers to deliver activities such as: tag rugby, fencing, judo and athletics. • Effective PE teaching with teachers leading various sporting areas and delivering these as after school clubs. • Some competitions were attended but obviously not as many as usual due to COVID 19. • A limited program of after school clubs has been offered this year and they have been really well attended on the whole. • Through surveys children believe that they are accessing good levels of physical activity and have a good level of mental wellbeing. • Providing a broader range of sports like fencing and judo has improved the opportunities for our children. 	<ul style="list-style-type: none"> • To provide lunchtime support to encourage physical activity led by coaches and older children. • To continue to encourage participation in after school sports' clubs at both KS1 and KS2, particularly after two lockdowns. • Improve the effectiveness of curriculum support sessions to further upskill staff and ensure sustainability, particularly in the areas of dance and gymnastics. • To increase the opportunities for physical activities outside of curriculum PE sessions, particularly through the use of fixed outdoor equipment to encourage active play in breaktimes. • To use robust assessment based around non-negotiables to ensure that children are embedding key skills. • Encourage use of technology to enhance self and peer evaluation during lessons. • Offer targeted swimming intervention for upper KS2 children who are not yet confident swimming 25m.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES

Total amount carried forward from 2019/2020 £420.86
Total amount carried forward from 2020/2021 £11,809.38

<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 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 2021.</p> <p>Please see note above.</p>	94%
<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>	88%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	88%
<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>	Not yet but we plan to.

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: £17,730		Date Updated: 06/07/2021	
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:
					11%
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?:
<ul style="list-style-type: none"> Introduce Daily Mile activities across the school. Children take part in more lunchtime activities through child and adult led support. 		<ul style="list-style-type: none"> Training and monitoring. Sessions run at lunchtimes by FTFC directed at targeted year groups. 		N/A £300	<ul style="list-style-type: none"> Children are now engaging in more physical activity each week. Physical activity at lunchtimes increased due to organised clubs.
				Sustainability and suggested next steps:	
				<ul style="list-style-type: none"> Introduce new markings and whole school celebrations. Reintroduce Playground Pals when circumstances allow. Continue to update lunchtime equipment. 	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7%
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:
<ul style="list-style-type: none"> All children given the opportunity to participate in external competitions or coaching sessions. Raise the profile of sports by encouraging children to share their achievements outside of school during celebration assembly. Also, teams who have competed will be celebrated as well. There will always be a focus on inspiring participation and sportsmanship. To continue to raise the profile of events through the use of the Twitter and Facebook accounts. Increased focus on health and wellbeing. 	<ul style="list-style-type: none"> Subscribing to offers with WFSP and GCA to maximise opportunities for pupils. KS1 football comp attended. KS2 netball comp attended. Y6 boys and girls football comp attended. Tag Rugby ASC Out of school achievements celebrated. School competitions and events celebrated. Report on all sporting events via Twitter and Facebook. KS1 yoga sessions. 	<ul style="list-style-type: none"> £650 N/A £225 N/A N/A £450 	<ul style="list-style-type: none"> All children have been able to access either in-school coaching, after school clubs or participate in a competition. The number of children sharing their achievements has decreased this year due to COVID-19 but it has seen a rise since May. Sporting events are reported more regularly. Children felt more relaxed and ready to learn after their sessions. 	<ul style="list-style-type: none"> Arrange further friendlies outside of competitions when guidance allows. Target invitations at those who haven't yet participated. To develop reporting in other areas such as writing match reports.

<ul style="list-style-type: none"> • Children to compete in Level 1 competitions in house teams in a range of different sports. • Introduce a fortnightly sporting assembly where national and local events are celebrated and promoted. 	<ul style="list-style-type: none"> • House have been reorganised to promote different qualities of learning. • Identify a diverse range of sports to promote to children, make them aware of results and inspire them using video. 	<p>N/A</p>	<ul style="list-style-type: none"> • Further development has been postponed to due COVID-19. • Not yet achieved due to COVID-19. 	<ul style="list-style-type: none"> • Continue with proposed plans when guidance allows.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<ul style="list-style-type: none"> PE lead to attend WFSSP and GCA meetings to maintain awareness of current issues and opportunities. Train staff on using the PE Passport app within school. Staff trained in dance through a unit delivered to children. Upper KS2 staff trained in cricket. 	<ul style="list-style-type: none"> Identify school's strengths and areas for development. Training carried out in staff meeting. Staff who felt that they had a weakness in teaching dance have been provided with a unit delivered to their classes. These sessions also come with detailed plans and music so that the teachers can run the sessions in the future. Children had a four-week session with a local cricket coach and a discounted 	<p>N/A</p> <p>N/A</p> <p>£850</p> <p>£150</p>	<ul style="list-style-type: none"> Meetings attended and useful information regarding the current guidance on COVID-19 was received and passed on to staff. Staff are aware of the features of the PE passport app and now know how to use it. Teachers found the sessions really useful and were impressed by the quality of the resources provided. All staff commented on how well-run the sessions were and how they would 	<ul style="list-style-type: none"> Maintain attendance at local meetings and conferences. Further develop and monitor use of the PE app. Look at up-skilling other members of staff who also feel that this is an area for development. Look at addressing other areas for development with

<ul style="list-style-type: none"> To increase staff knowledge and expertise through team teaching. 	<p>rate with a view to encouraging them to sign up for the local club and increase staff knowledge.</p> <ul style="list-style-type: none"> Use supply cover to allow PE lead to work with teachers on delivering PE sessions. 	<p>£600</p>	<p>be using many of the activities for future striking and fielding lessons.</p> <ul style="list-style-type: none"> This did not happen due to COVID-19 and crossing of bubbles etc. 	<p>staff.</p> <ul style="list-style-type: none"> Resume next year.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				26%
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:
<ul style="list-style-type: none"> To give children a wide variety of experiences within school to encourage them to take up sports they might not have tried otherwise. To allow the children in Y6 to have outdoor experiences in light of their trip to Tower Wood being cancelled. 	<ul style="list-style-type: none"> Fencing sessions booked for multiple year groups. Blue Moose dance sessions. Cricket taster day for KS1. Cricket coaching for upper KS2. Yoga and mindfulness for KS1. Tag rugby. Book two outdoor adventure days through the WFSSP. 	<ul style="list-style-type: none"> £1080 £850 Free £150 £450 £225 £1900 	<ul style="list-style-type: none"> Children have really enjoyed all of the activities that they have participated in. Some upper KS2 children have attended the local tag rugby and cricket clubs. Children had a brilliant time and got to experience climbing, kayaking, orienteering and gill scrambling in places they wouldn't typically visit. 	<ul style="list-style-type: none"> Continue to develop and broaden the range of sports and activities offered.

Key indicator 5: Increased participation in competitive sport				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:
<ul style="list-style-type: none"> To allow as many children to participate in Level 2 sport. To encourage all children within school to get involved in Level 1 competition amongst houses. 	<ul style="list-style-type: none"> Maintain SLA with GCA and WFSSP in order to receive entry to different competitions. Houses reorganised to make it easier to arrange Level 1 events. 	<p>£650 £1000</p> <p>N/A</p>	<ul style="list-style-type: none"> A reduced number of children took part in competitions due to COVID-19 but they did still attend KS1 football, Y6 boys and girls football, and KS2 netball. Due to the nature of not mixing bubbles, there has been very little Level 1 competition this year aside from sports day. 	<ul style="list-style-type: none"> Re-engage in a full competition program when they are up and running again. Plan a yearly program of sports events to be contested in different terms with all children from KS1.

Signed off by	
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Date:	16.07.2021
Subject Leader:	Andy Dignan
Date:	06/07/2021