

# 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](https://www.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 **31<sup>st</sup> 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 2022:	Areas for further improvement and baseline evidence of need:
<p>Local SSP ensured continuity and growth of local infra-structure. Universal offer for pupils and coordinated support package. Maintained links with other local providers. Commonwealth Games themed Sports day</p> <p>Took part in the passing of the baton between local schools.</p> <p>Maintained Gold in the School Games Mark.</p> <p>Re-established opportunities for children to be active as possible throughout the school day. Raised the levels of general physical activity of all our children after long periods of in-activity due to Covid-19.</p> <p>Ensured a wide variety of extra-curricular sports were available regularly throughout the year.</p> <p>Embedded a new teaching/assessment system across school for Physical Education. Provide detailed and accurate assessments of each child which informed fluid planning and teaching.</p> <p>Continued to ensure staff are able to deliver HQ PE/Sport activities through CPD and the use of the SSP. Staff more confident and capable of delivering all areas of the curriculum to a range of ages/abilities.</p> <p>Established Intra School competitions during the curriculum, break times/lunchtimes and in after school activities.</p> <p>All 30 hrs of coaching accessed through SSP buy in. Children received high quality coaching by fully qualified specialists.</p> <p>YR 1 Skills to Play 29 children</p> <p>Yr 2 Multi-skills 30 children</p> <p>Yr 4 athletics 30 children</p> <p>Yr 4 Rugby 30 children</p> <p>Yr 6 athletics 30 children</p> <p>Have participated in 19 competitions held by the SSP, including Year 2 Fun run, outdoor bonanza, cluster events for football, football matches, change 4 life festival,</p>	<p>All staff to adapt and use the Lancashire Scheme of work and Passport PE as an assessment tool effectively. Assessment will be detailed and monitored carefully by the PE lead to ensure children are achieving PE expected standard and interventions in place for rapid progress. Monitor staff CPD and use the SSP support/courses as required.</p> <p>Children more active with more space and facilities, resulting in less children on the yard at a particular time so therefore less disruption as a result of behaviour. Continue to enhance and improve the facilities so children can be active and incorporate personal best challenges.</p> <p>Continue to provide a range of activities that the children can access throughout the school day and enhance and develop this by providing experiences that the children may not encounter to promote participation outside of school.</p> <p>The Sports crew to develop personal best challenges between classes.</p> <p>Continue to access programs and support from SSP. Embed good practice with support from SSP</p> <p>Develop and enhance the extra-curricular clubs provided on a range of sports for the children for all groups of children as before school, lunchtime clubs and after school.</p> <p>Allow access to sports the children may not otherwise experience.</p> <p>Access the local community and links with them more.</p> <p>Continue to increase % of children accessing L2 events and competitions.</p> <p>Attempt to transition sports crew into taking more responsibility for organising daily Intra Events (organising, score keeping, refereeing etc) on a</p>

Created by:



Supported by:



<p>tag rugby, multiskills, athletics, elite cross country and orienteering for a range of age groups and varying children.</p> <p>Yr 6 20 children completed level 1 and 2 Bikeability and 3 children completed level 1</p> <p>57 children participated in Tots on Tyres</p> <p>After school we have provided athletics, dance, multiskills, football, cricket, athletics and dodgeball. A large number of children from KS1 to KS2 attended clubs in the Aut term and Spring 1. Numbers declined in the Summer months</p> <p>32 KS1 children attended a club 39%</p> <p>44 KS2 children attended a club 38%</p> <p>14 KS1 PP 17%</p> <p>17 KS2 PP 15%</p> <p>18 SEND children 55%</p>	<p>structured basis. Ensure our competition program is relevant to our children, ensuring access for all.</p> <p>C4L develop across all year groups.</p> <p>Continue to develop the school playgrounds once all work has been finalised.</p> <p>SIP has a focus on mental wellbeing for our children and using physical activities to help and support this.</p>
--	--

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

YES/NO \* Delete as applicable

**(A) Total amount carried forward from 2021/2022 £0.00**

**(B) Total amount for this academic year 2022/2023 (new money) £17800.00**

**(C) Total funds for 2022-2023 = A + B £17800.00**

**(D) Total spent in 2022-23 against key indicators as detailed in plan below £17800.00**

**Expected amount of underspend to be carried over into 2022-2023(C-D) £ 0.00**

<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><b>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.</b></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><b>N.B.</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>	71%
<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>	65%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	65%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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: 2022/23		Total fund allocated: £	Date Updated:12/07/2023	
<b>Key indicator 1:</b> 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:
Increase the amount of ways children can be active during the school day, particularly outside. Particular focus on provision in KS1 and KS2	<p>Improvement in outdoor facilities to aid meeting the 60mins active a day.</p> <p>Establish a daily 'Playground Challenge' resource and system based around 'My Personal Best'.</p> <p>Access training through SSP for a new group of Sports Crew to facilitate active and structured playground activities.</p> <p>Maintain the Gold School Games Mark.</p> <p>Use speed stacking resource provided by the SSP.</p> <p>Sports crew trained by SSP</p> <p>Member of staff to compete yoga course provided by SSP.</p> <p>Encourage all classes and staff to</p>	<p>SSP buy in</p> <p>£SSP buy in</p>	<p>Children more active now they have more space and facilities, resulting in less children on the yard at a particular time so therefore less disruption as a result of behaviour. Continue to enhance and improve the facilities so children can be active and incorporate personal best challenges. This needs to continue now that the building work has been finalised.</p> <p>SSP meet with AN on a Friday playtime to evaluate and then discuss the games for the following week. They work in pairs each playtime with the younger children focusing on FMS. Positive attitude and engagement from children involved.</p> <p>Extra-curricular activities have been provided such as meditation and mindfulness KS2, yoga for Targeted</p>	<p>Continue to enhance and develop the outdoor area and provision.</p> <p>Sports crew to continue in Yr 6 and train new members in yr 5 later in the year. This is to include Welfare staff in the training so they can be more involved and help increase and work towards 60 mins active a day.</p>



	regularly use Go Noodle and Just Dance so children have further opportunity to be active.  In Summer Children to lead dance sessions using the new speaker outside. Extra-curricular school clubs have run with a range of sports offered including football, dodgeball, rugby, multiskills, dance, speed stacking and yoga.		groups of children and badminton for Yr 6 which have helped ease stress and anxiety and helped with increased focus in class.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				97%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Embed a new teaching/assessment system across school for Physical Education. Provide detailed and accurate assessments of each child which will inform future planning and teaching.	Utilise the new Scheme of Work application creating a bank of evidence across the whole school to allow more accurate assessment. Assessment using PE Passport should allow staff to create a 'whole picture' of each child. This should include PE attainment in the different areas of the curriculum including swimming and also what children have accessed outside of school and extracurricular activities. -Utilise the assessment system to identify children who may have gaps in their development. All staff trained on this prior to using and supported throughout by the PE lead.	£699	New scheme of work being delivered successfully by all teachers and children were active, involved and made progress. Assessments are being carried out and have been monitored by PE lead which is effective. Some I-Pads not working, and this needs addressing. Through monitoring staff CPD identified and with the use of the SSP support has been accessed in gymnastics in Yr5 and Yr4 over a series of lessons involving observation, team teaching and support to deliver high quality PE lessons.	Continue to access programs and support from SSP. Embed good practice with support from SSP. Attend network meetings so this develops and continues after funding
Provide all children with access to a high quality universal P.E. and school sport to	Continue to develop JR's role		Worked with different children	

engage them in new and exciting quality competition and coaching	<p>JR delivers and supports PE lessons throughout and to aid in assessing children accurately.</p> <p>1/2 hour clubs at lunchtime to help with behaviour and this is promoted through sporting activities.</p> <p>Support and teach swimming lessons.</p> <p>Lunchtime activities for small groups of children.</p> <p>Nurture group at lunchtime.</p> <p>Mental health programme.</p> <p>Buy into local school sport partnership to ensure continuity and growth of local infra-structure.</p> <p>Universal offer to all pupils and coordinated support:</p>	£12,000.00	<p>across the primary setting and has worked well. Children have participated and individual children have benefited by</p> <p>Less disruption at lunchtime so impact on behaviour as group of children with JR have a physical focus.</p> <p>PE lessons are being successfully delivered.</p> <p>Children more active physically.</p> <p>In place when circumstances allow.</p> <p>JR has supported class teachers in delivering and assessing PE lessons which allows accurate assessing of PE.</p> <p>IJ taking children and running a tag rugby session each lunchtime involving KS2 children this improves active minutes as above and also taking part in a new activity and prepares them for competitions.</p> <p>Also less disruption at lunchtime as children are engaged.</p> <p>All KS2 children accessed quality first hand cricket coaching weekly from Chance to Shine for 6 weeks to develop and promote cricket in school. Children engaged with James Anderson Emma Lamb international cricket players and role models. Inspirational for the children that James attended St Mary's and is now an international Cricket player.</p>
Through cricket to have an awareness of sport and inspire them and give the children aspirations for the future.	<p>Engage with chance to shine and The England Cricket Board pilot programme providing free cricket delivered by fully qualified coaches for half a term to KS2 involving world international cricket players James Anderson a past pupil at St Mary's and Emma Lamb and filming with ECB, Chance to Shine and the BBC Sport along with numerous journalists and reporters from TV, radio and newspapers featuring St Mary's school and pupils where James attended as a child.</p>	£4500	



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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 staff are able to deliver HQ PE/Sport activities. Staff should be confident and capable of delivering all areas of the curriculum to a range of ages/abilities.	<p>Please see above PE passport and use.</p> <p>AN /JR to attend PLT Meetings</p> <p>AN to conduct regular lessons observations to monitor the quality of teaching and learning. Look at assessment data and identify areas for development.</p> <p>AN to attend Edge Hill University for a day PE Passport Conference and workshops. How to use PE passport effectively, Deep Dive in PE, Increase 60 active minutes and gymnastics.</p> <p>AN completed training on All About Autism in PE as recommended by Youth Sports Trust. To share this resource with other staff.</p> <p>ST to complete a forest Yoga course.</p> <p>Access JS to support ECT in Yr 5 and new member of staff in YR 4 on delivering successful gymnastics lessons.</p>	SSP buy in	<p>The curriculum has been monitored and the teaching of PE – pupil voice, observation of lessons and talking to staff to develop and enhance the curriculum for our children. Children enjoy the PE lessons, are actively involved and motivated.</p> <p>Staff have gained relevant CPD to teach the children. ECT now more confident teaching gymnastics.</p> <p>Lessons have been adapted to engage all pupils.</p> <p>Support of the SSP and SSCO been used effectively. Children selected for individual activities appropriate for their development.</p> <p>All meetings have been attended where possible and SL kept up to date on any changes or new initiatives and been involved where appropriate.</p> <p>ST completed the Forest Yoga Course and delivered yoga to Y1 this helped the children to settle more ready for learning after lunchtimes.</p>	<p>Continue to monitor the teaching of PE – pupil voice, observation of lessons and talking to staff to develop and enhance the curriculum for our children.</p> <p>Review the use of Passport PE as an assessment too Use training form course to develop and improve the PE Passport tool.</p> <p>Monitor and review staff needs and access any CPD relevant for any individual staff through the SSP.</p> <p>Develop and promote 60 active minutes a day within school.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Provide a wide and varied program focusing on enrichment based activities. Provide experiences for our children they would not normally get access to. Potentially link the activities to other curriculum areas and or clubs so pupils can pursue further.	<p>Continue to update/maintain PE equipment and playground stocks</p> <p>Access the SSP coaching program and utilise to create more capacity for after school clubs. Clubs to be delivered : Dodgeball/Multiskills/Football//Rugby</p> <p>Continue to access Bikeability Levels 1-3. EYFS to take part in Tots on Tyres.</p> <p>See above regarding James Anderson and Emma Lamb world international cricket players.</p> <p>Work with BFC and the Community and develop links through a governor in school.</p>	Resources and equipment £601.00	<p>The curriculum has been monitored and the teaching of PE – pupil voice, observation of lessons and talking to staff to develop and enhance the curriculum for our children. Children enjoy the PE lessons, are actively involved and motivated.</p> <p>Rec 26 children took part in Tots on Tyres Yr 4 Level 1 Bikeability 13 children completed. YR 6 completed levels 1 and 2, 27 children passed.</p> <p>Yr 6 trained by SSP as Well being ambassadors to support the well-being of children at our school.</p> <p>Yr 6 attended a ‘Show Racism the Red Card’ at Burnley Football Club at which they took part in workshops and then met some of the players and were given a tour of the ground and stadium.</p> <p>Year 3 took part in the GULP programme a social, action project about giving up loving pop. This lasted was for 1hour a week, for 6 weeks and involved increasing</p>	<p>Continue to develop and enhance the extra-curricular clubs provided on a range of sports for the children for all groups of children as before school, lunchtime clubs and after school.</p> <p>Develop links with Burnley Cricket club to engage and encourage more children to play cricket.</p> <p>Allow access to sports the children may not otherwise experience.</p> <p>Access the local community BFC, BCC, BTC Thompson Park, BL and continue to develop links with them.</p> <p>Use specialist coaches recommended by the SSP to enhance the variety of sports on offer.</p> <p>A wider variety of sports offered where possible.</p>

			<p>knowledge about drinks and effects and physical activity too. At the end of the sessions looked at how our drinking habits had changed. The children are thinking about their choice of drinks and the impact.</p> <p>Yr 6 transition to secondary school involvement with BFC Headstart Mental Health Programme. Children enjoyed and engaged in Forest Yoga.</p>	
--	--	--	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Provide as many competitive opportunities for our children on the school site. Establish Intra School competitions during the curriculum and in after school activities.	<p>Access all SSP events ensuring as many different children as possible can attend.</p> <p>Buy into local SSP to ensure continuity and growth of local infrastructure. Universal offer for pupils and coordinated support package. Maintain links with other local providers.</p> <p>Ensure all curricular and extracurricular programs have elements of competition within all sessions.</p> <p>Access all events which are part of the SSP Intra School Virtual Competition Program.</p> <p>Attend inter school competition including friendly fixtures and SSP off-site events.</p> <p>Access all the SSP has to offer including: -Large competition calendar, CPD Courses, School Sport Coaching Programme (35 hours),Tots on Tyres Cycling programme for Early Years, Network support for PE leads and Head Teachers, YST Playground leaders to establish my personal best challenge.</p>	SSP buy in	<p>Personal best challenges have been incorporated in to lessons and sports leaders have encouraged this within their sessions with groups of children</p> <p>KS2 Football 20 children attended Yr 3-6</p> <p>KS1 Dodgeball 20 children YrR-Yr2</p> <p>KS2 Dodgeball 20 children YR3-6</p> <p>KS1 Multiskills 20 children YrR to Yr 2</p> <p>Events, competitions, festivals and friendlies have been attended.</p> <p>128 times children in KS2 have represented the school in 22/23</p> <p>38 KS2 PP</p> <p>13 SEND</p>	<p>Continue to develop the personal best and challenge in lessons.</p> <p>More in house competitions to give the children more opportunity to compete.</p> <p>Provide opportunities to try a new competitive sport.</p> <p>Continue to provide and develop a wide and varied competition calendar that children of all ages and abilities can access.</p> <p>Continue to increase % of children accessing L2 events and competitions.</p> <p>Develop and transition sports crew into taking more responsibility for organising daily Intra Events (organising, score keeping, refereeing etc) on a structured basis. Ensure our competition program is relevant to our children, ensuring access for all.</p> <p>Invite more inspirational</p>



				professionals and past pupils into school who have achieved and use to inspire our children.
--	--	--	--	--

Signed off by	
Head Teacher:	Ian Jones
Date:	20 <sup>th</sup> July 2023
Subject Leader:	Amy Neill
Date:	12 <sup>th</sup> July 2023
Governor:	Chris Keene
Date:	20 <sup>th</sup> July 2023