

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 **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:
<p>An effective recovery curriculum put in place after lockdown to ensure children were active.</p> <p>All children from Rec-Yr 6 240 children participated in run round the county.</p> <p>Running club yr 6</p> <p>Baseball extra-curricular club run by JR to 17 yr 4 children</p> <p>LTA youth tennis course completed by AN</p> <p>SSCO virtual competitions with all classes yr1-6</p> <p>Safe practice course attended</p> <p>Bike ability in yr6 level 2 achieved by 13 children and level 3 by 4 children.</p> <p>Sale Sharks worked with yr3 on tackling health and rugby.</p>	<p>Re-establish opportunities for children to be active as possible throughout the school day. Raise the levels of general physical activity of all our children after long periods of in-activity due to Covid-19. Improve the school's facilities to do this by developing the playgrounds and equipment available to them.</p> <p>-Ensure a variety of extra-curricular sports are available.</p> <p>-Embed a new teaching/assessment system across school for Physical Education. Provide detailed and accurate assessments of each child which will inform fluid planning and teaching.</p> <p>-Continue to ensure staff are able to deliver HQ PE/Sport activities through CPD and the use of the SSP. Staff should be confident and capable of delivering all areas of the curriculum to a range of ages/abilities.</p> <p>Provide a wide range of learning opportunities for our children, exposing them to different types of activities in different settings.</p> <p>-Due to potential current restrictions provide as many competitive opportunities for our children on the school site. Establish Intra School competitions during the curriculum, break times/lunchtimes and in after school activities.</p> <p>-Buy into local SSP to ensure continuity and growth of local infra-structure. Universal offer for pupils and coordinated support package. Maintain links with other local providers.</p> <p>C4L develop across all year groups.</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 2020/2021 £1390.00

(B) Total amount for this academic year 2021/2022 (new money) £17800.00

(C) Total funds for 2021-2022 = A + B £19190.00

(D) Total spent in 2020-21 against key indicators as detailed in plan below £19190.00

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>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>	87%
<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>	67%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	67%
<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>	Yes/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: 2021/22	Total fund allocated: £19190.00	Date Updated:13 th July 2022		
Key indicator 1: The engagement of all 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:
				38%
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:
All children to be active for 60 minutes and to develop healthy habits and attitudes to physical activity.	Promote enjoyment of physical activity.	SSP buy in	The junior building has been demolished and the area to be resurfaced and then the playgrounds can be developed and equipment installed. Children will have more space to be physically active and improve attitudes to physical activity. The new equipment will increase activity levels to achieve 60 min	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.
	Re-establish opportunities for children to be active as possible throughout the school day. Raise the levels of general physical activity of all our children after long periods of in-activity due to Covid-19. Improve the school’s facilities to do this. Improve children’s physical and mental well-being.			
	Maintain Gold School Games Mark after two years due to Covid.		Extra-curricular activities have been provided such as meditation and mindfulness KS2, yoga for Targeted group of children and badminton for YR 6 boys to help ease stress and anxiety and help with focus. After school clubs have run every night after school with a range of sports offered including football, dodgeball, athletics, multiskills, dance, cricket, invasion games	A running club in school. Aiming for children to participate in the park run events.
	Improve FMS and children to be physically active. Using a new scheme of work and a new approach to the curriculum to inspire and motivate children to be physically active after Covid.			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
	Installation of new equipment and	£7000		

	playgrounds to be developed to aid the amount of physical activity opportunities available for all children after the demolition of the old junior building allowing more space. To include playground markings, bleep test activity and traversing wall.	SSP buy in	Encourage all classes and staff to regularly use Go Noodle and Just Dance so children have further opportunity to be active.	school.
	A variety of activities provided for the children.	£350	Purchased a new speaker for outside usage. To be used for different events and at lunchtime to provide music so children can create own dances and be physical active.	Sport's leaders to lead dance activities on the yard. Make links with specialist dance teacher.
	Sports leaders trained by SSCO and deliver games to develop FMS skills at lunchtime with groups of children.			

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

58%

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 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.	Lancs scheme and CPD £695	New scheme of work delivered successfully and children were active, involved and made progress. However, some delivery of lessons seemed repetitive and not progressive enough for each year group. Therefore, it has been decided to return to the Lancs Scheme of work as from Sept 2022 Lesson are more progressive and teach specific skills to be able to access most sports. Staff trained By Lead lancs PE lead and received CPD in the Summer term on PE passport and updates. All ready for Sept	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. Burnley Leisure to provide multiskills intervention for Yr 1 /2 children to improve FMS. The Sports crew to develop these skills for groups of children who need the skills developing. Identify groups of children and

	Sports coach to implement a gross motor skills intervention group for identified children.		2022.	target any needs with JR in intervention groups.
Provide all children with access to a high quality universal P.E. and school sport to engage them in new and exciting quality competition and coaching	Continue to develop JR's role JR delivers and supports PE lessons to Rec, yr3, yr4 and yr5 1/2 hour clubs at lunchtime to help with behaviour and this is promoted through sporting activities. Running with some children from Year 6. Support and teach swimming lessons. Lunchtime activities for small groups of children. Nurture group at lunchtime. Mental health programme. Buy into local school sport partnership to ensure continuity and growth of local infra-structure. Universal offer to all pupils and coordinated support:	£8500 £1850 (Paid in advance so £2650 already allocated on last year's plan Hence only £1850 this year even though the total for the year is £4500)	Worked with different children across the primary setting and has worked well. Children have participated and individual children have benefited. Less disruption at lunchtime so impact on behaviour as group of children with JR have a physical focus. PE lessons being successfully delivered. Children more active physically. In place when circumstances allow. JR to support class teachers in delivering PE lessons and also take groups of children for intervention identified as needing support Provided support and practise for children prior to participating in events run by the SSP. See information in KI's 1-5	JR to take on this role next year. Continue to identify individual needs and address accordingly using sports leaders where appropriate. Develop Sports crew again pre covid and encourage personal best challenges. 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

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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
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.	Subject Lead to conduct termly observations on other staff responsible for PE delivery individual CPD needs reviewed.		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. Staff have gained CPD by being involved in lessons and taking an active role and different ideas to teach to the children for variety and lessons have been adapted to engage all pupils.	For the children return to Lancashire Scheme of work and the delivery of lessons under dance, invasion games and gymnastics.
Children will experience a high quality physical education curriculum that is developmentally appropriate.	Subject Lead to create an additional bank of resources to supplement the scheme of work. Access any relevant training through the SSP CPD program and direct to appropriate member of staff.	SSP buy in	Support of the SSP and SSCO been used effectively. Children selected for individual activities appropriate for their development. All meetings have been attended where possible and SL kept up to date on any changes or new initiatives and been involved where appropriate.	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. Review the use of Passport PE as an assessment tool. Monitor and review staff needs and access any CPD relevant for any individual staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4%
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: Provide a wide range of learning opportunities for our children, exposing them to different types of activities in different settings.</p> <p>Continue to provide a large school swimming program so all children are able to achieve statutory targets.</p>	<p>Continue to update/maintain PE equipment Access the SSP coaching program and maximise all hours, ensuring all children have access (Dance, Rugby, Cricket, Handball, and Dodgeball). providing blocks of after school provision providing new experiences for the children. Continue to access Bikeability Levels 1-3 for KS2 Programs. EYFS and Yr 1 to take part in Tots on Tyres program.</p>	<p>£745</p>	<p>All 30 hrs of coaching accessed through SSP buy in. Children received high quality coaching by fully qualified specialists. YR 1 Skills to Play 29 children Yr 2 Multi-skills 30 children Yr 4 athletics 30 children Yr 4 Rugby 30 children 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, 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% 44 KS2 children attended a club 38% 14 KS1 PP 17% 17 KS2 PP 15% 18 SEND children 55%</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>Use specialist coaches recommended by the SSP to enhance the variety of sports on offer.</p>
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			Yr 6 children started swimming in the Aut term. Year 5 went in the Spring term and Yr 4 in the Summer.	
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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.	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. Ensure all curricular and extracurricular programs have elements of competition within all sessions. Access all events which are part of the SSP Intra School Virtual Competition Program. Attend inter school competition including friendly fixtures and SSP off-site events. 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.	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>Weekly timetable established with all children able to access structured sports/games led by sports coach in a range of activities.</p> <p>19 Events, competitions, festivals and friendlies have been attended.</p> <p>78 children KS2 have represented the school in 21/22 (68 %) 36/51 KS2 PP 71% 14/20 SEND 70%</p> <p>21/57 children KS1 children have represented the school in 21/22 (37%) 12/32 KS1 PP 38% 1/6 SEND 17%</p>	<p>Develop the personal best and challenge in lessons. Start recording outcomes.</p> <p>More in house competitions to give the children more opportunity to compete.</p> <p>An opportunity 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>Attempt to transition sports crew into taking more responsibility for organising daily Intra Events (organising, score keeping, refereeing etc) on a structured basis.</p> <p>Ensure our competition program is relevant to our children, ensuring access for all.</p>

Signed off by	
Head Teacher:	Ian Jones
Date:	25/07/2022
Subject Leader:	Amy Neill
Date:	25/07/2022
Governor:	
Date:	