

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£733.50
Total amount allocated for 2020/21	£16,975
How much (if any) do you intend to carry over from this total fund into 2021/22?	£155
Total amount allocated for 2021/22	£16,982
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,827

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 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>	73%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	87%
<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: 2020/21		Total fund allocated:		Date Updated:		
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:
<ul style="list-style-type: none"> A wide variety of A.S.C are available throughout the year, which have included football, multi-skills, netball and dance. A small lunch club has been running to ensure less able children/ with poor motor skills are able to access P.E equipment and activities. Anomoly board is also available to this group of children. All classes timetabled 2x P.E weekly (excluding EYFS). 		<ul style="list-style-type: none"> Children's voice- expressed these specific A.S.C activities. Smaller groups with focused activities and specific equipment. Units planned according to cross curricular links. 		£	<ul style="list-style-type: none"> Children are now able to apply skills into games and enjoyed learning the rules in contact sports. Confidence has grown and positivity to physical exercise. Children are beginning to make cross curricular links through different subjects. 	<ul style="list-style-type: none"> Wider differentiated A.S.C activities made available. Sustainable Sustainable
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement						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"> Blossom therapy- daily physical circuits to improve behaviour and concentration. These children need additional physical activities to release energy. Lancashire P.E app Dance enrichment through MADD week. 	<ul style="list-style-type: none"> Small group work to enable children to stay focussed in class. Wide variety of activities available to all ages throughout school. Easily displays children's learning and achievements. 	£	<ul style="list-style-type: none"> Children are more focussed and engaged in their learning. Skills and progression targets are easy to assess. Information is easily accessible for Subject lead and teachers. Enrichment opportunities from different cultures. 	

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"> Team theme – supporting staff delivery of PE curriculum. Lunchtime coaches teaching rules and regulations in various games. Children are to use skills taught in P.E in these sports. Training of interactive board outside. 	<ul style="list-style-type: none"> Staff to become competent delivering a wide range of skills across the PE curriculum. Rules applied to games encouraging resilience from children. Allows access to music/video tutorials to encourage physical activity through dance and exercise. 	£	<ul style="list-style-type: none"> Children are becoming competitive learners and are independently applying rules to self-organised games. Resilience is becoming noticeable during competitive games. Older children working with younger children displaying resilience. Being independent users of the board. Creating dance routines and participating in exercise. 	

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:
Christ the King competitive activities. UCLAN sport event Boys and girls football competitions entered. Trip to Anderton centre.	<ul style="list-style-type: none"> Promotes community competition. Different children entering football clubs. Encourages girls to play football. Archery, orienteering and den building outdoor activity day. 	£	<ul style="list-style-type: none"> Positive attitudes to competitive sports. More girls coming forward to participate in sports. Archery skills. Life skills outdoors. 	

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:
Intense Christ the King competitive activities. Cluster sports competitions.	<ul style="list-style-type: none"> Promotes community competition. Different children entering football clubs. Encourages girls to play football. 	£		

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