

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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

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 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 2020** 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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
Staff confidence improved through planning resources available (FUNDA) - Specialist coach improved staff knowledge and children's achievement. - Increased participation in lunchtime clubs. - Raised awareness of a variety of sports in after-school clubs and participation in these sports. - Participation during PE lessons increased due to all classes having spare kits. - Subject Leader attended PE Briefings, Preston School Partnership meetings and clusters to develop knowledge and understanding and feedback given to all staff. - Broad range of sports experienced during Waterpark residential and after-school clubs.	-Evidence to support assessment of children's progress through the use of an online planning and resource tool. -Further improve staff CPD/Subject knowledge on differentiation through team teach with specialist coach. -To continue to offer a range of extra-curricular activities throughout the academic year. - To work with new PE specialist coach to offer a wider range of after-school clubs. -To continue to target specific groups of children (PP/less active) to continue to raise participation levels. -To enter more teams into competitions to raise participation levels in competitive events. -To continue to develop active lessons for children in all subjects.

Meeting national curriculum requirements for swimming and water safety.

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.	66%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%
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?	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: 2019/20		Total fund allocated: £17630	Date Updated: November 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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:
All children offered the opportunity to achieve 30 active minutes daily through physical activity at playtimes, lunchtimes and in curriculum sessions – PE and active Maths/English and the Daily Mile.	Employ specialist coach to deliver lunchtime activities twice a week. Target groups to attend lunchtime activities/clubs – least active and behavioural. Spare kits given to all classes. New playground equipment to be bought. To introduce active Maths/English teaching tools – super movers etc. Daily mile/brain breaks	FUNDA (£10349) £429.97 FUNDA	Children from Year 6 accessed 1 lunchtime club a week. Able to work as a team. Increased participation during lessons. Playground equipment used daily by all children and equipment monitors check the resources daily. Children provided with access to high quality PE lessons. Disadvantaged children given opportunities to attend sports and	
Employment of a specialist coach to teach PE in order to ensure a high quality of PE provision across school.				

			improve fitness and physical activity.	
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:
To celebrate children's sporting achievements that have taken place in school and out of school.	Class teacher and children to present their sporting achievements in whole school assemblies and to their classes.	N/A	Children engaged in listening to other sports and awareness of sporting activities they can take part in. Children's sporting achievements celebrated and given the opportunity to feel proud of their achievements.	
Free places for after-school clubs offered to disadvantaged families.	Places to be offered to disadvantaged families.		24 additional children able to take part in after-school clubs.	
Sports Week.	A week-long event focused on raising awareness of a variety of sports with a lower profile was planned but did not go ahead due to national school closures.		Children accessed fencing, Thai boxing, judo and yoga.	
Increase motivation of pupils in PE & School Sport through fundraising and visitors	Fundraising sponsored colour run for		A colour run was organised which	

	local charity cash for kids.		families attended and took part in to raise money for a local charity Cash for Kids.	
	Sports for Champions fundraising event with a visit from an international athlete was planned but cancelled due to national school closure.			

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:
Improve quality of teaching & learning in PE and develop staff confidence.	Employment of a subject specialist coach to teach all year groups PE in order to raise confidence, knowledge and skills for teaching staff. Subject Lead to attend Lancashire PESSPA meetings. Subject Leader to attend PE briefings. Resources purchased to aid the development of PE and sports.	Free Free £1341.97	Teachers more confident to plan stage appropriate activities for pupils and know how to differentiate these to meet learning needs for all pupils. Training attended and feedback given to staff; staff understanding and aware of a variety of resources to be used for teaching and learning. All pupils engaged and making good progress within PE lessons. Resources available for staff to use.	
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:

Additional achievements: Alternative sports and activities to raise profile of sports/sporting events. A range of sports offered during lunchtimes, lessons and after school for all pupils.	Arrange for alternative sports activities to take place during after school clubs, county competitions and also during Sports Week that children aren't regularly exposed to: - Yoga -Handball -Dodgeball - Boxing - Tri-golf -Multi-sports - Judo Year 5 and 6 residential to Waterpark	£1250	Pupils engaged in a variety of alternative sports – giving children opportunities to try new sports within school– emphasis on engaging less active and PP children. Children able to access and experience a broad range of sports: - Ghyll scrambling -High and Low ropes -Orienteering -Canoeing -Sailing - Kayaking -Hiking -Abseiling	
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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:
Participation in local school competitions and leagues. Whole school participation in Sports Day with competition focus	Funding participation in: -DB Sports - Sport School Partnership To take part in football and netball competitions and leagues was planned but limited participation due to national school closure. Whole School sports day with competitive racing elements and extra points awarded to teams for sportsmanship during competing was planned but cancelled due to national school closure. An online home schooling sports day was issued for the children to participate in independently.	£50	Increased participation through entering competitions and leagues in football and netball. Also friendly matches in both football and netball. All children had the opportunity to participate during home schooling however very few actually participated	

Signed off by	
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Date:	24/2/2021
Subject Leader:	Lauren Smith
Date:	18/11/2020
Governor:	KT Maogue

Date:	28/2/2021
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