

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](#).



Details with regard to funding

Please complete the table below.

| | |
|---|------------|
| Total amount carried over from 2019/20 | £13,562.00 |
| Total amount allocated for 2020/21 | £16,442.00 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £8,286.00 |
| Total amount allocated for 2021/22 | £16,442.00 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £24,728.00 |

Swimming Data

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|--|------|
| <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> | 100% |
| <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> | 100% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100% |
| <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 |

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: £9,700 | | Date Updated: 20 th July | |
|--|---|------------------------------|--------------------|---|--|
| 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: %69 |
| 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"> Focus on skills progression Prioritise maximum engagement for all pupils within curriculum time and through cross curricular links Encourage/inspire children exercise by choice outside of curriculum time Continue with extended offer of varied PE clubs | <ul style="list-style-type: none"> Payment of specialised PE teacher and use of Lancashire scheme Prioritise activities with all pupils involved & engaged at the same time Renew/replenish playtime resources which are varied and attractive and teach children how to use and store them correctly. Use specialists to inspire and engage children in PE particularly for out of curriculum time (clubs) | | £17,228 | <ul style="list-style-type: none"> Improved achievement in core skills assessments Improved engagement in PE, particularly for children without kit/unable to join in physically because of injury Playtime equipment well used. Shed accessed every playtime Continued high uptake for clubs | <ul style="list-style-type: none"> Maintain established improvements Decrease number of outside agencies teaching curriculum PE and increase use of Lancashire scheme (focus on all pupils moving and improving creativity & skills) Continue to use, renew and replenish resources as required. Aim to find more new activities and arrange return of popular ones. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |
| <ul style="list-style-type: none"> Residential for Y5/6 with cluster schools Partake in Lune Valley cluster competitions & events Celebration of all sporting achievements Engage in sport-based charity work e.g. Elf and fitness challenges | <ul style="list-style-type: none"> Two year rolling programme of residential with cluster schools Ensure a range of different children have the opportunity to partake in these & represent the school Encourage pupils to bring in certificates/trophies etc for Friday celebration assemblies and make time for these during whole school assembly. Include cluster achievements in newsletter Advertise and encourage sponsorship and health benefits associated with these activities | £1,000 | <ul style="list-style-type: none"> Pupils have gained from joining with other schools of a similar age for residential visit Most children have taken part in at least one event and been able to celebrate this with school on their return Pupils work/effort in sport in and out of school being celebrated Pupils awareness of the need for fitness levels to be maintained for a healthy lifestyle | <ul style="list-style-type: none"> Maintain residential programme and links with cluster schools Organise netball and football games with cluster schools for younger pupils (y3/4) Maintain celebration assembly sports slot Plan for more charity work based around physical activity |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|----------------|--|--------|---------------------------------|
| | | | | %12.5 |
| 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"> Continue to build on secure curriculum mapping to ensure pupils access a wide range of sports and skills Ensure all staff are including active elements to their teaching. | <ul style="list-style-type: none"> Sarah Cook (PE lead) to attend training Encourage staff to use the field facilities and add active elements to their other subject teaching | £3,000 | <ul style="list-style-type: none"> Training attend and changes implemented Field developments celebrated and all staff made more aware of its benefits and possible uses. Staff have begun to access this more. | <ul style="list-style-type: none"> Continued CPD to a deeper level for subject leader Continued increase in field use and active elements included into lessons (particularly active phonics) |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
12.5%

| 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: <ul style="list-style-type: none"> Commitment to varied timetable of after school clubs Effective mapping and delivery of skills and sports across the year | <ul style="list-style-type: none"> Use pupil voice feedback to inform booking of a variety of engaging sports clubs which are fully inclusive regardless of background Subject leader to monitor and adjust curriculum mapping to include a wide range of skills and sports | £3000 | <ul style="list-style-type: none"> Pupils access a wide range of extra-curricular activities Pupils access a range of sports within curriculum time through a 2 year rolling programme | <ul style="list-style-type: none"> Continue to establish links with clubs & companies offering sports clubs and increase range further Continue to offer a variety of experiences within curriculum time |

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|--|------------------------------|--|--|--|
| | tailored to the pupils needs | | | |
|--|------------------------------|--|--|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|--------------------|---|--|
| | | | | 2% |
| 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 continue to offer a range of meaningful and accessible competitions. To build inter-school links and provide competitions and events for pupils to attend To encourage links with sports clubs to access out of school through after school clubs (e.g. Morecambe football/all stars cricket club) | <ul style="list-style-type: none"> Subject leader to organise transport etc and liaise with other schools for events both during and after school Continue to advertise sports clubs and holiday clubs for children to participate in out of school | £500 | <ul style="list-style-type: none"> High number of pupils attend sporting events during and out of school | <ul style="list-style-type: none"> Maintain links and attendance of links |

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| Signed off by | |
| Head Teacher: | Anne Phillips |
| Date: | 22/07/22 |
| Subject Leader: | Sarah Cook |
| Date: | 21/07/22 |
| Governor: | |
| Date: | |