

# 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](http://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 2020/2021	£0
Total amount allocated for 2020/2021	£18760
How much (if any) do you intend to carry over from this total fund into 2022/2023?	£229.32
Total amount allocated for 2022/2023	£18,000
Total amount of funding for 2021/2022. To be spent and reported on by 31st July 2022.	£18,000

## 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><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 2020.</p> <p>Please see note above</p>	79%
<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>	56%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> 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:	Date Updated:		
<p><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</p>			Percentage of total allocation: 25%	
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: <b>£4,599.68</b>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
For the whole school community to participate in regular physical activity.	<p>Purchase resources to engage more children to participate during curriculum lessons and extra-curricular activities.</p> <p>Organise Home-school challenges for holiday times. Purchase resources as needed to promote and implement home-school challenges. Promote the importance of sport outside of school.</p>	<p>£1226.28 £1668.40</p> <p>£1195</p>	<p>Many new resources purchased (2 orders made) which has allowed more children to be active at any one time during a curriculum PE lesson and extra-curricular activities.</p> <p>Home-School Challenges set up and explained to parents via staff and social media. Children competed in classes in a series of games linked to the Olympic Games. This ensured more children were active during the summer holidays. Leaflets were sent home for numerous holiday clubs for children to be active during holidays. This gave the children numerous opportunities to be</p>	<p>Ensure resources are readily available for teachers and children to use.</p> <p>Continue to ensure the children are aware of the importance of physical activity outside of school. Keep a register of children who attend outside clubs (such as gymnastics, football etc) and target those who don't.</p>

	<p>Young Leaders to be trained and put skills into practice, working with other year groups.</p> <p>Organised clubs / activities at lunchtimes.</p>	<p>£150 (Paid for as part of the South Ribble Partnership – see KI 4)</p> <p>£360 (Summer Term 2 only)</p>	<p>active during the summer holidays.</p> <p>Young Leader Course attended by Y5 children. Y5 leaders and some Y4 children set up and ran events on a rota system during break times and lunch times for children across the whole school. This helped children be more active at break times and have a wider range of activities to be a part of.</p> <p>Children set-up and ran organised activities and events during lunchtimes to keep all children in the school engaged with physical activity. An outside coach was hired to provide lunchtime activities for all children in the school two lunchtimes per week. The children had access to more activities at lunchtimes and break times which increased participation in sports.</p>	<p>Continue to develop leaders each year to support activities during break and lunch times.</p> <p>Lunchtime staff to support the delivery of organised activities to be able to lead activities themselves on the days the coach is not in school.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: 6%</p>
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: £1100	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Raise the number of children meeting national expectations following the dip caused by two national lockdowns with school closures. For children not at the expected level in their FMS development, provide extra opportunities (outside of PE) to practice these skills with a qualified coach. Children to improve their knowledge and confidence in using FMS.	Fundamental Movement Skills Intervention Covid Recovery	£350 (Paid for as part of the South Ribble Partnership – see KI 4)	Program focuses on working with small-targeted groups of children for five-weeks helping to master fundamental movement skills developing balance, agility and coordination. This programme aims to bridge the exercise gap that has grown during lockdown. Targeted children have had the opportunity to work on fundamental skills with a qualified coach to close the gap.	Children who require it most are to join the intervention group.  Ensure all timetables fulfil the requirements to deliver the curriculum fully.
Children feel able and confident to travel using bikes and scooters. Increased number of children using active travel.	Active Travel Program (Bikeability, Scootsafe, Tots on Tyres with Bike Fix and Dr Bike to add)	£750 (Paid for as part of the South Ribble Partnership – see KI 4)	Children who have taken part in the courses have increased knowledge and confidence to travel safely using bikes and scooters. Children have had the opportunity to make their bikes roadworthy.	Continue to encourage children to travel to school using bikes and scooters. Look into starting an extra-curricular bike club for younger children wanting to use their bikes (Year 3/4)

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				13%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:	£2411	can they now do? What has changed?:	
Staff CPD requirements are identified and addressed. Pupils to improve performance in PE as a result of high quality teaching.	Identified staff to attend targeted CPD course to ensure more productive PE lessons. Whole staff CPD Training in school  Subject leader to attend PE conferences and meet with Anthony Graham.	£2,111  £300	Standards of teaching improved across the school to raise the attainment across all key stages in PE.  Subject leader has identified areas for development for academic year 22-23 following support from Lancashire/South Ribble PE team. Games Mark Level Gold achieved.	Continue to identify areas which can be developed in terms of staff CPD  Subject lead to feedback to whole staff at a later staff meeting in 2022-2023.

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 50%

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: £9220	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 variety of extra-curricular sports clubs outside of the curriculum.	Restart a wide range of physical activities through extra-curricular clubs after school following CoVid restrictions. Employing the South Ribble School Sports Partnership and external coaches in delivering coaching sessions as additional extra-curricular activities: South Ribble Ribble Valley Coaching	£1400 (Paid for by children)	Children have encountered and experienced a range of sports through the different age groups. Children have improved their skill level in numerous sports as well as their fitness and motivation to continue to participate outside of school.	Continue to offer a wide variety of sports and clubs to all ages. Increase staff knowledge and expertise in delivering a range of sessions. Increase the number of children attending these sessions with an emphasis on SEN, Pupil Premium and other less active children.

<p>Children to enjoy learning to swim and improving their confidence and technique in the water. Increase the number of children taking part in swimming outside of school.</p> <p>Pupils across the school to have access to a wide variety of sports and activities throughout the year.</p>	<p>Coach Mark Gunn Judo Education – Judo Judo Education – Archery Lancashire Cricket Louise Ross (Zumba)</p> <p>Weekly swimming lessons for children in Years 5 and 6. Target and develop confidence of children who failed to achieve the expected levels of swimming in the previous school year.</p> <p>Qualified coaches to deliver high quality PE lessons and festival activities across a range of different sports and activities. Staff to support and improve subject knowledge.</p> <p>South Ribble Coach Mark Gunn Judo Education – Judo Judo Education – Archery Lancashire Cricket Louise Ross (Zumba)</p>	<p>£275 £412.50 £330 £270 £400</p> <p>£2000 (extra term)</p> <p>£2445 £275 £412.50 £330 £270 £400</p>	<p>More children have become confident and competent swimmers.</p> <p>Children have improved their skill level in numerous sports as well as their fitness and motivation to continue to participate outside of school.</p>	<p>Highlight year groups or groups of children who would benefit from extra swimming lessons</p> <p>Continue to offer a wide variety of curriculum PE and activities to all ages. Increase staff knowledge and expertise in delivering a range of sessions.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 6%
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: <b>£1200</b>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Every child will compete in a minimum of 3 different competitions, outside of their regular PE core task competitions.	<b>Intra-School Competitive Events</b> Rugby Football Cricket Tennis Athletics These are spread across the primary age range	£1000	Children improved their skill level and tactical knowledge in each of the sports.	Continue to participate in competitive activities as part of their PE lessons.
Children should practice and learn the skills and tactics to participate in the competition to a standard which matches their previous ability.	<b>Inter-School competitions</b> Football Girls' Football Tag Rugby Dodgeball Cricket Athletics		Children were able to experience the success and failure that comes with competitions. How to deal with experiences was discussed with the children.	The school continues to compete regularly within different Sports Partnerships to allow a broad range of sports participation and wider opportunities for children who do not normally get to compete in inter school events i.e. B and C teams and development teams.
Increase skill and tactical knowledge of competing children to be competitive at events.	Netball Tournament (Penwortham Priory)  Organise competitive sports days for each age group in school including:	£200	Maintain high levels of enthusiasm and fitness as children practise events in advance of their events.	Annual event

	Nursery Reception Classes Years 1 & 2 Years 3, 4, 5 & 6 Competitive Races Event (With prior heats)			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	