

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2020:	Areas for further improvement and baseline evidence of need:
- Active playgrounds providing opportunities for children to engage in regular, daily physical activity (>75% children in KS2 are active on the playground). - Observations show a good number of children choosing to participate in Sports Crew led activities (>20% KS1 and >25% LKS2). This has given our young leaders an active role within school. - Attainment percentage between disadvantaged and non-disadvantaged children has been reduced and opportunities have been widened (67% of target group have attended other clubs). - We have continued to raise the profile of afterschool clubs and our target figure for 120 (30%) children attending per term was achieved - by spring 2 we had 41% attendance. - Tots on Tyres was successful (37 out of 37 children participated with a 100% pass rate). - A varied range of after-school clubs on offer for all year groups, including new sports (dodgeball). - Created an inclusive environment with opportunities for all children to engage in some form of physical activity.	- To trial the Daily Mile initiative with all KS2 pupils in autumn 1, widening to whole school by autumn 2. <i>This has been taken from the previous year's plan, as it wasn't implemented due to Covid-19.</i> - To extend and improve our range of resources to support curriculum PE and extra-curricular activities. - To share the importance of differentiation in physical education and support staff in their delivery of high-quality lessons. - To create a whole school assessment document, which staff are confident in using to assess their children. <i>This has been taken from the previous year's plan, as it is not a finalised document.</i> - For children to understand the relationship between positive well-being, success and healthy lifestyles (promote the work of our Mental Health Champions). - To promote 'personal challenges' and set whole school participation events (through remote learning or in school activities). - To encourage wider participation in virtual competitions. - To initiate a new pupil feedback system through termly meetings with the sports crew. <i>Taken from previous year's plan, as the feedback system is not consistently used.</i>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding **MUST be spent by 31 March 2021.**

Academic Year: September 2020 to March 2021	Total fund carried over: £138.00 (0.72%)	Date Updated: Jan 2021/March 2021			
What Key indicator(s) are you going to focus on? Key indicator 1: The engagement of all pupils in regular physical activity				Total Carry Over Funding: £138.00 Spent 100% by 31st March	
Intent	Implementation		Impact		
Your school focus should be clear how you want to impact on your pupils. Focus To provide EYFS with resources to enhance the teaching of physical education and the 5 FMS (fundamental movement skills). Impact For children to use the resources to improve their balance and co-ordination. For EYFS children to be confident using new resources in their lessons and understand what skill they are looking to improve. For teachers to have access to improved equipment and resources to teach high quality PE lessons.	Make sure your actions to achieve are linked to your intentions: EJ to liaise with EYFS teachers and discuss appropriate resources and equipment. EJ to order equipment, which will enhance balance and co-ordination teaching. Order from YPO. ➤ Simple plank pack and storage.		Carry over funding allocated: £119.40 Simple plank pack and storage. Spent on the 12.11. 2020 £27.00 Playground storage boxes for playtimes Spent on the 20.01.2020	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed? Photos of children using the equipment show improved confidence using the new resources. KS1 leader reinforced the positive engagement of pupils when they are using the equipment. Children use the equipment every week.	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year? Next steps EJ to continue to monitor the use of resources and provide any CPD for EYFS when opportunities arise. CPD should look to enhance curriculum PE but also look to gain support in utilising new resources.

Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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.	20/60 (33%)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	9/60 (15%)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	4/60 (7%)
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?	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: £19,230.00	Date Updated: November/December 2020, March 2021, May 2021	
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: 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Focus To provide more opportunities for all children to engage in regular physical activity – this should include a range of activities and sporting opportunities. Support staff in identifying ways of incorporating 30 minutes of daily physical activity in to the weekly timetable (including DM initiative). Continue to promote active environments, physical activity and engage all teachers in active learning. Impact For children to enjoy engaging in daily physical activity and begin to understand the benefits of health and exercise. For children to be able to report on the benefits of physical activity and see	Daily Mile Initiative Trial the Lancashire Daily Mile in Autumn term and promote the achievements of classes on a weekly basis. This could be through newsletters, Class Dojo updates, the PE board in school and on the school website. Maths of the Day Staff meetings to reinforce the use of MoTD activities. Also to introduce the scheme to new staff, who aren't familiar with the scheme, layout and resources. Active Playgrounds EJ to order equipment to encourage physical activity across both key stages and EYFS. To continue to monitor the use of equipment and those resources	N/A Pack and resources provided at initial BSSP meeting. N/A subs taken from other financial pot	Utilising the PE board in school to share successes with the Daily Mile Initiative. It is frequently updated with class accomplishments and miles completed. This has provided children and staff with a reason to participate and added a level of competition to the initiative. Pictures also demonstrate the success the scheme has had in participation figures and physical activity. Teachers in KS1 (y2) have noticed a positive impact on learning in the classroom and children relish the competitive challenge. KD organised an INSET training with MoTD to support teachers in their	Prior to the January 'lockdown,' most classes were completing the Daily Mile during the week. Whilst this wasn't always completed daily, it has been a good start to initiating a new physical activity. Next steps: to promote the Daily Mile and discuss ways of incorporating it in to our class timetables so it is regularly completed. Teachers are using the MoTD scheme, but we could look at

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improved results academically. For staff to notice the impact of active breaks in learning on academic achievements. For children to have improved levels of concentration during lessons after short, active breaks.	used more often – replenish playground boxes regularly. Active Playgrounds and pupil voice EJ to work with children on playground markings and come up with a bank of activities and resource kits. EJ discussion with UKS2 and LKS2 staff It was agreed that the children enjoy skipping and that these resources were a necessity to improve our active playgrounds. EJ to purchase skipping kits and provide these to year groups prior to September.	£287.00 including post and packing. Playtime Packs x3 May 2020 – EJ reviewed playground equipment. £825.00 Sports Directory UK deluxe skipping kit (x2) and playground equipment resource kits (x6).	understanding of the scheme and the benefits to active learning. EJ worked with class 11 for a 1-hour session, where they came up with a bank of activities for the UKS2 yard.	incorporating 1 active maths session a week for each class. EJ to now type these activities up, video children completing these and share with UKS2 children. Use next year's sports crew to complete the same process on the LKS2 and KS1 yards. As a result, we will have a range of activities displayed that children can take part in. New equipment means that the children have more opportunities to be active on the playground.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

46%

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:
Focus To raise the profile of mental health, well-being and physical activity throughout the school. To expand the size of our Mental Health Champions team to raise the profile of mental health and well-being. To frequently meet with our team and	Work alongside the BSSP and attend all their Mental Health Champions workshops and training. SH to attend the training and staff feedback session. SH to report to EJ on establishing a new MHC crew for the 2021-2022 academic year. SH and x8 MHC to take part in the	BSSP buy in phase 1 £1650 BSSP (2021 – July 2022) £5,500 BSSP total	Years 5 and 6 (4 classes) took part in the YMHC (Young Mental Health Champions) virtual assembly with athlete mentor Rachel Mackenzie. Our pupils learnt about resilience, positive thinking and ambition. 100% of staff found the assembly engaging and informative. Children learnt a great deal from an	Mental Health Champions (x8 children) have been identified and will be our ambassadors in mental health and well-being for the next academic year. Next steps: the children will take on a lead role for the next year and also support our new MHC as they take over in June/July 2022.

engage with children through a pupil voice. Impact For children to understand the relationship between positive well-being, success and healthy lifestyles. For our Mental Health Champions to take on a lead role in the school and provide a pupil voice. Focus To see an improvement in end of year assessments in both KS1 and KS2. Impact Most children will transition to their next year group with a good understanding of the skills taught within their year. Focus To raise the standards in Physical Education and encourage children to apply new skills in different environments. Impact Children will have increased confidence in PE, build upon skills taught in lessons and have the opportunity to use them in new activities. We hope to see improved behaviour during playtimes and active sessions, alongside seeing improvements in well-being of all pupils. Focus To improve the range of resources in	Young Mental Health Champions Training - Virtual Seminar for Champions. EJ to arrange diary dates with MHC to begin our work in school together. Termly assessments to start in September. EJ to share these with staff and to support where necessary. Offer a range of activities at playtimes, which will challenge skills taught in PE. November/December update <u>Covid-19</u> <i>Due to Covid-19, it has been difficult to set this up and structure playtimes due to resources and playground space.</i> May update EJ to look at setting up mini challenges next half-term as restrictions on bubbles are lifted. April/May update EJ to liaise with SC regarding equipment	£7,150.00 experienced athlete. A new group of MHC (x8 Y5 children) have been established and our first meeting will take place on Wednesday 19th May 2021. In Autumn term, EJ received most class assessments. From this data, skills requiring further development were identified. Not all staff are confident in assessing children. Children are aware of the expectations for each lesson and they are encouraged to challenge themselves. N/A June update No extra playground activities were set up due to the Covid-19 guidance, but children were encouraged to actively practise skills with the equipment in place during playtimes.	Next steps: April 2021 – EJ attended a Lancashire Scheme of work course to buy in to their app and scheme of work. EJ to organise a staff meeting/INSET to support staff with this and address our assessment system in PE. Next steps: to continue to build upon existing playground activities, which enhance taught skills from PE lessons. Next steps: now new equipment has been purchased, children will be encouraged to use this in the academic year and mini challenges will be set up to start the new year with an active mind.
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£1,270

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school to provide high-quality PE lessons. Impact Children and staff will have access to resources and take part in engaging PE lessons. Focus To provide EYFS with resources to enhance the teaching of physical education and the 5 FMS (fundamental movement skills). Impact For children to use the resources to improve their balance and co-ordination. For EYFS children to be confident using new resources in their lessons and understand what skill they are looking to improve. For teachers to have access to improved equipment and resources to teach high quality PE lessons.	and costing. EJ to complete an equipment breakdown and purchase resources where necessary. EJ to liaise with EYFS teachers and discuss appropriate resources and equipment. EJ to order equipment, which will enhance balance and co-ordination teaching. Order from YPO. ➤ Tyre walking planks (loose parts obstacle course).	See breakdown of expenditure for resource list £489.55 Tyre walking planks (loose parts obstacle course).	Photos of children using the equipment show improved confidence using the new resources. KS1 leader reinforced the positive engagement of pupils when they are using the equipment. Children use the equipment every week.	Next steps EJ to continue to monitor the use of resources and provide any CPD for EYFS when opportunities arise. CPD should look to enhance curriculum PE but also look to gain support in utilising new resources.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:

Focus To find a new scheme of work, which suits the needs of our learners and equips our staff with high quality lessons. Impact High quality PE lessons, where all learners are engaged and staff enjoy teaching the subject of PE. Improved attitude towards the teaching and learning of Physical Education. For teachers to have improved confidence in teaching the curriculum.	February/March 2021 update EJ to find a new scheme of work. EJ to attend appropriate courses to improve individual knowledge and expertise in the area and also support staff in the school. June/July action – provide questionnaires for staff and children once the new scheme is up and running. Find out if confidence in staff has improved and whether everyone is enjoying Physical Education.	£400 (to be taken from SP budget) Lancashire Scheme of Work and app (level 2). Level 3 includes competitions, clubs, swimming (1 off payment) £199 pending		SSP to provide whole school training on how best to use the new scheme of work and refresh how to use the app.
Focus For all staff to have increased confidence in assessing their year group. Impact From assessments, EJ and staff can liaise to identify target groups and apply appropriate strategies to teach and develop weaker skills.	EJ to liaise with staff frequently and support them in their assessments.		April/May update Following our move to the Lancashire Scheme of Work, we will be introducing our new assessments.	Next steps: for teachers to use our new app to monitor children and assess new skills. EJ to support staff assessing and providing evidence.
Focus CPD through BSSP and coaching. For staff to show improved confidence teaching skills using different sports. Impact Staff will have improved confidence when teaching skills	<u><i>Covid-19</i></u> <i>Due to Covid-19, coaching and CPD hasn't taken place in Autumn and Spring terms. We will look at this in the Summer term.</i> April/May 2021 Year 2 – (AH) x2 sessions of dance coaching/CPD Year 2 – (KJ) x2 sessions of dance coaching/CPD. Year 3 – (AS) x 2 tag-rugby sessions Year 3 – (CR) x 2 tag-rugby sessions	Part of BSSP buy in (see costing above).	Coaching Specialist coaches have been deployed effectively. They have provided pupils and staff with high-quality coaching and advice on how to improve. CPD Staff have had high-quality training in different sports and have learnt from specialist coaches. 45 year 2 children took part in the dance sessions. 100% were engaged	Next steps: our buy in to the BSSP next year provides us with 30 hours of coaching. Make sure we book this in in advance ready for the new academic year. EJ to look at deploying coaches effectively across the key stages and offer a range of opportunities for staff and pupils.

	Due to Covid-19, one of the year 3 sessions didn't take place.	£120.00 X4 tag-rugby sessions	and physically active throughout the sessions. Dance club started in summer term 2 following the dance sessions – attendance limited to 20 children with being indoors (Covid-19). 19 children attended the club. 52 pupils took part in the tag-rugby sessions. They expressed an interest to Simon Finnan, who brought in flyers for his club. These were given out to children who expressed their interest in tag-rugby.	Continue to run dance clubs next year – they are proving popular in school. Monitor those attending clubs outside school and encourage others to attend.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 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:
Focus For children to find an interest in an area of physical activity, fitness or sport. Also to encourage more children to participate and experience a range of clubs (once Covid-19 restrictions are lifted). Impact Children will find an activity that they enjoy and participate in and outside of school.	Staff to continue to offer a wide range of activities in Physical Education lessons. Staff to develop skills across a variety of sports. This in return will offer children the opportunities to see skills in different sports and apply them. To introduce Daily Mile initiative to the school.		Curriculum Map Current curriculum map has been adjusted throughout the year to take into account Covid-19 restrictions. Where possible, children have taken part in a range of different sports. <i>KS2 Fitness to Music unit was avoided due to the nature of heavy breathing indoors.</i> EYFS curriculum covered Balancing, running, jumping, rolling, sliding, striking, space, hopping, crawling, travelling, under and overarm throw, catching, dribbling and	Next steps: to use our new scheme of work to offer a varied curriculum map to suit our learners' needs. Use the Focus document, 'Quick Check: The PE Curriculum' to continue to provide evidence of the challenging and varied opportunities in our curriculum. Children to begin to report feedback on our app to provide further evidence of the successes in Physical Education.

Focus To use enrichment activities/outdoor excursions to encourage larger numbers to experience different sports/activities. To focus on our disadvantaged children for these activities. Impact Children will experience new activities and take part in outdoor learning. Focus To begin to introduce after-school sports clubs again once Covid-19 restrictions have been lifted. Impact	Fishing ➤ Some children will be invited to participate in fishing (Summer 2 term). <u>Covid-19</u> <i>Due to Covid-19, the first session was cancelled – a bubble closure meant staff members were unavailable to attend.</i> January 2021	MS Angling and Education £90 Archery bow pack £850.00 Carlton table tennis pack £85.00	kicking. KS1 curriculum covered - Balancing, running, dodging, throwing, catching, kicking, hopping, crawling, turning, skipping and bouncing. KS2 curriculum covered - Project based learning, attacking and defending, tactics, physical challenges and Lancashire Scheme of work (athletics sessions) for the final term. Autumn term Daily Mile was a success. Whole school approach >300 children took part in the challenge. KS1 were extremely active and engaged well with the resources provided. The approach towards the initiative was not consistent however. May update 2021 Some clubs to restart next half-term.	To look at introducing this consistently throughout school. Set an expectation of how many times a week this should be completed. Discuss this with senior management. Clubs to continue into the Autumn term of the next academic year. Dependent upon Covid-19 restrictions, year groups to remain in bubbles.
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Children returning to after-school sports clubs will benefit in terms of their mental health and well-being. Focus To identify new sports, which may be of interest to children in preparation for the 2021-2022 Autumn Term. Impact For children to be able to experience new activities and find an activity they enjoy.	<u>Covid-19</u> <i>Due to Covid-19, clubs have not yet restarted.</i> EJ to continue to monitor opportunities for clubs to restart. June 2021 Clubs restarted; Year 2 dance Year 6 multi-sports Year 3 dance Year 4 baseball Year 5 cricket Children, who have attended events with the BSSP in previous years have suggested they enjoyed the archery. Staff recommended table tennis. EJ to purchase archery and table tennis equipment so we can offer new activities in Autumn.		With the return of clubs, children felt there was some normality. We had <71 children in attendance. <u>Covid-19</u> <i>Bubble closures have affected clubs.</i>	
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:

Focus To give all children the opportunity to participate in competitive sport during the academic calendar. To develop the leadership roles of year 6 through leading competitions/sports day. For children to understand the importance of competition, fair play and sportsmanship. To allow all children a chance to participate in different sporting environments (competitive and non-competitive). Impact Children will understand the differences between competitive and non-competitive sport. Children will have experienced competition and use the experience as a vehicle to improve their own and other performances.	EJ to ensure that the Daily Mile initiative is set up and taking place throughout the school from Autumn term. EJ to ensure that we take part in the virtual competitions set up by the BSSP. October/November – to participate in the KS2 endurance event. May – KS1 to participate in the net and wall challenge, LKS2 to participate in the striking and fielding event and UKS2 to participate in the multi-sport programme. EJ to set up Sports Days for all children in the school (<i>Summer term 2</i>) EJ to restart sports clubs in Summer term 2.	BSSP (see costs above)	Daily Mile initiative took place with a high percentage of engagement from the start of the challenge. <i>Covid-19 halted the initiative from January onwards.</i> Cross-country (endurance event). Participation figures Year 5 – classes 11 and 12 Year 6 – classes 14 and 15 111 of 119 (94%) children took part.	Next steps: The Daily Mile initiative to be restarted in September 2021.
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May £9345.55 spent

June £11,765.55 spent (61% spent)

- Sure shot basketball nets x2 RJMSports (non available currently but sports premium funding will be spent on these once in stock) £508.00
- Donnay Indoor Compact Folding Table Tennis Tables x4 (to be ordered) - £600.00
- Kooga netball post protectors x4 (to be ordered) - £400.00 (£1508.00 to be spent on these resources once in stock)

Left - £5956.45 In discussion with the new headteacher, he would like to look at spending this money on enrichment activities to provide each year group with an outdoor activity opportunity.

Signed off by	
Head Teacher:	Mr Sean Crosier

Date:	
Subject Leader:	Mrs Emma Jones
Date:	23.7.21
Governor:	
Date:	