

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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TRUST



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](https://www.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:
<p>Teacher CPD and support with new PE and Sport initiatives</p> <ul style="list-style-type: none"> • Rossendale wide participation events for a range of sports • Insight and access to the latest research on how physical activity can improve health, wellbeing and attainment across the curriculum • Development of school's intra-school competitions • Inspirational Visits and trips – Man Utd, Man City, Old Trafford Cricket Ground, Cricket in the Classroom at Yorkshire Cricket Club • PE Days and PE Tracksuits • 60 minutes active day • School Mini Bus to transport children to competitions, visits and trips • Healthy Breakfast Club • PE Specialist to develop whole school staff training and high quality PE lessons • Development of links with local high school to use facilities for PE lessons • Learning resources such as Tagtiv8 to enhance active learning throughout the curriculum • Forest School • Playground Leaders • HT Youth Sport Ambassador – presentation of use of Sport Premium at YST Conference • School Games Gold Award (4 Years) Platinum Award • Rossendale School Sports Partnership Award for Virtual Events • HT invited on the Governing Body for the Lancashire Youth Games • Fitness trackers provides insight into daily habits and participation trends. • Core Values linked to PE and My Personal Best 	<p>Provide a range of physical activity opportunities which maximise our outdoor spaces</p> <p>Develop provision and skills of staff to provide training, development and participation of outdoor education to other schools and organisations.</p> <p>Develop opportunities within our Outdoor Education provision in order to provide a broad range of activities – walking, cycling, horse riding, fishing and orienteering</p>

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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: £	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:
<p>Emphasis on increasing physical activity for all children in school and out of school with the aim of providing the full 60 minutes.</p> <p>Ensure children have access to a high quality home learning education in light of Covid19, which is accessible and adaptable to the needs of our families.</p>	<p>Complete, review and update PE, PA Home Learning Page</p> <p>Update and Review presentation with video links to Water Primary PA videos</p> <p>Develop and evaluate PE online learning sessions. Choose best platform to share with children and parents at home. Planning format, equipment for children to use at home? Feedback and Assessment.</p> <p>Develop timetable of PA and PE for those children at home and in school.</p>			
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:
Ensure PE, Physical activity and Wellbeing are at the core of the school vision and values.	<p>Continue to strengthen the school's aims, values with the My Personal Best Approach.</p> <p>Happiness, Health and Opportunity for all children at Water Primary. Core values of Respect, Resilience, Self-Belief and being Active and Healthy.</p> <p>Weekly themes</p> <p>Values based Assemblies</p> <p>Reward and recognition in Weekly Superstars assembly.</p> <p>HT at the forefront of promotion of PESSPA.</p> <p>HT Youth Sport Ambassador</p> <p>HT is a governing body member of Lancashire Youth Games. The aim of the Governing Body is to continue to promote participation in a broad range of physical activity and competition. Due to Covid19 an emphasis on virtual events is needed.</p> <p>Provide Outdoor Education in addition to PE to all year groups to ensure impact of Covid19 on mental health and well-being is reduced.</p> <p>Appoint Mental Health Champions</p>			

	<p>within school to provide insight, weekly messages and wellbeing activities for children and staff</p> <p>Appoint a Governor to oversee the work of the Mental Health Champions.</p>			
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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:
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:
Embed high quality teaching and learning across the school in PE through high quality CPD and supportive monitoring. All teachers to use formative assessment techniques and the Water Primary assessment tool 'Balance' to accurately assess children's needs.	Access to Rossendale School Sports Partnership CPD Programme to upskill teacher's subject knowledge and pedagogy. Complete PE Long Term Map with reference to Home Learning Adapt PE Journey in light of new school year. Teachers to complete L1 cycling			

	<p>training.</p> <p>Specialists in dance and Gymnastics – Teachers observe and develop own practice.</p> <p>Continue to use teaching strategies in Whole School CPD approach (WALKTHRUS)</p> <p>Use of unseen observations and video analysis to develop teaching and learning.</p> <p>Provide training and development opportunities for staff and governors on mental health and wellbeing.</p>			
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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:
<p>Create further opportunities for outdoor education in the school curriculum in order for our children to be active and healthy.</p> <p>Ensure our Outdoor Education curriculum is seen as best practice and a model for other schools to adopt and adapt for their needs. Offer and support other schools through training and guidance.</p>	<p>Ensure full Forest School programme for all children</p> <p>Ensure EYFS children receive 2.5 term curriculum coverage of Forest School Programme</p> <p>Map Forest School and Outdoor Education aims, each child's journey throughout their education at Water Primary School.</p> <p>Develop opportunities for 'Cycling and BMX' riding as part of our outdoor education offer. This would be developed alongside fishing and forest school.</p> <p>Purchase through Active Lancashire Recycle Cycle Bikes for all year groups.</p> <p>Purchase extra equipment such as helmets.</p> <p>Develop provision and training that can be offered to other schools and organisations.</p>			

Signed off by

Created by:



Supported by:



Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	