

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

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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](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, 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	0
Total amount allocated for 2020/21	£17060
How much (if any) do you intend to carry over from this total fund into 2021/22?	0
Total amount allocated for 2021/22	£17090
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17090

## Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	25%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	25%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	25%
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?	Yes/ <b>No</b>

## 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:	
<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				Percentage of total allocation: %42
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£7200
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 have opportunity to engage in regular physical activity during the school day.  Physical activity is part of the whole school curriculum, not just in PE sessions.	<ul style="list-style-type: none"> <li>Lunchtime club (RLT) brought in three times a week for all pupils to have opportunity to access</li> <li>Equipment bought to allow for active playtimes/lunchtimes.</li> <li>Play leaders are trained to enable active lunchtimes with KS1</li> <li>Now, Press Play bought to allow children to be active and move around through immersive and engaging audio lessons.</li> </ul>	£4000  £1200  0  £2000	The club has been well received and children across the school have attended at least once a week. Over 90% of every child in class 3 – 5 attended the lunchtime club at least once every week throughout the year. Over 90% of every child in class 6 – 11 attended the lunchtime club at least once every two weeks throughout the year. New equipment has been purchased for playtimes/lunchtimes. Children are able to be active and take their skills from their play leader training to the KS1 yard.  Now, Press Play has been used by every class to engage children in active lessons. It has been used	Continue to invest in the Lunchtime club coming in. Train year 5 children to become lunchtime leaders so that they can work with the younger children on active lunchtimes.  TA to be in charge of developing active lunchtimes and playtimes for all pupils.  Subscription for Now Press Play is on a 3 year basis. Renewing the subscription to be evaluated after 3 years.

			across a range of subjects and children have been engaged and active during the lessons.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%12
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£2000
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>PE equipment is excellent quality and ensures that PE can be taught effectively and so children have a variety of equipment to enhance their PE lessons.</p> <p>Children understand the need for regular physical activity and this is promoted throughout school.</p> <p>Staff are aware of the importance of PE and they are aware of the need to demonstrate and model this importance to pupils.</p>	<ul style="list-style-type: none"> <li>PE equipment reviewed to highlight any areas of need</li> </ul>	£2000	Children are making expected or better in P.E. this is tracked by all staff and children with any gaps in learning are targeted through interventions if needed e.g. fizzy skills.	To increase the number of children engaging in regular activity, the number of active journeys can be increased.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%35
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£6000

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>Ensure all teaching staff are confident in teaching all units of work.</p> <p>All teaching staff are confident in using active learning in subjects as well as PE.</p> <p>Embed high quality teaching and learning across the school in PE through high quality CPD and supportive monitoring.</p> <p>All teachers to use formative assessment techniques and the Water Primary assessment tool 'Balance' to accurately assess children's needs.</p>	<ul style="list-style-type: none"> <li>Identify confidence levels of staff for each unit of work.</li> <li>Identify any CPD needs.</li> <li>Continue to invest in high quality CPD for teaching staff.</li> <li>Coaches brought in through the Rossendale Sports Partnership.</li> <li>Additional coaches brought in when CPD needs identified.</li> <li></li> </ul>	<p>6000</p> <p>As above (Key Indicator 1).</p>	<p>Staff have highlighted areas of need within P.E. to develop in the next school year. Children continue to make good progress.</p>	<p>Use specialist teachers to enhance staff development.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				11%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£1890
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>Additional achievements:</p> <p>Children to experience a broader range of sports and activities.</p>	<ul style="list-style-type: none"> <li>Lean gym is funded for some children</li> <li>Fishing Fridays</li> <li>Additional coaching brought in through RLT.</li> </ul>	<p>1890</p>	<p>After discussions with children who have attended the Lean Gym sessions, children say they are more motivated and have enjoyed the challenge of going to a gym where they would normally not</p>	<p>Monitor number of children who have attended the gym sessions / fishing/ competitions/ football events .</p>

Children have opportunity to experience physical activity in a variety of settings	<ul style="list-style-type: none"> <li>Children invited to training sessions at BFC and then on to attend BFC matches at Turf Moor.</li> </ul>		<p>have access.</p> <p>The sessions have been very well attended with waiting lists for any further clubs. Children are enthusiastic when attending the clubs and engage well in their PE sessions.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% (Through RSSP)
Intent	Implementation		Impact	(Through RSSP)
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p> <p>what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>More children to have opportunity to participate in competitive sports.</p>	<ul style="list-style-type: none"> <li>Competitions/ tournaments / festivals attended (KS1 and KS2)</li> <li>Ensure children attend both Intra-school competitions and Inter-school competitions</li> <li>After school clubs are devised so that all children have access to a range of sports/skills.</li> </ul>	<p>(RSSP)</p> <p>(RSSP)</p> <p>In school</p>	<p>All children have been given the opportunity in KS2 to represent the school in a competition. Children in KS1 have had some opportunity to compete but mostly in school.</p>	<p>Children can continue to use their new skills and knowledge. To increase provision in KS1/Reception.</p>

Signed off by	
Head Teacher:	<i>Chris Willan</i>
Date:	21.7.22
Subject Leader:	M. Smedley
Date:	18.07.22
Governor:	Natalie Newbitt



Date:	21.7.22
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