

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	£0
Total amount allocated for 2020/21	£18030
How much (if any) do you intend to carry over from this total fund into 2021/22?	£N/A
Total amount allocated for 2021/22	£18030
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18023

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>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>	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>	97%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	76%
<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>	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: 59% (£10608)
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>*Y5 Sports Leaders training</p> <p>*Training/supporting lunchtime staff to engage children to become more active</p> <p>*Purchase of equipment to support delivery of playleader sessions and active lunchtime sessions</p> <p>*Maintain and replenish stock to ensure that high quality PE sessions and games can be undertaken</p> <p>*Educate the children in the value and importance of a healthy and active lifestyle through class curriculum sessions and special assemblies</p> <p>* Through our subscription to PE Passport, children are offered 2 hours of</p>	<p>*All the children in the current Y5 class received Sports Leader training. A timetabled rota was provided for them so that they knew when and where they would be undertaking their roles. They were all, also, provide with an activity pack that gave lots of examples of simple/easy playground activities that they could set up and offer to the other children in school whilst undertaking their role.</p> <p>*Equipment purchased to replenish stock and support delivery of playground leader activities.</p> <p>*Playsound services upkeep of equipment-safety check</p> <p>*PNE Meet the Player Assembly – part of the coaching offer.</p>		<p>£150 (Play leader training)</p> <p>£2357 (Lunchtime staff training)</p> <p>£300 (stock)</p> <p>£66(equipment check)</p>	<p>*Training for lunchtime staff and playleaders provides the children with more varied opportunities to participate in activities over lunch which have had a positive impact on behaviour management.</p> <p>*A variety of equipment that is in good repair allows children to engage productively and positively in playground activities set up by lunchtime staff and playleaders.</p> <p>*Staff received training at the</p>	<p>*Lunchtime staff and play leaders will continue to offer and support active lunchtimes in the new academic year.</p> <p>*The PE Passport IPAD based scheme is up and running in</p>

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<p>high-quality PE each week in which they participate in active lessons that offer them opportunities to practise and extend their skills in a variety of areas, enabling them to become more confident and competent movers and develop a lifelong enjoyment of moving and being active.</p>	<p>*A long-term curriculum based on the PE Passport and offers a broad and balanced approach to all areas of the PE national curriculum. The IPAD based tool enables staff to access detailed planning and easy assessment tools. Yearly subscription costs are paid through the sports funding.</p>	<p>£760 (cloud storage for PE Passport)</p>	<p>beginning of Sept 2021 on the implementation of the PE Passport scheme of work. They have delivered many of the termly units whilst also working some sessions delivered by PNE coaches.</p>	<p>school. Although content is currently being delivered by the class teacher and some units by specialist coaches from PNE, if funding wasn't available for the coaches staff would be able to deliver the scheme independently (without the coaches).</p>
<p>* Promote healthy ways to travel to school eg walking, scooters or bikes.</p>	<p>*Enrolment into South Ribble Sports Active travel programme. Through this the following was provided SCOOT SAFE Tots on Tyres Combined L1 and 2 (EYFS and Y1) DR Bike (Y5) Bike Fix (Whole School) Active Travel Assembly BIKEABILITY (Free)</p>	<p>£975</p>	<p>*Through these programmes children from Y3 onwards are able to come into school on their scooter. From Y5 onwards, after they have reached a level of proficiency and passed their course the pupils can come into school on their bike. We currently have between 10-15 children using their bikes as transport. From EYFS and in KS1 the children are taught age appropriate bike skills to prepare them for riding a bike.</p>	<p>The training provided by the Active Schools programmes not only gives them bike handling skills now but provides them with skills for life. Encourage children and families to use 'healthy forms of 'transport' to come to school eg: bike, walk or scooter. Monitor this each term</p>
<p>*Designated member of staff employed to support children in their SEMH. Part funded by School Sports Funding. Specific role at lunchtimes is to support and encourage (often, targeted children) to participate in physical activities and games.</p>	<p>*Family support worker partially funded by School Sport Funding whose role at lunchtime is to support children's SEMH through participating in physical activities and games. These are often our most vulnerable and needy children.</p>	<p>£6000</p>	<p>Support provided at lunchtimes, through the employment of a designated member of staff, has had a very positive effect on the SEMH of our children. Children are engaged in physical activities which provide them with an opportunity to be occupied in a purposeful manner and further develop the skills and attributes at the heart of PE and physical activity: team work; positive behaviours; a sense of fair play; enjoyment in being active; perseverance: improved self-esteem;</p>	<p>*Continue to part fund the 'lunchtime support aspect of this role to aid and assist our children who are often the most vulnerable and needy to be supported whilst also getting enjoyment from physical activity.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 2.5% (£400)
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>*High quality PE lessons delivered throughout the curriculum</p> <p>*EYFS training and KS1/2 Training</p> <p>*Develop teachers' skills and knowledge in activities that will engage and inspire our pupils to take part in life long activities. Use lessons that are active to increase physical activity levels whilst learning.</p> <p>*Promote outside agencies that offer opportunities for children to participate in afterschool/ weekend or holiday clubs</p> <p>*Sign post children who show talent to local clubs such as Preston Harriers, Penwortham Cricket Club and local football clubs</p> <p>*Ensure that sport and PE is visible across school</p> <p>*Use PE and sport to develop the whole person including thinking, social, emotional and skills and teamwork.</p> <p>*PNE tickets for a class and penalty shoot out</p>	<p>Staff CPD in use of PE passport and IPAD training</p> <p>Two members of staff undertook on-line training for the relevant Key Stage</p> <p>*4 weekly pe sessions delivered by outside coach from PNE. Staff work alongside the coach to support, teach and upskill themselves. Children participate actively in sessions.</p> <p>*Sporting assemblies are run by groups such as PNE (meet and greet the player), Fencing coach, cricket coach.</p> <p>*Healthy Schools notice board that displays football and netball fixtures. Results of matches are announced in Friday celebration assembly and recorded on the newsletter.</p> <p>*All children from an identified year group received match tickets for PNE and the school took part in a penalty shoot-out at half time</p>	<p>See below</p> <p>£400</p>	<p>*Staff feel more confident and capable of delivering the curriculum and carrying out assessment through the of the IPAD.</p> <p>Staff skills, subject knowledge and confidence improve</p> <p>*Staff skills, subject knowledge and confidence improve whilst working alongside the coach.</p> <p>* PE and sport outside school is supported by school. Regular 'flyers' and announcements are sent home to children via paper copies and attached electronically to the school newsletter.</p> <p>*Staff encourage families to seek further extension of skills for the children who show interest or promise at local clubs and providers.</p> <p>*Staff support the philosophy of developing the 'whole child' through sport and PE</p> <p>*Pupils were excited to watch professionals and this created a positive feel in school when they came back to talk to others in assembly.</p>	<p>* Staff questionnaires to look at how confidence has improved and any areas that might need further CPD</p> <p>* Staff share experience with other members of the team.</p> <p>*See point 1</p> <p>*Opportunities to participate in a variety of outside sports and activities will continue to be supported by school.</p> <p>*This will continue</p> <p>* Begin the September term 22 by setting up a new Healthy Schools Council (temporarily stopped due to COVID) with representatives from each Key stage.</p> <p>*Identify a different class when a higher percentage of less active</p>

				children for 22/23
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 34% (£6050)
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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?
<p>*Raise the quality of teaching and learning in PE and school sport by providing support to deliver a broad and balanced, inclusive, high quality lessons.</p> <p>* Encourage coaches employed to deliver the PE curriculum alongside the staff and increase their confidence in the delivery of sessions</p> <p>*Chance to Shine Cricket coach to deliver block of sessions alongside class teachers and TAs</p> <p>* Pupil questionnaires to monitor their attitudes towards PE and Sport in school.</p>	<p>*Staff worked alongside coaches and were supported in their CPD</p> <p>*Use of specialist coaches from PNE/ Cricket Chance to Shine increase the knowledge and confidence of teachers delivering PE</p> <p>*KS1 and KS2 attitude and participation questionnaires were undertaken Spring 2022.</p>	<p>£5500</p> <p>£550 (Chance to Shine sessions)</p>	<p>*Increased staff knowledge and understanding</p> <p>*All teachers more confident in teaching and assessing of PE</p> <p>*More confident and competent staff evidenced through staff and pupil feedback</p> <p>*Enhanced quality of provision</p> <p>*A more inclusive curriculum that inspires and engages all pupils</p> <p>*Continued progression of all pupils during PE curriculum lessons</p> <p>*Questionnaires and pupil feedback/discussions inform us that pupils enjoy the activities that we offer in school.</p>
			Sustainability and suggested next steps:
			*Staff questionnaires to review on-going confidence and competence
			*Lessons observations to monitor quality and effectiveness of sessions
			*Continued use of external specialist coaches to work alongside and with staff to support and inspire continued development of confidence.
			*Continue to seek pupil feedback on lessons and aspects of PE and sport in school.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 5% (£965)
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Intent	Implementation	Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do
			Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>*Identify which activities pupils would like to try by year group. Ensure that school are providing activities that will engage the most pupils as well as the least active.</p> <p>Develop opportunities to access clubs provided by sports coaches at lunchtimes.</p> <p>Provide opportunities to take part in a range of sports through extra-curricular clubs, competitions and events.</p> <p>Increase opportunities for KS1 pupils</p> <p>All children participate in Dance from the Heart</p> <p>All key stage 2 children participate in at least a day of Outdoor and Adventurous activity (Y6 3 day residential)</p>	<p>Pupil questionnaires carried out to identify lunchtime activities that the children in different Key stage s would like. From this information, lunchtime activities were provided for different groups of classes according to their preferences:YR1/2, Y3/4 and Y5/6</p> <p>Boys and girls football clubs Netball for boys and girls in Y5/6 Competitive league fixtures in Netball Competitive league fixtures in Netball</p> <p>Training videos were provided (no actual dance leaders this year due to COVID cases in Jan/Feb being high) The whole school learnt a dance and performed it in June alongside the South Ribble Sports Team</p> <p>Y3/4 pupils attended the Anderton Centre and undertook land-based activities Y5 also attended but participated in water-based activities. Y6 went on a 3 day residential trip to Robin Wood</p>	<p>Part of the PNE coaching offer</p> <p>£200 (netball league subscription fee)</p> <p>Part of South Ribble Payment</p> <p>£765 (towards transport costs to reduce the overall cost of the visit)</p>	<p>Lunchtime clubs were very well attended by all classes a and provided an extra dimension to the provision available to engage the children at this time</p> <p>Over 20 pupils both boys and girls attended the football training sessions and the Netball Club. Not all the pupils were the same for both clubs, although some did attend both.</p> <p>All class teachers practised the dance regularly after Easter and the performance was videoed and pictures were uploaded to See Saw</p> <p>All children engaged fully with their activities and very positive feedback was received from parents and the children. The children were able to experience of OAA type activities that provided them with differing experiences from the types of activities that they can access at</p>	<p>*Offer a different variety of lunchtime clubs (as part of the PNE offer 2022/23. Perhaps focus one half term on less active children</p> <p>*Netball and football clubs will continue to run in Sept 22 and children will be given the opportunity to play in a competitive league. Look to widening the number of extra-curricular sporting activities available, either through existing staff or outside coaches.</p> <p>*A new dance from the heart will be choreographed for next June and training will be accessed by chosen dance leaders in Y5 and or 6</p> <p>Bookings will be made for next Summer 23 so that the children have an opportunity to experience a different type of activity. Look to using sports funding to assist families on lower incomes or PP children.</p>

			school.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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>*Provide opportunities to take part in competitions and events.</p> <p>*Girls football competition</p> <p>*Under11 football tournament</p> <p>*Provide opportunities for all children to challenge themselves through both intra and interschool sport where the children's motivation, competence and confidence are at the centre of the competition (with the focus being on the process rather than the outcome)</p>	<p>Boys and girls football clubs Netball for boys and girls in Y5/6 Competitive league fixtures in Netball Competitive league fixtures in Netball Y6 girls participated in a local football competition.</p> <p>A mixed group of under 11s competed a local schools tournament held at Blackburn Rovers.</p> <p>Sport coaches and staff in school set up opportunities which allow children to compete against each other, individually or as part of a team (dependent on age and activity).</p>	<p>See above</p> <p>£150 (transport)</p> <p>Part of PNE offer</p>	<p>Engaged pupils/staff and parents to support in the participation of competitive events. Engage more staff and pupils to support attendance at events</p> <p>Intra school competition takes place in all netball and football practices</p> <p>Children experience the element of competition (initially within school intra and then against other schools-inter)</p>	<p>*Review attendance data and identify opportunities for new children to be encouraged to attend clubs and possibly work towards competing against Others</p> <p>*Monitor the number of children taking part in competitive sport and identify the ones who have not.</p> <p>*Further widen opportunities for pupils to take part in competitive sport.</p>

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Signed off by	
Head Teacher:	N. Pilkington
Date:	22.07.2022
Subject Leader:	<i>S. Coulthurst</i>
Date:	17 July 2022