

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

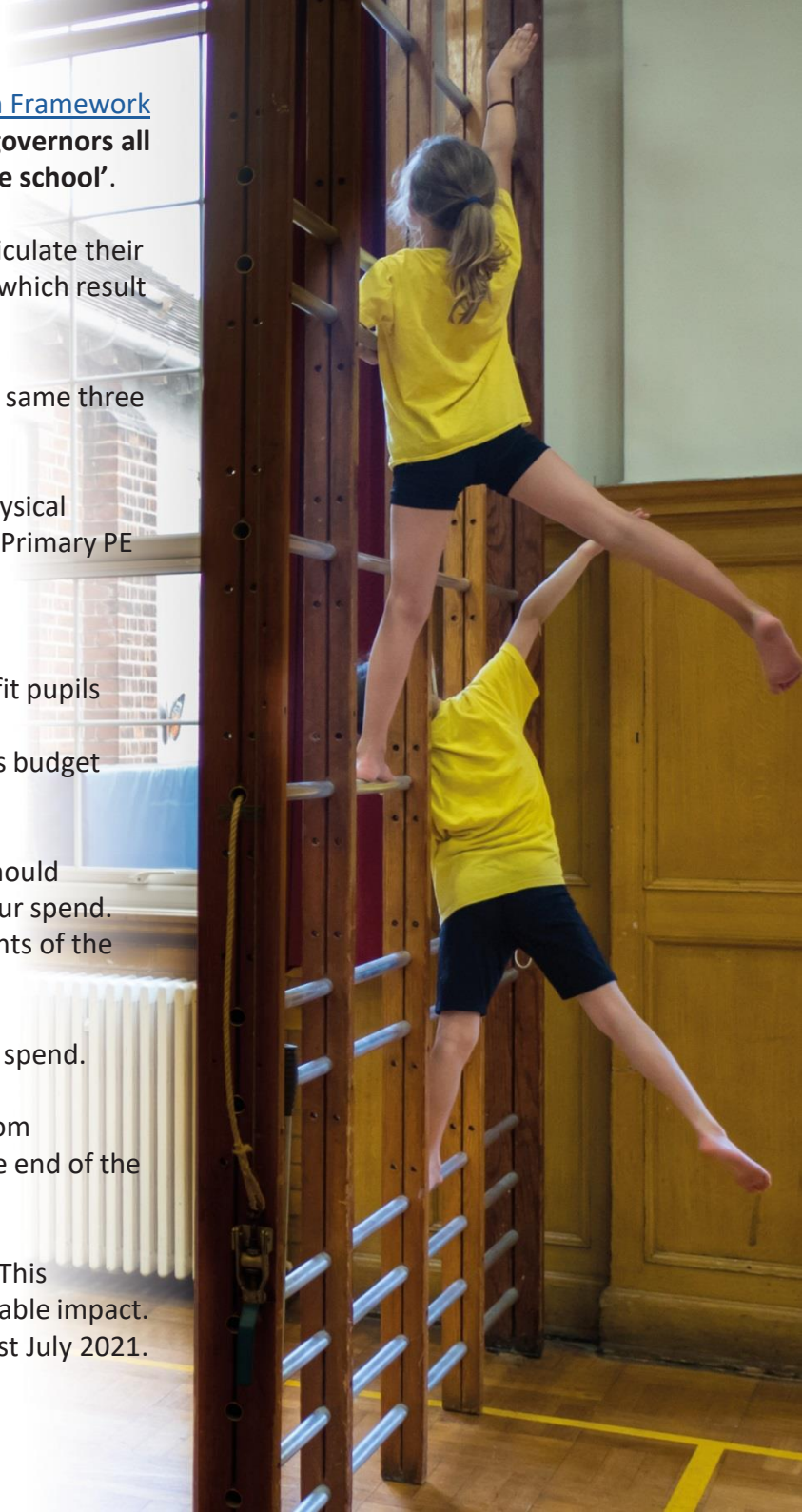
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** at the latest.

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 2021:	Areas for further improvement and baseline evidence of need:
- School PE lessons have been able to continue and children have been able to access a variety of Gym/Dance/Games activities - Over this year, many families have engaged in Virtual challenges arranged by Pendle SSP - School swimming lessons for Y4 have taken place - Sports coaches have been in school during Summer term for dance and cricket - We have been able to use Fiona C (Pendle SSP) who has come into school to deliver sessions and support other staff in PE activities.	

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

YES

Total amount carried forward from 2019/2020 **£841.14**
+ Total amount for this academic year 2020/2021 **£4399.73**
= Total to be spent by 31st July 2021 **£4399.73**

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 transfer to the pool when school swimming restarts. 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.	81%
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 2021. Please see note above.	85%
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.	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81%
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?	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: £17790	Date Updated: 29/6/21	
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:
To give all children the opportunity to participate PE/Games lessons and to encourage increased participation after lockdown	To timetable Hall and Playground so all classes have allocated one hour sessions which are used for high quality lessons	12273.82	All classes have timetabled slots and PE lessons have continued all year	72% Y5/6 were able to have 2 high quality PE lessons every week, helping to improve their physical activity and skills.
To encourage less active children to participate in physical activity by teaching in smaller groups.	JR timetabled in different classes so she can deliver PE/Games to half a class.		Y5/6 Bubble – all year so no bubbles crossed. Y5/6 had 2 mornings each a week where PE delivered to split classes	
To target children who need support to develop their motor skills or increase physical activity.	As soon as possible, resume lunch time clubs targeting children with specific needs in these 2 areas. JR to lead.		Not possible this year	
To offer children an opportunity to develop strategies to relax using physical activity (eg Yoga)	Incorporate mindful activities into daily routines		All classes encouraged to this daily	

To use the new track regularly	Encourage staff to use this both during lessons and as times when children need a break from the classroom especially in KS. Produce Running Passport to record distances run and achieved		Track used regularly by most classes – and some classes daily.	
Provide good quality equipment	Provide /replace equipment used in PE/Games lessons.	£287.19	Running passport produced – used by Y5	1% Equipment need for PE lessons replaced and other equipment provided for lunch/break times
Help children achieve NC swimming requirements	Y4 to start swimming lessons as soon as possible. Target January 2021		Swimming lessons resumed May 2021	
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:
Children given the opportunity to have PE/Games lessons in smaller groups to encourage more physical involvement.	Staff employed to enable PE/Games NC teaching in ½ classes. – as above		See above re Y5/6 PE lessons	
(See 1 above re lunch time clubs)	PSHE and Healthy Schools membership Staff to hold Lunch time and AS clubs – (C4L – see above)	£450	Unable to hold any ASC clubs this year	2%

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:
Children receive high quality teaching	Staff given the opportunity to attend training (accessed through Pendle SSP), feedback to other staff and use training in teaching	See 5 below	Online courses HP: Primary Steps in PE September 2020 1.Lesson planning and structure 2.Assessment 3. Covid 19 and PE <u>10 Fundamentals for KS1 (CR)</u> Sept 2020 – place cancelled due to Covid restrictions <u>Midday Supervisors</u> - postponed 11/20 <u>EYFS SoW</u> (YH) 2/12/20 – online training <u>High Quality KS2 Gym and Dance</u> (SA) 10/5/21 <u>Tennis</u> (CR/CL) 9/5/21 -online training <u>Gymnastics</u> (HH,SBu,YH) 9/5/21 – online training	
Support NQT and other staff to deliver high quality PE/Games lessons	Invite external sports coaches to work alongside staff. Arranged for 2021: Dance Y1 Gym Y3 Rugby Y4	(available free via Pendle SSP)	Dance in Y1 June/July 2021 + Cricket Y2 and Y4 + Fiona helped with OAA IN y1, Y5and Y6 Gym and rugby postponed	

JR and AP to lead training sessions with TAs	5 1 hour sessions to be held in June/July covering PE Curriculum and Lancs PE plans		7 TAs attended sessions – so can lead PE lessons next year	
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:
Children given the opportunity to attend clubs in sports/activities outside the NC	As soon as possible, staff to continue to offer a variety of ASC to all year groups 2x a week. Targeting sports not usually in National Curriculum		Unable to hold any ASC this year	
To encourage family participation in Pendle SSP sports Challenges – virtual Challenges against other Pendle Schools	Promote challenges to Children via Teachers and parents via Newsletter		October 2020 – April 2021 Cycle Challenge Treasure Hunts LCC Active Mile Countdown Physical Challenge	

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:
Children given the opportunity to participate in Virtual competitions. Intra-school - in class lessons against other children in their class Inter-school – when results submitted into Pendle Schools database Personal challenges – children aim to improve on their personal performance. After Covid restrictions (Select children to go to a wide variety of sporting events both competitive and participation so that all children in KS2 are given the opportunity to represent WL School.) (Select children to participate in KS1 events.) (Select children to participate in SEND events)	Buy into Pendle SSP Autumn Term – encourage and support staff to use PE lessons to take part in Virtual Challenges and submit results to Pendle SSP Co-ordinator. (Wages for extra hours required for staff to attend these events) (Travel expenses claimed by support staff attending sports events) (Provide cover when staff attend a course or accompany children to a daytime event) Emergency staffing/cover for staff absence or attending extra-curricular sports events	£1220.67 ***reduced and part carried over to 2021-22	<u>Autumn Term</u> Athletics Football skills Gymnastics Kurling Other activities (see above) arranged for children to participate with their families during lockdowns and holidays All Sports events cancelled this year	6% Pendle SSP continued to provide support, CPD and virtual events to maintain physical activity

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	H Parker
Date:	7.7.21
Governor:	
Date:	