



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

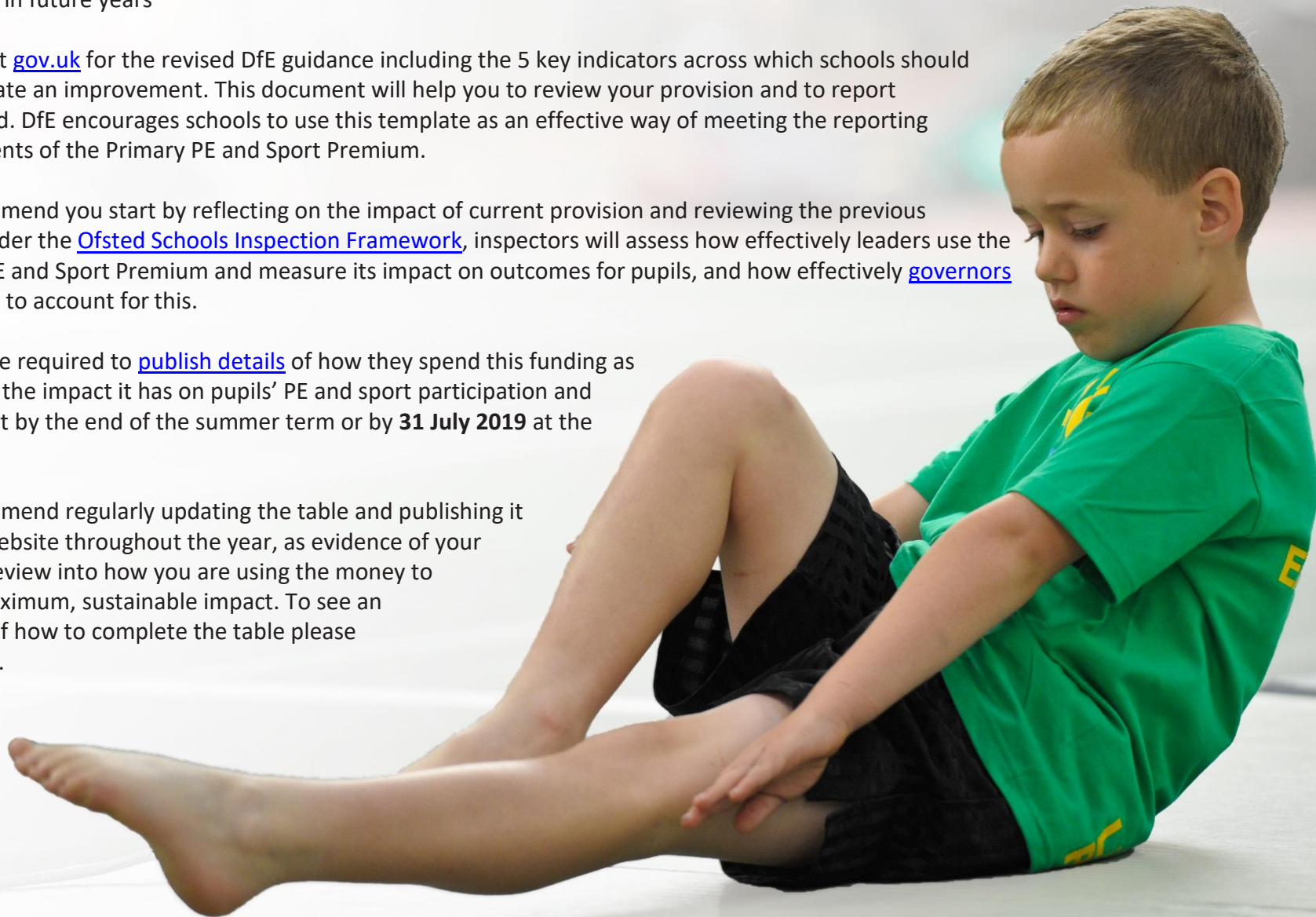
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
See previous report 2019-2020	Emphasis on providing as much physical activity in school as possible under Covid restrictions. Participate in Virtual competitions until Intra competitions resume.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	%
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?	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 students today and for the future.

Academic Year: 2020 - 21		Total fund allocated:		Date Updated: 15/9/20	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:	
				%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	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		Y5/6 Bubble – Autumn term		
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.				
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.				
To offer children an opportunity to develop strategies to relax using physical activity (eg Yoga)	Incorporate mindful activities into daily routines				

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			
Provide good quality equipment	Provide /replace equipment used in PE/Games lessons.	£106.20	9/20 – javelin, small soft balls, small handled tennis rackets 11/20 – 10m tape measures x 2 26/11/20 – footballs and foam balls	
Help children achieve NC swimming requirements	Y4 to start swimming lessons as soon as possible. Target January 2021			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children given the opportunity to have PE/Games lessons in smaller groups to encourage more physical involvement. (See 1 above re lunch time clubs)	Staff employed to enable PE/Games NC teaching in ½ classes. – as above Staff to hold Lunch time and AS clubs – (C4L – see above)			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	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	
Support NQT and other staff to deliver high quality PE/Games lessons	Invite external sports coaches (available free via Pendle SSP) to work alongside staff. Arranged for 2021: Dance Y1 Gym Y3 Rugby Y4			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	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			
To encourage family participation in Pendle SSP sports Challenges	Promote challenges to Children via Teachers and parents via Newsletter		October 2020 - Cycle Challenge/Treasure Hunts November – LCC Active Mile	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	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.	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.		<u>Autumn Term</u> Athletics Football skills Gymnastics Kurling	
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.)	(Wages for extra hours required for staff to attend these events) (Travel expenses claimed by support staff attending sports events)			

(Select children to participate in KS1 events.)	(Provide cover when staff attend a course or accompany children to a daytime event)			
(Select children to participate in SEND events)	Emergency staffing/cover for staff absence or attending extra-curricular sports events			