

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:

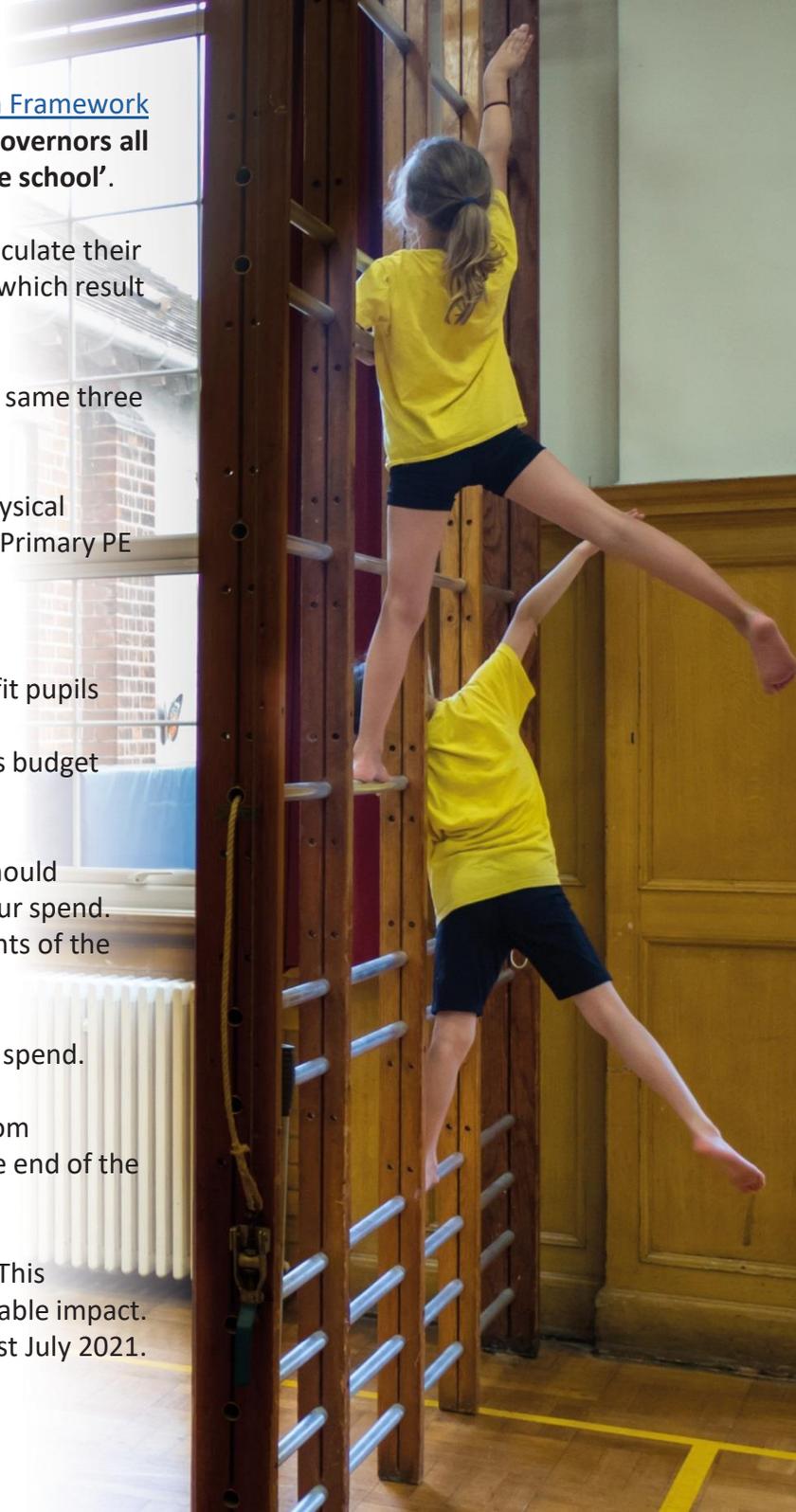
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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 2020:	Areas for further improvement and baseline evidence of need:
<p>2 To increase the range of equipment provided for P.E. lessons We have purchased a vast amount of new equipment for use during P.E. lessons. These range from various sized balls for different fundamentals, to specialised gym mats to cover the hall for larger routines. We have also purchased new outdoor storage for outdoor P.E. sessions.</p> <p>2 To develop more active minutes during the school day. 'Move-it mornings' were introduced on a rota basis for pupils to attend in groups before school each morning prior to March 2020. These were well attended and pupils were showing great progress. Sports Leaders and Play Leaders were employed and trained. They established a lunchtime active playtime routine with pupils from all classes.</p> <p>2 To build on our success of providing a wider range of sporting opportunities. A majority of Key Stage 2 pupils, have participated in an activity/club provided by the school. Last year 75% of our Key Stage 2 children attended clubs offered at lunchtime and after school. Prior to March 2020, we attended more events organised by the SSP throughout the year and had successes such as reaching the PNE Kids cup finals with the Football team, 6th place in lower KS2 Sports Hall Athletics.</p> <p>2 To develop the fundamental skills within each strand of sport. Within P.E. lessons this year, teaching has been more focussed on fundamental skills with a focus on the ABCs of P.E. New scheme purchased – 'Power of P.E.' giving further opportunities to ensure coverage of skills at appropriate ARE including EYFS</p>	<ul style="list-style-type: none"> • To provide extra-curricular activities led by specialist coaches on a wider range of activities such as Bike Club, Volleyball, Tri-Golf. • To provide extra-curricular activities, led by staff, related to the events organised throughout the year led by SSP such as sports hall athletics, football, netball, hockey. • Participate in competitive activities organised and led by SSP, including virtual events such as Football, Sports Hall Athletics and Orienteering (Autumn Term) • Develop inter-school competitions with year groups and Key Stages to develop competitive element of P.E. • Identify and support pupils below ARE and under-active. 2 Develop the consistent engagement in active minutes as recommended by the Chief Medical Officer. • Re-introduce 'Run a mile' to increase our active minutes each day and over the week. Not all classes engaging with this. Needed due to covid recovery – focus on well-being. • In-line with increasing active minutes and assist with well-being recovery, introduce use of DDMIX online workouts to break up learning time with movement. Re-introduce use of resources such as BBC Supermovers, 2 Continue to develop the role of Sports leaders and Play Leaders to develop active playtimes lead by them – within risk assessed guidelines.

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 **£13,000**

+ Total amount for this academic year 2020/2021 **£18,000**

= Total to be spent by 31st July 2021 **£.....**

<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 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>	%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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>	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: £18,000		Date Updated: June 2021	
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:	
<ul style="list-style-type: none"> Raise an awareness across the whole school on the importance of physical fitness with regards to well-being, an aid to good concentration amongst the health-related benefits. Pupils to engage in regular physical activities. Percentage of in-active pupils across classes is below 70% on average following period of lockdown in Summer 2020. Aim to increase this to above 95%. 	<ul style="list-style-type: none"> Ensure pupil participation throughout the school in physical activities. Identify those children who are below age-related expectations for fundamental development and co-operation skills. Each class able to access 2 sessions per week. 1 lunchtime club per week led by SRBC Sports Coach (Fri) 1 after-school club per week led by SRBC Sports Coach (Fri) 1 half termly after-school club led by Mrs Lambert to develop skills in areas such as Sports Hall Athletics. 	£5,600 SRBC for curriculum delivery, 1x after school club and 1x lunchtime club.	<p>Children are aware of importance for physical activity – evidence through pupil discussions, observing run a mile in various classes and conversations regarding impact on taking part in regular exercise.</p> <p>Children identified as low level participant/ability (EYFS/Y1) have engaged in weekly Sport Intervention with outside coaches - SRBC. This has shown improvement in their physical well-being as well as basic fundamental skills and enjoyment.</p> <p>By having SRBC coaches leading lessons, teachers have been able to implement 1:1 coaching with pupils identified as below ARE.</p>	<p>Continue to develop awareness of importance of physical fitness.</p> <p>Children to take part in regular activities such as personal goal target sessions in HRE lessons / inter competitions, leading to inter competitions involving fitness when accessibility allows.</p> <p>Continue to implement 'run a mile' initiative using the resource purchased. Due to Covid, part of the year was missing and not able to complete this. Will start this in Sep.</p>	

	<ul style="list-style-type: none"> • Re-introduce daily activities such as 'Run a Mile' or similar initiative (BBC Supermovers, Go Noodle) • Purchase Run a mile kit from SSP to encourage daily activity) 	£65 for 'Run a mile' kit.		
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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	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> • Develop outdoor playground activities. • Further develop playground activities such as activity zones and permanent play equipment such as targets. • Further develop Sports Leaders to support teaching staff in lessons – KS2 • Develop outdoor physical activities within EYFS. • Continue to access specialist coaching from South Ribble Borough Council School Sports Development. • Introduce coaching from SportsCool and Lancashire Cricket Foundation. • Continue to access events and 	<ul style="list-style-type: none"> • Pupils encouraged to participate in active playtimes • Running before playtimes, equipment at lunchtime on rota. • Develop and train sports leaders in KS2 classes. • Purchase outdoor climbing equipment for use in EFYS outdoor area; use of equipment on a rota and ensure full engagement for all EYFS pupils. • All pupils timetabled to access specialist coaching from SRBC, SportsCool within the academic year; KS2 pupils timetabled to 	£1000 Equipment for lunchtime activities	Pupils engage in physical activities during playtimes and enjoy this time. They have experienced using new equipment, developing new skills and having lunchtime equipment has allowed for further development of skills taught within directed P.E. lessons – ie skipping Y2. Pupils now have more success in this area. Children have had experiences of new sports such as ultimate frisbee and line dancing (Y5) and have enjoyed new experiences. (See pupil questionnaire outcomes)	Equipment purchased for lunchtimes and provided in boxes per bubbles across yr1-6. EYFS access own outdoor equipment. Purchased OAA equipment to explore new skills and experiences. Equipment for EYFS not purchased due to change in staffing, this will carry over to next year for new member of teaching staff to develop this area further. Equipment to enhance fundamentals in EYFS and Y1 purchased as gaps in development identified.

<p>support from School Sports Partnership.</p> <ul style="list-style-type: none"> Measure development and improvement in Fundamental skills within P.E. lessons 	<p>access specialist cricket coaching from LCF.</p> <ul style="list-style-type: none"> Lesson plans to include development of Fundamental skills within Warm-up section of lessons. 			
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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	
<p>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:</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>
<ul style="list-style-type: none"> Continue to implement the DDMIX scheme with classes. Pupil discussion to measure impact and enjoyment of Dance lessons through use of DDMIX scheme. Yr R to use 1 unit from Yr 1 and develop the games aspect of the DDMIX scheme in order to develop skills in preparation for Yr1. Develop staff confidence in delivery of Dance lessons. Develop staff confidence in teaching sports within year groups through specialist teaching (SRBC and SportsCool); team teaching where possible. 	<ul style="list-style-type: none"> 1x INSET training of Dance coaching – led by DDMIX and attend training offered Follow up with the 2nd INSET twilight with DDMIX. Access to the online training area of the DDMIX website EYFS to follow Yr1 DDMIX scheme – Unit 1 and Games activities. Staff to team teach with SRBC and SportsCool coaches – sharing lesson content where possible (Spring Term) Access CPD from coaches such as SportsCool. Staff to engage in activities 	<p>£150 to renew membership for DDMIX</p>	<p>Pupils have engaged in Dance lessons taught with more confidence – Staff questionnaire. Resources are engaging and enjoyable increasing the participation in the dance sessions.</p> <p>Pupil questionnaires show that pupils enjoy PE lessons with a positive outcome in both Dance and Gymnastics as well as Game activities.</p> <p>Staff confidence increased following the use of the Dance scheme including those new to teaching. (staff questionnaire)</p> <p>Coaches from both SRBC and SportsCool have made a positive impact on staff confidence in delivering sessions in future.</p>
			<p>Sustainability and suggested next steps:</p> <p>DDMIX INSET twilight not held due to Covid restrictions – carry this out next year. Staff to continue to use DDMIX scheme 2021/22. Staff to access training from SRBC 2021/22. No curriculum deliver from SRBC next year. EL to look into alternative specialist coaching.</p>

	<p>directed by SSP and EL including virtual sporting events.</p> <ul style="list-style-type: none"> KS1 staff to engage in Forest School coaching as part of Forest Schools activities led by Roots to Branches FS (Spring term) 	£2040 – Roots to Branches FS	Forest school implemented with EYFS and Y1 – 4 sessions. Y2 and Y3 to complete their sessions Summer 2. Sessions have enabled staff to build skills to deliver OAA sessions such as this in future.	
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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:
<ul style="list-style-type: none"> Continue to offer a wide range of opportunities for after school activities led by specialist coaches from SRBC One day per week of specialist coaching carried out in partnership with class teachers. Rigorous evaluation of curriculum coverage – including specialist coverage from SRBC. Use of new scheme purchased – ‘Power of P.E.’ to ensure broad coverage of key skills across EYFS, KS1 and KS2. Ensure Y6 engage in missed safer cycling training – Bikeability. Ensure Y6 engage in missed 	<ul style="list-style-type: none"> Continue to offer after-school club led by sports coaches (Fri) Extend the range of activities offered – ie – bike club, tri-golf, yoga, Volleyball, Curling, Frisbee. All pupils timetabled to access broad range of specialist coaching from SRBC, SportsCool within the academic year; EL – to review curriculum map to ensure coverage of key skills at each appropriate Key Stage. EL – to offer after-school 	£5,600 – SRBC £1,000 - SSP £2,000 – EYFS equipment £3,000 – General equipment £2,040 – Roots to Branches FS £500 - LCF £1000 - SportsCool £1000 Playground equipment	This year, we have been able to offer a wider range of sports through after school clubs such as Hockey and Tag Rugby, Tennis through our specialist Sports Coaches from SRBC. Unfortunately, due to Covid-19, we were unable to deliver activities such as Volleyball, Bike Club and Tri-Golf. Pupils had a taster session of Ultimate Frisbee delivered by SportsCool. Pupils in Year 3 had Scoot Safe training. Year 6 pupils to participate in Bikeability sessions in July. They have had Bike Fix sessions. Forest school implemented with EYFS and Y1 – 4 sessions. Y2 and Y3 to complete their sessions	Year 5 unable to complete Heart Start training and Bike Fix training. – moved into Y6 2021-22 We have selected to access a broad range of sports and activities offered by SRBC in 2021-22. We aim to participate in events throughout the year covering a wide range of new sports such as Para-Olympic sports.

<p>training – Heartstart.</p> <ul style="list-style-type: none"> • Continue to engage with School Sports Partnership (SSP) for coaching and external and internal events. • Develop outdoor physical opportunities for pupils in EYFS • Develop Forest School project led by specialists – Roots to Branches FS 	<p>club to develop Sports Hall Athletics</p> <ul style="list-style-type: none"> • Purchase equipment to develop Sports Hall Athletics – eg: long jump mat, hurdles, Reversabords, • Yr 6 to complete Bikeability and Heartstart missed in Yr 5. • All year groups to participate in online ‘Restart a Heart’ training provided by NW Ambulance service (Oct 2020) <p>KS1 and EYFS pupils to access Forest Schools project activities (6x sessions EYFS and Y2; 12 x sessions Y1) Spring / Summer Term.</p>		<p>Summer 2.</p> <p>New equipment such as Sports Hall athletic equipment purchased has been utilised with positive outcomes. This will provide pupils with ability to participate in events with more confidence and successful outcomes.</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:
<ul style="list-style-type: none"> • Access to the local Sports competition infrastructure, giving access to a wide range of local competitions and events which can lead to regional and national escalation, through the School Games project. • Maintain participation in events despite no-contact permitted during Covid-19 restrictions. • Develop intra-school competitions. 	<ul style="list-style-type: none"> • Access the virtual events led by SSP – Autumn – Football, Sport Hall athletics, orienteering. • Participate in local, community led virtual events. • Create opportunities for inter-school competitions (within Year groups or Key Stages) • Introduce intra-school competitions such as SSP virtual events ie- football, orienteering, Sports Hall Athletics, Run-a-mile. 	£1000 - SSP	<p>Due to Covid, all inter-school competitions have not gone ahead this year.</p> <p>Classes have included competition within class lessons as much as possible to encourage pupils to experience sport of this type.</p> <p>Virtual events provided by SSP have not all been completed and so next year, attending/participating in competitive sport is a high priority for our school.</p>	<p>This is an important part of our school P.E., raising the profile of sport and in particular, our place within the wider community.</p> <p>Attending events encouraged pupils to strive to have the opportunity to represent their school.</p> <p>We have selected to participate in events run by SRBC 2021-22 which involve both intra-school and inter-school festivals and competitions.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	

Governor:	
Date:	