

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Academic Year  
2021-22



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:

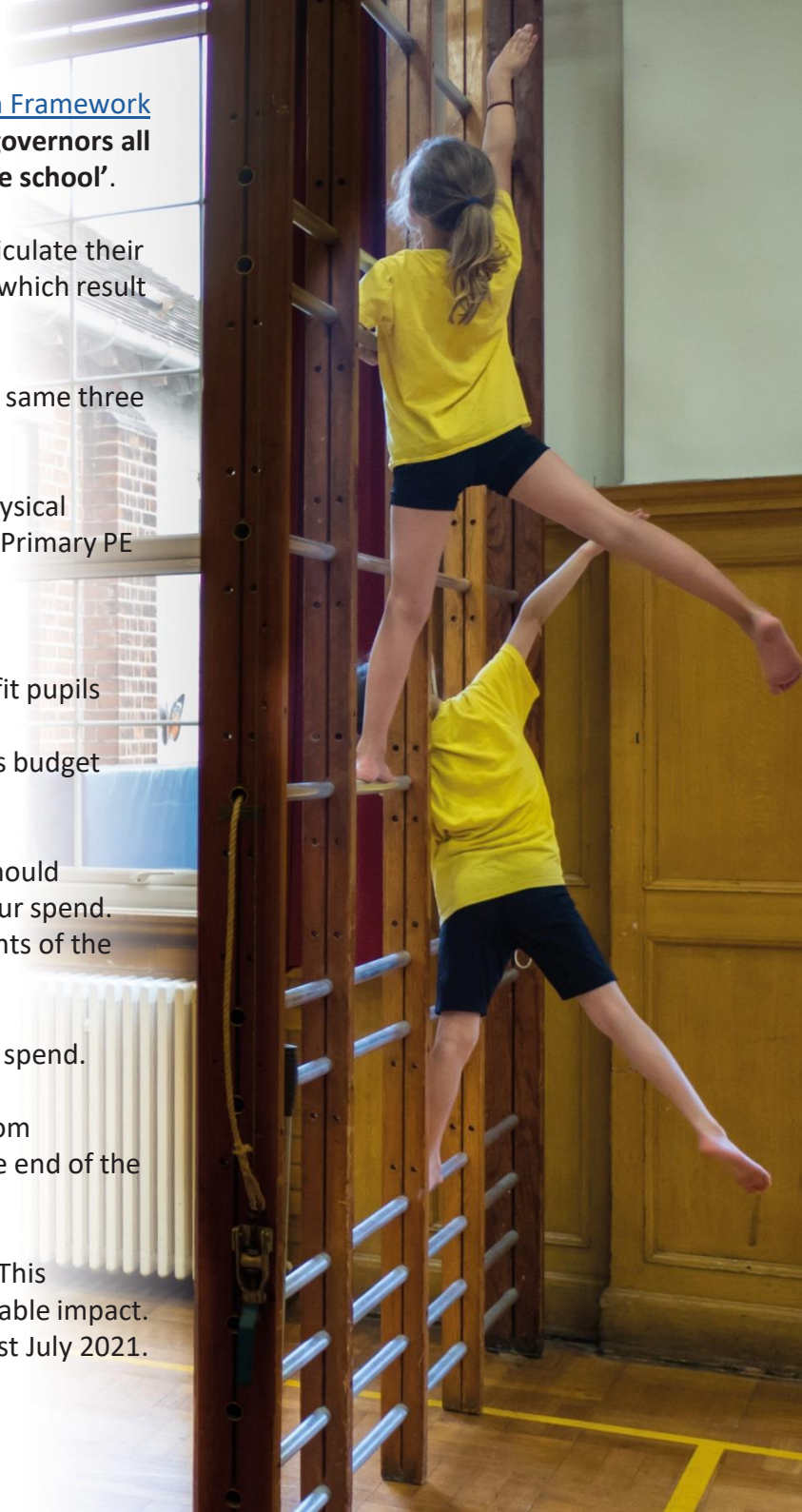
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](http://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 **31<sup>st</sup> 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 2022:	Areas for further improvement and baseline evidence of need:
<p>A range of different after school activities provided (see details in sections below).</p> <p>Children have taken part in the 401 Challenge, raising awareness of physical exercise and mental health.</p> <p>Children are engaged in physical exercise on a daily basis.</p> <p>Use of PSHE to emphasise the importance of exercise on mental health.</p> <p>Children take part in successful teams in a wide range of different inter-school competitions. Every year group has had the opportunity to take part in some inter school competition this year.</p> <p>The new PE App has been used throughout school with staff becoming more familiar with it.</p>	<p>To continue to use the new PE app to improve planning, teaching and learning and assessment across the school. This will also allow a clear progression of skills to be taught and monitored. This needs to be done effectively throughout school and new members of staff trained.</p> <p>To develop the use of play leaders and sports ambassadors throughout school. Equipment will be purchased to make these activities easier for the children to manage and run.</p> <p>Purchase of equipment is needed to update facilities and ensure lessons can be delivered effectively. An audit of existing equipment will be carried out and new equipment bought from those findings.</p> <p>Set up after school clubs, that run for a half term, before those children take part in an inter school competition.</p> <p>Establish the Gold Mark in the School Games Mark and move towards Platinum status.</p>
<p>Did you carry forward an underspend from 2020-2021 academic year into the current academic year? <b>NO</b></p> <p><b>Total amount carried forward from 2020/2021 = 0 + Total amount for this academic year 2021/2022 £17,200</b></p> <p><b>= Total to be spent by 31st July 2022 £17,200</b></p>	

<p><b>Meeting national curriculum requirements for swimming and water safety.</b>  <i>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.</i>  <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></p>	
<p><b>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</b>  <i>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.</i>  <i>Please see note above.</i></p>	95%
<p><b>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</b>  Please see note above.</p>	90%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<p>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?</p>	Yes

## 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: 2021/22		Total fund allocated: £17,200		Date Updated: September 2021	
<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:
					<b>97%</b>
Intent	Implementation		Impact		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
Service level Agreement with HRVSSP to support school in the development of P.E. and school sport	Entrance into sporting competitions run by the HRVSSP; CPD from partnership; training.		£1,410	Accessed Bikeability, Tots on tyres, inter-school competitions and Well-being warriors  Y6 can ride bikes safely and stay safe on the roads. All children in EYFS learnt to ride on a balance bike. Some used pedals. Access to a wide range of competitions for all ages and abilities, boosting confidence and skills or the children entering. Competed for the Ribble Valley at the School Games and had representation in the Ribble Valley football and cross country teams.	
Sports coaches to provide specialised coaching for children in a variety of year groups. This will also provide support for teachers to deliver and assess areas of the curriculum that they are currently	Coaches at lunchtime to engage every pupil in activity at least once per week with every year group having extra coaching/activity sessions for 30 mins at lunchtime.		£10,140	Improvements to fundamental skill development from EYFS to Y6, which has enhanced their ability to transfer skills into lessons and competitions.	
			To continue to be part of the HRVSSP and continue to participate in inter school competitions.		
			This will now be discontinued and instead teachers will teach the curriculum using the Lancs PE App.		

<p>struggling with. This will be bespoke to each class and teacher. Coaches will also provide lunchtime activities for children to develop physical activities at lunch/break times.</p>			<p>Teachers are more confident at delivering a range of different curriculum lessons within PE.</p>	
<p>Play Leaders involve children in a wider variety of activities during the day.</p>	<p>Rota is established with Y6 child as lead for each day. PL's encourage children to be active at both playtime and lunchtimes. Less incidents of children falling out as all are engaged in positive activity. Activities involve children from all three key stages. No one year group dominates the playground. Training supplied through SLA.</p>	<p>Training through SLA.</p>	<p>The use of Playleaders has been impacted by quality of resources at their disposal to use at playtimes. This will be rectified for the next academic year. However, the Well-being Warriors have thrived, supporting children's mental health and helping with emotional regulation at playtime.</p>	<p>Need to buy more equipment so that this can be more effective next year. Refresher training for new Y6 for Play Leaders and Well Being Warriors.</p>
<p>Participation in the 401 Challenge. A program designed to support the physical and mental health of children through setting goals, working as an individual and as a team, to complete a challenge.</p>	<p>All children and classes are given passports to be used as part of a tracking system. This will be linked to weekly videos highlighting a range of different mental health issues, providing children with support where they may need it.</p>	<p>Donated</p>	<p>Series of videos promoting mental health and well being through the use of physical activity were very positive and the children engaged well and were motivated to add up miles. Home and school cooperation increased with parents working together to complete and add up the miles completed. Charity ran out of money, so initially children were engaged but this has reduced as the contact from the charity has reduced.</p>	<p>This was a one off challenge so now we will move to a termly challenge that will be set linked to the School Games Values.</p>
<p>Children will be given the opportunity to take part in cricket based activities, linked to the fundamental movement skills in EYFS/KS1 and the applying of these into a game based scenario in KS2.</p>	<p>Professional coach from Lancashire Cricket to work with every year group. Years 4, 5 and 6 to enter both girl and boy teams in SSP competitions and events.</p>	<p>Lancashire Outreach Program</p>	<p>Children talk positively about the cricket. There has been a clear impact in terms of skill development and understanding of the game. It has also led to children participating in local cricket clubs and competitions.</p>	<p>Continued with the support of Lancashire CCC.</p>

Interschool competition and training activities allowing all children in school to take part, which in turn will encourage more children to take part in daily activities set up by PL's.	National Football Association Football Week – Game On To engage every child of all genders and abilities in football activities.	SLA	Boys and girls football teams have been established and taken part in the RV League and other competitions. Increased confidence and performance within children taking part.	Continue to enter a range of competitions. Get teachers to run a club for a number of weeks before the competition.
Swimming lessons for whole of KS2 to ensure competency in swimming 25m by end of KS2.	Class3 Autumn Term Class4 Spring Term Class5 Summer Term Equivalent to 12 weeks per year	£2140 per term £6420 total (£1320 provided from school funds)	Children are proficient in swimming and lifesaving. All children made progress in their ability or technique. Blocking of lessons into 2 week blocks has given children a lot more confidence in the water.	Continue to invest in additional swimming time to ensure that all KS2 children will be able to swim 25m at the end of Y6. Any child who needs additional swimming confidence will attend intensive swimming blocks in every term.
To ensure that all Y6 children are competent at swimming 25 metres and with lifesaving skills by the end of the Key Stage.	Additional swimming sessions provided above and beyond allocated curriculum time for Y6 pupils. Current Y6 pupils are identified and enrolled in extra swimming sessions during curriculum time and offered extra swimming lessons out of school time.	Funding provided from PPG.	All children have done this apart from 1 who struggled with a fear of the water.	Have the Year 6 block first next academic year, then it provides the opportunity for any children who haven't reached 25 metres to go again with another block.
Children lead initiatives in sport and P.E. within school through improved student leadership	Wellbeing Warriors will be trained to: <ul style="list-style-type: none"> <li>• Promote healthy lifestyles in school</li> <li>• Be a role model</li> <li>• Promote Olympic and Paralympic values</li> <li>• Be young people's voice in school on PE and sport</li> </ul>	SLA	Positive impact on themselves and their ability to lead, but also on other children. Commonwealth games boccia, wheelchair basketball and triathlon were introduced promoting Olympic and Paralympic Values. Identified Paralympians as inspirational figures. School PE lead met with Hannah Cockroft and discussed inclusion for children in our school.	Ensure a staff member is responsible facilitating sports ambassadors and pupil voice activities. This will feedback into future PE/sport action plans. Sports Ambassadors are given a prominent role in school through badges and awards so they raise the profile of physical activities amongst all children.
Sports Crew are trained through the Play Leader Initiative.	Ambassadors are trained and lead Sport Crew meetings; organise intrateam events and monitoring;	SLA	Not delivered as expected due to a lack of resources.	Need to invest in the equipment needed for children to carry out the activities on a regular basis.

	involved in management of LKS2teams.			
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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:  
**0%**

Intent	Implementation	Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>  <i>Sustainability and suggested next steps:</i>
Active Maths and English lessons used to promote active learning rather than sedentary.	‘Active’ lesson materials used and timetabled into the core curriculum to raise levels of physical activity. To be done with at least one English session per week and one maths’ lesson per week being active sessions.	£75 per session for 28 weeks (already incorporated in cost from Key Indicator 1)	Due to staff changes eg. ill health and maternity, this has not been able to be run effectively.
Promote a healthy lifestyle, through competition and participation.	Sport Crew update the sport notice board with flyers from out of school suppliers, especially for holiday sessions. Uptake monitored and recorded by School Sport Crew.  Sport Crew report on sporting events and competitions which are posted on		Whole year sports programme which includes holidays. Holiday clubs, afterschool provision, lunchtime activities facilitated by PE lead and Sport Crew.  Reported on results on a weekly basis in assembly and then reported
			Discontinued due to new schemes being used throughout.  This will continue and be made more high profile in school. It will also keep a more formal look at the numbers, ages and specific groups of children that take part in different activities.  This will continue and be developed through a more

	<p>the sport board and also included in the school newsletter. Team members are involved in writing the reports.</p> <p>Updates on the school website provided by the sport lead regarding participation and to show successes. Children belonging to clubs regularly share their achievements with their peers and the whole school. Parents are invited into praise worship to share in their child's sporting achievements.</p> <p>Notice board and website are refreshed regularly to ensure children and their parents are aware of opportunities and celebrations.</p>		<p>on the website through the newsletter.</p> <p>Encourages participation of regular and new events including gymnastics, swimming, dance, football, rugby, cricket, horse riding and archery.</p>	<p>dynamic display in school.</p> <p>More regular updates on sporting activities will take place on the website to continue to link school and parents.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
Improve quality of PE provision	PE mats and trolley, benches and new netball posts purchased.	£500	Money invested in coaching support, not equipment, therefore this is the focus for the next academic year.	Sustainability and suggested next steps:
Staff knowledge on the use of a range of activities that provide health benefits to then impact on physical and mental health of pupils.	Use of steps to miles conversion chart that shows progress in the 401 Challenge which build greater understanding of different physical		All staff were given support and training and used it to inspire children. However, it was too complicated to have a direct impact,	Money will be spent on the investment of equipment, but will also be used for investing in IT equipment that will aid teachers in the planning, recording, assessment and evaluation of PE.  This will be changed into a termly challenge that will see a fundamental skill targeted and will provide a starting and an end

	activities.		other than motivating children to take part in physical activity.	point for teachers to assess progress of children.
PHSE Association – mental health and physical wellbeing improved.	Specific lessons and cross-curricular lessons to improve and identify good mental health and physical wellbeing implemented.	£125 (used from PPG)	Life Education Bus / SRE sessions linked closely with the promotion of good mental and physical health.	This will continue.
PSHE SLA – training and school improvement	Training and guidance for both SLT and staff on resources and implementation of new PSHE curriculum and its implications across the whole curriculum. To be carried out through regular network meetings attended and feedback given to staff.	£450 (Used from PPG)	Regular training and feedback linked to the new scheme and implementing with new members of staff.	This will continue with new members of staff.
Level 2 Lancashire PE Membership	Improved tracking and assessment of PE skills and characteristics across all three key stages. Staff will identify key skills and improvements needed to raise standards in sport and P.E.	Included in SLA	Some new staff need training on this. All staff need to embed their use and knowledge.	Training will be provided for all staff to use the Lancs App. Training will be provided for staff in areas that they need development in.
10 Fundamental Movement Skills across KS1	Improvement in delivery and assessment of 10FMS across whole school but especially KS1.	Included in SLA	Some in place, but its been a mix between sports coaches and teachers so needs embedding in line with the new EYFS curriculum.	Training to be provided for all staff.
5 Fundamental Movement Skills – EYFS.	Improvement in delivery and assessment of 5FMS in EYFS	Included in SLA		Purchase iPads so that it can used for planning and assessment by staff and children in lessons.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0.3%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p>Additional achievements:</p> <p>Introduce a wider variety of activities to children in curriculum time.</p>	<p>Focus particularly on pupils who do not take up additional PE or sport opportunities through variation in sporting/PE activities:</p> <p>Yoga</p>	<p>£630 (Money already paid in previous SLA but delayed</p>	<p>Cricket – we have had regular sessions with the outreach program from Lancashire County Cricket Club.</p> <p>Commonwealth Games Day - allowed children to take part in 6 different activities, all that will be taking place in Birmingham this Summer, including a number of paralympic activities, including wheelchair basketball and boccia.</p> <p>Didi Rugby – sessions have been held in school withing EYFS and Key Stage 1, to promote fundamental movement skills.</p> <p>All these events have been accessed by all pupils, engaging those who do not take up additional sport opportunities.</p> <p>Due to a change in the structure of the SLA these sessions have not been provided.</p>	<p>We will continue to source such opportunities to provide a variety of different activities for our school.</p>

	Dance - Children see that not all physical activity is competitive.	from pandemic) £420 (Money already paid in previous SLA but delayed from pandemic)		
Tots on Tyres – development of core strength.	Reception introduced to balance bikes. They learn to control their balance, thus developing core strength as well as balancing skills. In addition they will also further their ability to follow simple instructions as well improve their confidence regarding riding bikes.	4 x £12.50	Children all succeeded in this activity, learning to ride balance bikes, improving their fundamental skill of balance.	This will continue again next year.
Bikeability for Y6 to improve awareness of road safety and foster independence.	Balance, core strength, observational skills and the ability to follow simple instructions are all taught to achieve Level 2.	SLA	All children achieved the standard required.	This will continue next year.
Varied of after school sport activities offered to all year groups.	Variety of sports including <ul style="list-style-type: none"> <li>• Judo</li> <li>• Acrobatics</li> <li>• Dance</li> <li>• Basketball</li> <li>• Handball</li> <li>• Multi-skills</li> <li>• Theatre/Dramatics</li> </ul> <p>To be offered across all three key stages over the three terms by outside providers.</p>	Cost paid by parents/carers	We have also provided archery.	We are going to look at a range of different specialist providers to support with afterschool provision.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 0% Cost incorporated in to Key Indicator 1
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Provide more opportunities for pupils to participate in competitive tournaments, a broad range of sports and leagues.  Increase the participation of KS1 and Lower KS2 in competitions and events. Also improve the participation of children with low self-esteem and those disinterested in sport or physical activity.	Sign up to the SSP and ensure school participates in a wide range of different sports and activities.  Ensure the school has an active calendar of scheduled events where participation involves both competitive and non-competitive events. Have at least one team per term with both an A and B squad for Y5 and Y6. Children who would not otherwise represent school are chosen to participate in festivals on the school's behalf. Sport Crew are to monitor who is entered and what the results are. The focus should be on the involvement of children with little experience or motivation to be involved in sporting activities through the local School Sport Partnership	SLA  SLA  Supply for curriculum time	We have taken part in a wide range of different sporting events this year including football, netball, gymnastics, athletics, multi-sport activities and rugby. These have been a mix of leagues throughout the year and one off sporting events.  They have targeted a range of different children including boys/girls, SEND and PPG.  We have entered a number of Sports Games events, which are non-competitive to provide opportunities for those children who would not normally participate. As a result of one of these, we were chosen to represent Ribble Valley in the School Games in Blackpool. The children won the Values Award and came away with an incredibly positive experience, which they described as 'making me want to do more sport'.	Sport Crew are going to monitor children who have taken part in events to ensure that opportunities are provided for all so that specific numbers can be provided. We are going to give staff the opportunity to choose an event, carry out training for it, and then go to the event with the team.  Continue to enter a range of competitive and School Games competitions.

<p>School to take part in league events. To develop more intra-team competitions.</p>	<p>Staff need to be free to work with teams and attend competitions/events. Intra-team events to be embedded across all classes and in all Pe/sport activities. Sport Crew will monitor. Points accumulated will be celebrated in worship.</p>	<p>Supply for curriculum time.</p>	<p>This has taken place through intra school events like Didi rugby, Commonwealth Games Day and cricket.</p>	<p>Expand intraschool competitions and use Sport Crew to monitor.</p>
<p>Improve netball skills and competitive edge.</p>	<p>Hi 5 competitions and league entered. After school coaching to further skill development.</p>		<p>We took part in the Hi-5 competitions increasing the confidence and skills in the children involved. A number of them have said they want to take part in netball at high school.</p>	<p>Continue to enter these competitions.</p>

Signed off by	
Head Teacher:	<i>J. Embley-Peers</i>
Date:	24.07.2022
Subject Leader:	<i>C. Blackburn</i>
Date:	24 <sup>th</sup> July 2022

Governor:	J. Taylor (Chair of Curriculum Committee)
Date:	24.07.22 Curriculum Committee