

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:

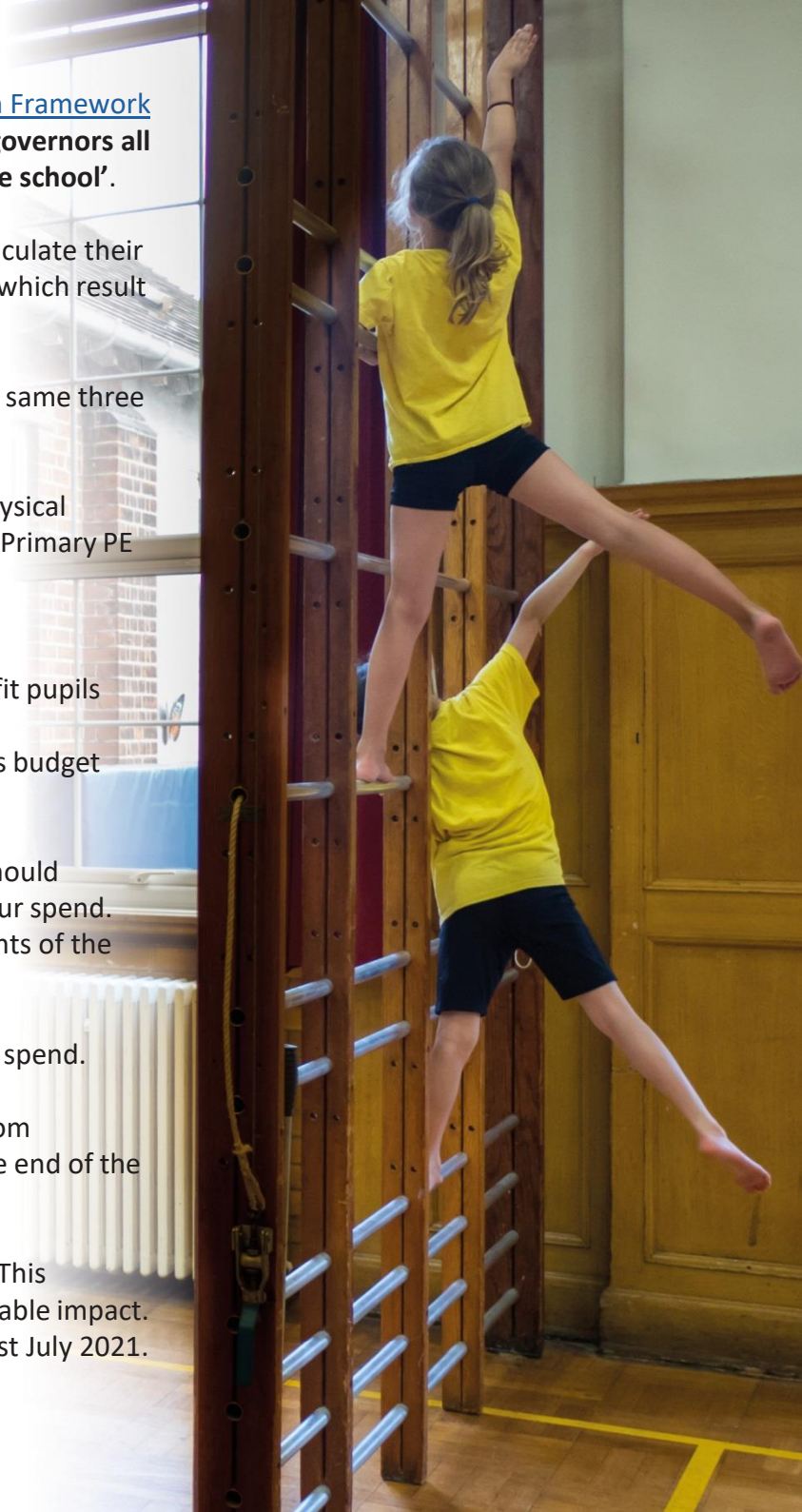
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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>Two continuous years of Gold Standard.</p> <p>A range of different after school activities provided (see details in sections below).</p> <p>Children complete the 'Mellor Mile' on a daily basis.</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. This was limited in the summer term 2019-2020 due to lockdown and the postponement of all competitions.</p>	<p>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.</p> <p>To set up and take part in more inter-school competitions. This year these have been severely hit due to the Covid restrictions so it is important that we get these back up and running to provide children with an opportunity to take part in a wide range of sports.</p> <p>To develop after school clubs again, when restrictions allow, providing an enhanced provision of different activities.</p> <p>To develop the use of play leaders and sports ambassadors throughout school. The role of the children trained in these areas has been limited due to the bubble restrictions in school.</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>Move towards Platinum status within the school PE mark.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

Total amount carried forward from 2019/2020 £0
+ Total amount for this academic year 2020/2021 £17,200
= Total to be spent by 31st July 2021 £17,200

<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>	100%
<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>	95%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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 over and above 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: 2020/21		Total fund allocated: £17,200		Date Updated:	
<p>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</p>					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?:
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.		£1 100	Due to Covid restrictions external competitions have been severely reduced. However, children have taken part in virtual competitions between other schools. These have included football, rugby, athletics, netball and multi-skills. We achieved 1 st and 3 rd positions in the competitions entered. Participation in physical activities was still a key aspect of remote learning education from EYFS through to Y6 (evidence Google Classroom activities).
Daily sport coaches have led playground initiatives – intent being to have more children taking part in physical activities at break and lunch times.		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. Each class in all three stages continues		£5 535	Original program of sports coaching had to be modified from Covid restrictions. The impact of this has been difficult to measure based on the original plan. However, all children have had additional sports coach input to
					<p>Sustainability and suggested next steps:</p> <p>To continue to be part of the HRVSSP and reinstate live competitions as and when appropriate.</p> <p>Qualified coaching continues as part of SSG in order to support new members of staff.</p> <p>Quality and support through the PE App will monitor engagement of individual children.</p>

<p>Play Leaders involve children in a wider variety of activities during the day.</p>	<p>to have access to the trim trail on a given day.</p> <p>Rota is established with Y6 child as lead for each day. PLs 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>develop their fundamental movement skills.</p> <p>Children were all trained in Autumn term however due to Covid bubble restrictions they have been unable to disseminate throughout the school. Y6 have developed their own range of physical activities for break times following on from their training.</p>	<p>Play leaders will become an annual training requirement for all children in Y5 and Y6 and activities will commence as soon as regulations allow.</p>
<p>Introduce short, sharp activities to boost overall health and improve personal challenge.</p>	<p>Training for whole school, including staff, on use of Skip2Bfit. Short, sharp sessions planned into each day and monitored to show improvement in personal fitness.</p> <p>Lancashire Cricket To engage every child of all genders and abilities in cricket activities.</p> <p>National Football Association Football Week – Game On To engage every child of all genders and abilities in football activities.</p>	<p>£660</p>	<p>100% of children accessed the skipping activities. School has now invested in additional skipping resources so this activity can continue at break and lunch times.</p> <p>There has been an increased take up of football and cricket of around 25%-30% predominantly girls, following input from the activity day.</p>	<p>Class timetables to show where Skip2Bfit is used. Enough ropes purchased to ensure all pupils have access to equipment each day. Sport Crew to monitor performance and improvement in personal challenge involved.</p>
<p>Swimming lessons for whole of KS2 to ensure competency in swimming 25m by end of KS2.</p>	<p>Class3 Autumn Term Class4 Spring Term Class5 Summer Term Equivalent to 12 weeks per year</p>	<p>£3 128</p>	<p>100% can competently swim 25m using 2 strokes (breast stroke/ back stroke)</p> <p>95% can competently swim 25m using 3 different strokes (breast stroke/front crawl and back stroke)</p> <p>35% can competently swim 25m using 4 different strokes</p>	<p>Continue to invest in additional swimming time to ensure that all KS2 children will be able to swim 25m at the end of Y6. School is trialling a new research model of a 2 week intensive block of swimming for each class once a year. Any child who needs additional swimming confidence will attend intensive swimming</p>

<p>To ensure that all Y6 children are competent at swimming 25 metres and with lifesaving skills by the end of the Key Stage.</p> <p>Children lead initiatives in sport and P.E. within school through improved student leadership</p>	<p>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.</p> <p>School Sport Ambassadors will be trained to:</p> <ul style="list-style-type: none"> • Promote healthy lifestyles in school • Be a role model • Promote Olympic and Paralympic values • Be young people's voice in school on PE and sport <p>Ambassadors are trained and lead Sport Crew meetings; organise intrateam events and monitoring; involved in management of LKS2teams.</p>	<p>£200</p> <p>SLA</p>	<p>(butterfly)</p> <p>20% of Y6 would have received additional swimming time had Covid restrictions allowed to ensure they met the 25m and life saving skills requirement by the end of Y6.</p> <p>Sports ambassador role have been allocated and PE cupboard notice board provide an information point.</p> <p>Additional cross curricular links promoting healthy lifestyles and Olympic/Paralympic through large scale art displays ensure all children in school can relate to these specific values.</p> <p>Feedback from play leaders and sports ambassadors will drive future changes from a pupil voice.</p>	<p>blocks in every term.</p> <p>Ensure a staff member is responsible facilitating sports ambassadors and pupil voice activities. This will feedback into future PE/sport action plans.</p> <p>Sports Ambassadors are given a prominent role in school through badges and awards so they raise the profile of physical activities amongst all children.</p>
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Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	0
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:
Active Maths and English lessons used to promote active learning rather than sedentary. Promote a healthy lifestyle.	<p>'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.</p> <p>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.</p> <p>Sport Crew report on sporting events and competitions which are posted on 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>	£75 per session for 28 weeks (already incorporated in cost from Key Indicator 1)	<p>Maths on the Move has continued when school has been open for all children. Diagnostic feedback is obtained and shared with staff to inform future planning for individuals. Staff completed training on active English lessons however due to staffing changes these staff are no longer in post.</p> <p>Despite Covid restrictions this year physical activity has remained an integral part of classroom routines and remote learning. Children have taken part in activities such Captain Tom's 100 challenge, virtual competitions and activity days (cricket, football and Skip 2b fit) in addition to their curriculum lessons.</p> <p>Due to Covid restrictions successes have been shared on the school website and through newsletters whilst the PE lead in school has shared successes with each class.</p>	<p>Resources created and maintained in shared folder enable sustainability of this initiative. Data proves improvement in mental health and engagement when maths lessons are physical. School to continue using this intervention.</p> <p>Flyers coming into school are quickly disseminated throughout the appropriate key stages</p>

	Notice board and website are refreshed regularly to ensure children and their parents are aware of opportunities and celebrations.			
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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	3
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:
Improve quality of PE provision	PE mats and trolley, benches and new netball posts purchased.		Due to Covid restrictions the purchase of new equipment was postponed.	Purchase new equipment, following an audit of current stock, including football goals and trim trail replacements.
Staff knowledge on use of skipping and health benefits from the activity improved to then impact on health of pupils.	CPD from Skip2Bfit – see section 1.	As above	Staff received CPD on the 12 th of July relating to skipping activities. Children have taken part in some of these independently at play time and lunch times.	To maintain skipping activities in the new academic year. Year 6 sports ambassadors and play leaders to lead these at play times and lunchtimes when restrictions allow.
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)	Mental health is supported through good physical health as part of school well being strategies. We have identified who have needed additional support for mental health following Covid lockdowns and these are being supported through additional activities in	Continue on an annual basis.

<p>PSHE SLA – training and school improvement</p>	<p>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.</p>	<p>£450 (Used from PPG)</p>	<p>school. Well being of children is prioritised by all year groups and discrete well being lessons are being run on a weekly basis. Children are more positive and able to talk about mental health and understand the importance of physical exercise on this.</p>	
<p>Level 2 Lancashire PE Membership</p>	<p>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.</p>	<p>£450</p>	<p>The Lancashire PE App has been trialled in Year 6 and Year 2 this year. It provides a clear progression of skills throughout the year group, giving teachers support for planning and assessment.</p>	<p>This is to be rolled out to the rest of the school from September.</p>
<p>10 Fundamental Movement Skills across KS1</p>	<p>Improvement in delivery and assessment of 10FMS across whole school but especially KS1.</p>	<p>£350 (money rolled over to the next SSG allocation)</p>	<p>This was planned but could not be delivered due to Covid restrictions.</p>	<p>Review fundamental movement skills against EYFS curriculum.</p>
<p>5 Fundamental Movement Skills – EYFS.</p>	<p>Improvement in delivery and assessment of 5FMS in EYFS</p>	<p>£150 (money rolled over to the next SSG allocation)</p>		<p>Ensure KS1 are teaching to the 10 fundamental skills during lessons monitored through the App.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	6
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:
Additional achievements: Introduce a wider variety of activities to children in curriculum time.	Focus particularly on pupils who do not take up additional PE or sport opportunities through variation in sporting/PE activities: Yoga Dance Children see that not all physical activity is competitive.	£630 £420	Class yoga was delivered in curriculum time in the autumn term (pre lockdown) and followed up in the summer term (after lockdown) as an enrichment club for KS1. Class dance was delivered in curriculum time in the autumn term (pre lockdown) and followed up in the summer term (after lockdown) as an enrichment club for KS1 and KS2.	Identify all children with reduced enrichment opportunities and tailor sporting activities to engage those. Use Sports Ambassadors and Play Leaders to identify pupil voice on physical activities they would like to trial ie. Fencing/archery
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	40% had no confidence or stability when using balance bikes prior to Tots on Tyres. However after an intense program all children were able to balance. Adaptations were made for a child with physical difficulties.	Annual program
Bikeability for Y6 to improve awareness of road safety and foster independence.	Balance, core strength, observational	SLA	80% of children were confident	Annual program

<p>Varied of after school sport activities offered to all year groups.</p>	<p>skills and the ability to follow simple instructions are all taught to achieve Level 2.</p> <p>Variety of sports including</p> <ul style="list-style-type: none"> • Judo • Acrobatics • Street dance • Ultimate Frisbee • ‘Rode to Tokyo” • Basketball • Handball • Multi-skills <p>To be offered across all three key stages over the three terms by outside providers.</p>	<p>Cost paid by parents/carers</p>	<p>about riding a bike before the Bikeability program but only 15% were able to confidently talk about rules of the road. By the end of the program 95% were able to confidently talk about the rules of the road. All children were able to handle their bike appropriately by the end of the program.</p> <p>Due to Covid restrictions the number of activities have been reduced this year. Despite this, every child has been offered one physical activity club after school each week when the school has been open to all children.</p>	<p>To increase the variety of activities when restrictions allow.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	8
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:
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	Due to Covid restrictions external competitions have been severely reduced. However, children have taken part in virtual competitions between other schools. These have included football, rugby, athletics, netball and multi-skills. We achieved 1 st and 3 rd positions in the competitions entered. Participation in physical activities was still a key aspect of remote learning education from EYFS through to Y6 (evidence Google Classroom activities).	Continuation of calendar of events once restrictions are lifted.
School to take part in league events. To develop more intra-team competitions.	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	Supply for curriculum time 5 x £185 (money rolled over to the next SSG allocation)	Due to Covid restrictions competitions took place in school so no staff were needed to travel. Internal competitions were managed by staff without the need for supply.	See above

Improve netball skills and competitive edge.	worship. Hi 5 competitions and league entered. Lunchtime coaching to further skill development.		See above	See above
Cricket tuition for development of teams and skill knowledge.	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.	£1 400	Years 3 – 6 have received a block session of 8 lessons with a Lancashire recognised cricket coach to improve striking and fielding games. Children are more confident in the rules and skills of cricket. 10% of children have now taken up cricket outside of school.	To develop striking and fielding skills in a different sport for the next 12 months so the children have a range of experiences beyond cricket.

Signed off by	
Head Teacher:	J Embley-Peers
Date:	14 th July 2021
Subject Leader:	C Blackburn
Date:	14 th July 2021
Governor:	G Tipper
Date:	14 th July 2021