

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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. **All funding must be spent by 31st July 2022.**

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£3060
Total amount allocated for 2020/21	£24410
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 1329
Total amount allocated for 2021/22	£21350
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22679

Swimming Data

Please report on your Swimming Data below.

<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 then 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 2020.</p> <p>Please see note above</p>	<p>Year 6 – 51.1%</p> <p>Class 19 - 54.8%</p> <p>Class 20 – 43.3%</p> <p>Class 21 – 54.8%</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>Year 6 - 28.3%</p> <p>Class 19 - 32.3%</p> <p>Class 20 – 23.3%</p> <p>Class 21 – 29%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Year 6- 35.9%</p>

	<p>Class 19 - 51.6%</p> <p>Class 20 – 36.7%</p> <p>Class 21 – 19.4%</p> <p>All children have participated in a water safety lesson in class and a practical lesson in the water, which included the following: safe entry, treading water, floating on back, HELP position, huddle, swim 25m and answer water safety questions. The percentage reflects those children who can confidently perform these skills.</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>	<p>Yes/No</p> <p>We have allocated some of the sport premium to provide swimming sessions for our SEND and vulnerable children on top of the allocated curriculum lessons.</p>

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: £22679		Date Updated: 10/06/2022	
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: 4%
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?:
To promote active playgrounds around school.		Provide equipment for the children to use at break times. They will be used during high-quality supervised activities and a selection of equipment for free play.		£1000	Children have access to equipment. This has needed to be replenished due to broken or lost equipment.
					Sustainability and suggested next steps:
					Develop a set of playground rules to promote respect of equipment and adults.
					Develop a programme of activities at break times and lunch times to provide high-quality supervised activities with input of all staff.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 35%
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 develop the PE curriculum (whole school target link to SDP).	Provide training for the school staff on the use of the PE Passport App through a staff meeting.	£500	All teaching staff familiar with the PE Passport app; how to adapt the curriculum to the needs of their children/class; how to collect evidence and pupil voice using the app; and how this links to tracking the learning journey of all children using the PE passport feature.	Develop an assessment focus.
To increase water confidence of children with SEND to equip them with life skills and in preparation for Year 6.	Weekly swimming sessions.	£7500	Children showed an increase in water confidence and social skills. Developed positive relationships with peers, staff and water.	Continue to offer this provision to enable children to access essential life skills.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

47%

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:
Increase staff confidence in delivering swimming sessions and leading a small group.	Attend a swimming CPD. Meet with swimming provider to discuss provision.	£500	Structure changed from 2 large groups delivered by swimming teachers to 4 smaller groups. The swimming teachers instruct the weaker and non-swimmers. S. Ogden and class teacher deliver the sessions to more competent swimmers. Swimming lessons only resumed in Autumn 2 so classes were restricted with time. All children in Year 4, 5 and 6 have attended swimming lessons	Monitor swimming. Offer CPD to more staff. Longer sessions for Year 6 classes to make sure they are in best place to achieve end of curriculum expectations. Develop the swimming programme to allow younger years to access swimming, therefore building confidence

			this year.	at an earlier age. Develop links with local swimming and learn to swim providers.
Continue to increase confidence of all staff delivering PE.	S. Ogden to work alongside teachers and HLTAs to coach and support in all areas of the curriculum. Deliver extra-curricular provision and organise/attend competitions. Adam Lee from Little Lions to work with welfare staff, teachers and run an after school club.	£7685 (9.5 hours wage contribution) £2390	S. Ogden has increased the confidence in staff she has worked alongside. Meetings with Little Lions taken place to discuss provision and vision.	Send out staff confidence questionnaire. Develop a programme for the PESSPA team (mainly S. Ogden) to model, team teach and observe next year. Develop an intra-school competition programme (with M. Kerr) throughout the year with links to house points. Develop an extra-curricular programme with teachers and map out for the year. Involve more staff in the planning and involvement of inter-school competitions. Continue to work alongside Little Lions.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
7%

Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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 Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Provide extra-curricular provision.	Target pupil premium and inactive children.	£500	Increased uptake of extracurricular activities by pupil premium children. Some children who took part in the 'Learn to Ride' sessions have then been signposted to external providers.	Develop PE Passport tracker and make staff aware to encourage Pupil Premium children to participate in these extracurricular activities. Develop an extracurricular programme (lunch times and after school) with staff.
Provide enrichment opportunities and aspirations for all children.	Provide tickets and travel to attend UEFA women's Euros.	£600	36 children attended two of the games. Created a life experience for these children who may not have had this opportunity before or those who show a passion for the sport and create aspirations for all.	Provide more opportunities across a variety of sports.
Provide transport so children can access more opportunities by attending events and competitions.	Provide transport.	£500	Children have managed to attend events which previously we wouldn't have been able to attend.	Continue to provide transport if needed.
Additional achievements:				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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 to participate in intra- and inter-school competitions.	<p>Buy in to the school sport partnership and attend competitions.</p> <p>Achieve School Games Gold Award and collect evidence.</p> <p>Provide Bikeability for Year 5 and Tots on Tyres for EYFS.</p>	£1500	<p>School has achieved Gold school games mark.</p> <p>Children have attended a variety of competitions and fun festivals throughout the year and across a variety of age groups.</p> <p>The girls football team were invited to represent Accrington Stanley after winning the Hyndburn tournament.</p> <p>The gymnastics finished in 1st and 2nd position.</p> <p>Six children have qualified for the next round of the cross country.</p>	<p>Continue to buy into school sport partnership.</p> <p>Develop an intra-school programme.</p>

Signed off by	
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