

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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SPORT
TRUST



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

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 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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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>Early years teachers have received training on fundamental movement skills and have included lots of opportunities to practice these throughout the year. This has seen an improvement in standards going into year 1 and year 2.</p> <p>The utilisation of Target Tracker has made it easier to monitor the progress and attainment across all year groups, including groups such as PP/FSM, EAL etc.</p> <p>From this data, children have been targeted through intervention groups run at lunchtimes and targeted through after school clubs like multi skills.</p> <p>Extra swimming sessions for pupils in year 3 have enabled children to develop confidence in the water at an earlier age and has seen an increase in the number of children able to swim competently by the time they leave school.</p>	<p>Target tracker will continue to be used as a tool for assessment. A.Douglas will analyse data for P.E. every half term and suggest actions to improve standards of P.E.in certain groups of children who may not be progressing as expected.</p> <p>The school will participate in more intra-school and inter-school competitions. This will allow more children to experience extra-curricular sport and apply their skills learnt in P.E. lessons.</p> <p>Offer children a range of sporting opportunities through afterschool clubs and external coaches.</p>

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

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	67%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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?	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: £17,830.00 Total spent: £24,240.09		Date Updated: Summer 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: 46%
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 increase health and wellbeing in all children. Working towards 60 minutes physical activity daily.	To employ/deploy welfare staff that can engage children effectively in physical activity during lunchtime		£1900.00	Each class has a member of welfare staff. Children play football, catch and other games while on the sport's yard. They are also physically active while using the climbing apparatus on the "top yard". Children are more engaged during lunch times leading to fewer behaviour issues.	Welfare staff to continue to work with children during lunch time breaks.
	Trained play leaders in each class in ks2 to set up and run games for their bubbles.		Through SSP- no fee	Due to restrictions, play leader training has not taken place.	Play leaders to be trained and set up to lead small groups now that bubbles can start to mix again.
Children see the benefits of a healthy lifestyle and the effect it has upon taking part in sport.	Benefits of a healthy lifestyle to be taught during curriculum time as part of P.E. lessons or cross-curricular during PSHCE or science lessons.		Resources- £500.00	Theoretical P.E. including health is taught in class through science, PSHCE and standalone P.E. lessons. These give children a greater appreciation of the benefits of P.E. and sport and encourage them to take an interest in physical activity.	Continue to educate children on the importance of a healthy lifestyle.

Enhance the health and wellbeing of specific groups of children where need is identified.	Analyse data to target children who are not progressing at age related expectations. This data is to be shared with teachers along with suggestions on how to improve attainment of specific groups of children. Sports kits to be purchased to ensure all children can access regular physical activity.	Target Tracker- £1500.00 Sports Kits- £7214.34	Assessment report was compiled and suggestions were made to teachers for how to increase progress of groups working below ARE Sports kit purchased and given out so all children can access P.E. and have a positive mind set towards P.E. lessons.	Monitoring to see that suggested actions are being followed during P.E. lessons. Continue to monitor P.E. data. Children to continue to wear school P.E. kit for P.E. lessons and competitions.
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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:
	20%

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?:
Promote positive attitudes towards PE through increased levels of engagement with staff.	Apply for Quality Mark through YST membership. Work towards achieving Gold School Games Mark. Staff to link lessons to P.E. and teach theoretical aspects of P.E. in class through PSHCE and science lessons. Monitoring to show this through walkthroughs, folder and seesaw inspections. Purchase PE kit for new members of staff to promote and maintain positive attitudes towards PE	No fee £1000.00 £968.48	School Games mark review completed with actions for next year identified. File and seesaw monitoring shows that theoretical aspects of P.E. have been covered throughout the year. New members of staff have school P.E. kit and wear on P.E. days.
			Sustainability and suggested next steps: Act upon suggestions with aim to achieve gold award next year. Continue to monitor next year.

<p>P.E. and school sport to be promoted through the school website.</p> <p>Early experience of swimming prior to it being taught in Y4/5 to overcome fear of water later on.</p> <p>Additional Top up swimming lessons to be booked with leisure centre for year 3.</p>	<p>Ensure each class shares what they are learning in P.E. each term. This is to be monitored regularly.</p> <p>Reports about intra and inter school competitions (written by pupils) will be posted on the school website.</p> <p>Upcoming clubs and competitions added to the school calendar.</p> <p>Additional Top up swimming lessons to be booked with leisure centre for year 3.</p>	<p>£3000,00</p>	<p>Staff send website information for learning that has taken place during P.E. lessons each half term.</p> <p>Children in year 6 have written reports on the competitions attended in the final term.</p> <p>Swimming timetable updated on the website.</p> <p>Year 3 have attended swimming this term to give them more confidence in water and to enable more children to swim by the time they leave school.</p>	<p>Continue to monitor.</p> <p>Face to Face events to take place next year. Children taking part in these events will be asked to write a report of what they did.</p> <p>Ensure all clubs and competitions are added to the school website.</p> <p>Extra swimming lessons booked for next year.</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: 2%
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:
Teachers to have access to CPD in specific areas of the PE curriculum so that they feel confident enough to deliver high quality PE and sport during and after school.	Share online CPD related to P.E. so all staff have access to training. Staff questionnaire to assess staff confidence and highlight any particular stand of P.E. which staff are less confident with. Monitoring to show increase in staff confidence. Support to be provided by SL to any staff who need it following monitoring.	£140.00 £200.00	Online CPD has been shared with staff which covers a range of courses to help teach P.E. This should increase staff confidence when delivering P.E. P.E. planning shared with staff and advice given for adapting lessons to cater for children. Monitoring through videos on seesaw has taken place with a view of giving feedback to individual teachers via email.	Continue to offer CPD opportunities to staff. Staff meeting planned to share update on P.E. planning. Continue to monitor and feedback.
Ensure good quality P.E. equipment is available to teachers when delivering lessons.	Audit sports equipment. Purchase new equipment.	£159.80	Sports equipment safety check carried out by Sportsafe and required upgrades purchased. New equipment purchased.	Continue to monitor P.E. equipment and buy any new equipment needed.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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:
Additional achievements: Offer reception children the opportunity to learn to ride using balance bikes.	Nichola Blezard from Pennine Active to run balance bike sessions.	Through Burnley Sports Partnership	Due to lockdown, Balance bike sessions have been unable to run but we have been in contact with a view to booking it next year and having a booster session for the year one children who will miss it this year.	Bikeability booked next year.
Offer an after-school dance based club with a view to entering a competition.	Coach to deliver the club with a member of school staff.		Coach delivered dance sessions to year 3 class during curriculum time to engage whole class and teach them a new skill.	Book with Sanderson's again.
Offer Children in KS2 a bike ability course.	Coach to deliver bike ability to children in year 5.		Bike ability to be booked in for final term to enable use of the outside yards. This will be for year 4 and 5.	Bikeability booked next year.
Offer after school rugby club	Coach to come in and deliver after school club with a teacher. Offering an opportunity for children to work on specific skills and working as a team.		Did not take place due to COVID restrictions.	Look to book next year.
Offer after school netball club	Coach to come in and deliver after school club with a teacher. Aimed towards getting more girls into sport.		Did not take place due to COVID restrictions.	Look to book next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				32%
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 enter a range of competitions during the school year. Involve at least 50% of KS2 children.	<p>Transport costs to run minibus-petrol.</p> <p>Sustain competition entries through SSP competition calendar.</p> <p>Attend SEND festivals.</p> <p>Attend Change for life competitions.</p> <p>Communicate with cluster to organise competitive events with schools in the local area.</p> <p>Keep in contact with Helen Tyson regarding upcoming events and competitions. Liaise with other schools to improve communication.</p>	<p>£6007.81</p>	<p>Children have competed in virtual competitions with scores and times sent to the Burnley SSP. - Athletics, cross country, football, rugby, multisport.</p> <p>Festivals and change for life competitions attended at the end of June/July giving less active children a chance to compete in sports.</p>	<p>Continue to enter as many competitions as possible.</p> <p>Continue to enter as many competitions as possible.</p>
Buy into local SSP to ensure continuity and growth of local infrastructure. Universal offer for pupils and coordinated support package.	Attend PLT meetings and feedback to staff regarding any updates on P.E. or school sport.	£1650.00	PLT meetings attended to keep up with latest competitions and coaching opportunities.	Continue to attend.

Signed off by	
Head Teacher:	Samaira Nasim
Date:	25 th June 2021
Subject Leader:	Andrew Douglas
Date:	24 th May 2021-EVALUATED
Governor:	Faith Stringer
Date:	28 th June 2021