

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



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](https://www.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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 20120/21	£8302
Total amount allocated for 2021/22	£18370
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022	£26672
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£26672

## Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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. Please see note above	62.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	43%%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	72%72%%
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?	Yes/ <b>No</b>

## 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:	Date Updated:	
<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: 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:
All children to be actively involved in productive play at lunchtimes.	<p>Fishwick Rangers to come into school 3 times a week to deliver active lunchtime games and run sports clubs</p> <p>New equipment purchase for lunchtime activities</p> <p>Goalposts, hula hoops/ disc hoppers and other lunchtime equipment purchased alongside storage and security padlocks</p> <p>Moki bands purchased</p>	<p>£3500</p> <p>£2500 (also K14))</p>	<p>Children are actively involved at lunchtimes. Children are targeted to join in with activities on both yards. Girls' football club has been run by the provider which has encouraged a greater number of children to become involved into the sport.</p> <p>Children are active on the yard. The football nets mean that games are more organised and can be used during PE lessons and for competitive fixtures. The hula hoops appeal to girls who were less active at lunchtimes due to not wanting to play team sports</p> <p>Children will be encouraged to move more through individual</p>	<p>This will continue through the next year. Year groups and children to be targeted on different days/ half terms, wider variety of activities on offer for the children to include team games. Coaching of playbuddies to work with fishwck rangers.</p> <p>Equipment available for future years. Wider range of children choosing to be physically active</p> <p>This is to be rolled out in September.</p>

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To develop fine and gross motor skills for children in EYFS	Activities and games purchased which develop gross motor and balance	£2400	and team challenges in order to have a healthy lifestyle  88.9%of children have reached the early learning goal for GMS AND 80.9% for fine motor skills in physical development. This is the highest across all of the ELG.	Children are well prepared to enter KS1. This will allow them to have a better sitting and working position as more formalised chooning is introduced and develop their FMS through KS1.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 7%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 pupil leadership	Lunchtime playbuddies to complete Development Squad with PNE	£1200	A group 25 Year 5 and 6 children have completed a training course in Autumn 2 which allowed them to consider leadership skills along with developing games for use on the yards at lunchtime. Children are actively involved on the infant yard at lunchtime, creating games for the children to play	The children who are currently in Year 5 will take this role up again in Year 6 and a new set of playbuddies from Year 5 will be trained in Autumn 1. This will allow the continuation for a further 2 years. This training is booked in from this year's allocation
Primary reading stars	Initiative which links sport and reading skills booked in with PNE for the next school year. KS1 pupils targeted	£500	Initiative booked for the next school year.	Booked for the next school year. Staff will be present and can use ideas from the provider to provide similar activities for other children across ks1.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				48%
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:
Staff confidence in identified areas increased and targeted CPD through partnership with expert coaches	PNE timetable for ½ day each week.. Gymnastics, invasion games (rugby), striking and fielding and athletics, FSM  All 4 sport to provide staff CPD (Rugby, hockey, boccia, athletics,	£6600  £3000 ( also used in KI4)	Staff have reported that working with specialist coaches has increased confidence with class teaching, particularly in sports that are not as widely taught ( rugby, boccia). Staff feel confident that in future PE sessions they will be	Staff confidence is enhanced and are now able to provide children with quality lessons in areas of PE they identified for development. These providers are booked and paid for again for next year. They will cover



<p>CPD for staff</p> <p>To ensure subject lead is current on practices in PE</p> <p>To deliver a high quality PE curriculum</p>	<p>FSM and an after school dodgeball session</p> <p>Lancashire cricket sessions for y3/4</p> <p>4 courses provided free of charge by cluster group and supply used to cover classes.</p> <p>Course available through LPDS 1 staff member to attend</p>	<p>£350</p> <p>£800</p>	<p>able to use the activities to enhance their PE teaching.</p> <p>2 members of staff from KS1 and 2 from KS2 attended courses run by local authority. (High quality PE x2 High Quality Dance and Gymnastics x 2). Enhanced confidence in teaching and using the PE passport app. Disseminated resources and knowledge through team meetings</p>	<p>different sports and target new staff</p> <p>Staff remain at our school and able to put skills from the course into practice in PE lessons.</p> <p>PE subject lead has attended cluster group meetings with PE advisor and the PESSPA meetings through local network</p> <p>Equipment purchased and can be used for future lessons</p>
	<p>A wide range of equipment purchased for the delivery of PE</p>	<p>£2500</p>	<p>Netballs, footballs, cricket sets along with bean bags, tennis balls, athletics equipment renewed to allow for more than one class at a time to have PE lessons</p>	<p>Purchased for 3 years.</p>
	<p>PE passport purchased for 3 years.</p>	<p>£800</p>	<p>High quality resource for planning, assessing and monitoring of PE lessons</p>	
	<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>			
				<p>Percentage of total allocation:</p> <p>5%</p>
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>	<p>Sustainability and suggested next steps:</p>

To allow children to experience a live sporting fixture	Tickets and bus to take the children to the Women's Euro fixture	£600	32 children from Years 5 and 6 attended the match in July 2022. This, along with national coverage has encouraged girls to join in with football at lunchtimes.	Developing a life long love of sport for young people
To encourage a wider range of sporting activities	New sport clubs added to extra curricular offer ( netball, basketball, cricket, dodgeball)	Funding included in other areas ( purchase of new equipment and All4sport provider	Uptake of sporting clubs higher than in previous years. Children who have not participated in sports clubs before now attending.	Continue with the range of sports clubs on offer. Use of TAs to accompany sport coaches ( and also train up to provide further opportunities). Links made with local clubs for cricket.
To link children with local sporting clubs	Payment for 8 pupils to attend te local cricket club through allstars and dynamoes	£320	All pupils attended the sessions and 5 of the 8 are continuing their membership with the club. 3 of these are pupils who are reluctant participants in sports	Links with local cricket clubs made and signposting for pupils.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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:
All children to be involved in sporting competition	School sports day. Stickers and certificates purchased	£130	Children from nursery to Y6 all involved in a competitive sports day. Children know that their contribution is important to the team as well as individual successes	Continue with this next year. Organise a mid year competition (inter house football?)
	Christ the King School Partnership	£2750	Link with local high school and cluster of schools allows groups of children from Y1 – Y6 to attend a variety of sporting competitions.	Continue with partnership for the upcoming year.
	Local leagues and competitions entered	£500	Boys and girls football leagues, cricket and rounders competitions entered. Transport provided by school.	Continuation of the football and netball leagues along with other competitions as staffing and timing allow

Signed off by	
Head Teacher:	Helen Wright
Date:	20 <sup>th</sup> July 2022
Subject Leader:	Rachel Devitt
Date:	18 <sup>th</sup> July 2022
Governor:	Jason Ward (CoG)
Date:	20 <sup>th</sup> July 2022

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