



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date: academic year 19/20 reviewed	Areas for further improvement and baseline evidence of need: for academic year 20/21
<p>Unfortunately, due to the impact of school closure and a change in staffing, many of the plans set out for this academic year were changed or unable to achieve.</p> <p>The Muga pitch has been built in school. This has increased participation in team sports at lunchtime and a wider variety are offered in a more structured way. It is used for hockey and football on a regular basis over lunch, allowing key stage 1 children to access more team sports at lunch and targeting girls' football.</p> <p>Mid day welfare and Fishwick Rangers are delivering structured access to sports at lunch times.</p> <p>Forest School has been developed through a volunteer who worked with a key group of disadvantaged children to raise self esteem and confidence. Unfortunately, due to Covid 19 closing schools, impact of this has been able to be seen fully. Forest schools have continued through closure for key worker children and staff involved have all said they would be more confident at leading outdoor learning sessions with their class in future.</p>	<ul style="list-style-type: none"> • Update and Train new subject leader • Update and implement new scheme of work with training available where needed • Playground markings to ensure positive play lunchtimes and areas for learning for PE. • Developing OAA (outdoor adventurous activities) and developing a forest school process to promote health and well being in the outdoors. Developing the outdoor learning areas and resourcing effectively. • Continue to provide a wide range of clubs and activities (including lunchtime or before school to overcome participation barriers after school). • Young sports leaders to be utilized effectively in KS1 playground and young leaders to be involved in organizing sports events and competitions. Create sports leaders of the future!

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
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What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	23/36 64% (6 of these children joined in Y6 and have not been swimming with school)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	19/36 52%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	30/36 83% (the 6 who have not achieved have not been swimming with school)
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, we paid extra for current year 5s to attend extra sessions. Only half managed to complete as school and pool closed due to Covid

*Schools may wish to provide this information in April, just before the publication deadline.

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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £18,330		Date Updated: September 2018 (review completed July 2019)	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: £3500 20% approx
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Build on the 'play zones' and continue with Fishwick Rangers lunch clubs x 2 weekly. Lunchtime adults to remain engaged and build up their knowledge and expertise as they attend CPD within their classes.</p> <p>IMPACT: More engaged and active at playtimes, thus improving health, fitness and wellbeing. More enjoyment due to active, motivated pupils with less behavioural incidents (if the trend continues).</p> <ul style="list-style-type: none"> Develop a new group of young sports leaders who will continue to arrange intra school events responding to pupil interests. IMPACT: Empower pupils to lead, organise and coordinate break time games and whole school events. Increasing pupil confidence, teamwork, leadership, self belief and self esteem. Continue to emphasise the importance of outdoor learning and build on the great steps made this year. Ensure all 	<p>Arrange the Fishwick Rangers days and times. Coordinate with lunchtime supervisors, SENDCO and learning mentors on lunchtime activity timetables and review resources. TA's that also cover lunch duty to receive PE CPD alongside class teachers to develop ideas, skills and confidence to be able to lead suitable engaging activities independently afterwards.</p> <p>Arrange sports leaders meeting and training. Set up a sports leaders' whole school event for each term responding to pupil interest and ideas. Ensure a focus of fitness and activity whilst having fun is a core element to sports leader events. Order or design uniforms for sport leaders?</p> <p>Remind staff to incorporate outdoor learning and physical activity into a range of curriculum sessions. Be creative and add kinaesthetic outdoor</p>	<p>£3300 Fishwick Rangers x3 weekly lunchtime sessions.</p> <p>£300 For event awards, uniforms and any resources required.</p>	<p>Children are more actively involved at lunchtimes over the course of the year. During lockdown, the engagement of reluctant pupils has increased hugely. At the beginning, children did not want to go on the MUGA at all and by return of school in June, they are organizing and participating in games.</p> <p>Up take of girl's football has also increased. Current upper ks2 were reluctant to participate at first but with a regular girls only slot from Fishwick Rangers has meant increased confidence and requests for more.</p> <p>Lunchtime adults have increased confidence when providing activities which encourage health, fitness and well being. Behavioural incidents are decreasing and pupils are targeted if needed.</p> <p>Playbuddies have been used to promote additional activities at lunchtime, particularly for key stage 1 which has increased pupil confidence and teamwork.</p>	<p>Muga to be timetabled for use for small groups at lunchtime, targeting hockey, girls football as well as with specific year groups.</p> <p>New playground markings on each yard for use in PE and at lunchtime.</p> <p>Use of sports leaders to be rolled over to next year with training provided and specific tasks at lunchtime and raising sport profile in school through intra school events</p> <p>Environmental area to be timetabled for each class as a regular activity (AC PPA release) and Forest school to be continued with targeted group through volunteers</p>	

<p>areas of the curriculum are adding outdoor activities on a regular basis.</p> <p>IMPACT: Regular extra outdoor activities in all subjects will increase physical activity throughout the school day for all pupils.</p> <ul style="list-style-type: none"> • Mile track to be used more regularly by setting up class challenges to motivate more use. <p>IMPACT: Increased fitness through the daily mile. Increased success and self confidence at intra and inter school competitions and events. Increasing well being and hopefully improving academic performance (as studies suggest).</p>	<p>learning experiences wherever possible.</p> <p>Create class and whole school challenges based on the mile track. Celebrate in whole school assemblies and newsletters. Create a family challenge before school. Calculate an alternative mile track using the field and garden areas on dry days to create a renewed buzz around daily running in the Autumn term.</p>	<p>£100 for awards, certificates etc.</p>	<p>The use of outdoor learning has been greatly promoted through volunteers, particularly during lockdown. As teachers have been involved with this, their confidence has grown and they are now eager to take groups for outdoor learning and have new ideas of how it could be used across more curriculum areas.</p> <p>Top up swimming was available for y5 children who had not achieved their 25metre target. 10/20 children targeted attended. Unfortunately this was not completed due to school closure</p>	
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Percentage of total allocation:

£4960 26% approx

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to develop outdoor learning with the introduction of forest school sessions. Two members of the school community (1 teacher, 1 volunteer) have undertaken the Level 3 Forest school leader training and will run a set of pilot sessions in the Autumn term leading to further sessions once assessment have been completed.</p> <p>IMPACT: Learners develop skills through outdoor activities that are transferable to many other areas of life. Teamwork, communication and resilience develop through the sessions activities will be beneficial for all.</p> <ul style="list-style-type: none"> • Outdoor learning sessions and OAA to be team taught so that the skills, aims 	<p>Arrange targeted pilot groups and timetable sessions. Groups of no more than 16 with emphasis on pupil led learning and low pupil:adult ratios to increase the quality of learning in each session. Contact the volunteer leader and plan the pilot sessions. Arrange with Forest School tutor observations and assessments. All Autumn term.</p> <p>Organise new targeted group for Spring, Summer and a parent/family after school group beginning in the Spring.</p>	<p>£600 Resources and cover for leader assessment days</p>	<p>Staff member who went on forest school training has now left however this work has been continued through volunteers in school. Originally, this was targeted for a small group of disadvantaged ks1 children for self esteem work. Due to lockdown, this focus changed to keyworker and vulnerable children. Staff who have been on rota as part of this all express increased confidence in carrying out outdoor learning and OAA activities within the curriculum.</p>	<p>Environmental area to be timetabled for each class. This will allow for outdoor learning to take place regularly.</p> <p>Updated scheme of work to be implemented from September 2020 with new “character education” traits.</p> <p>OAA CPD for less confident/new staff members</p> <p>New playground markings to impact on lunchtime behaviours.</p>

<p>and ideas can be shared and developed with all staff. A third of staff members have requested more OAA cpd in their end of year surveys. (see ind 3)</p> <p>IMPACT: More confident and knowledgeable staff will increase the learning opportunities for pupils.</p> <ul style="list-style-type: none"> • Rearrange the cross curricular orienteering courses and possibly add further elements such as the QR code based clues, bringing through more computing and technology skills. <p>IMPACT: Raising standards and improving skills in computer technology and other subjects. Pupils are able to apply problem solving in different circumstances and develop independent decision making.</p> <ul style="list-style-type: none"> • Continue to work with volunteers and the Wildlife trust to develop the outdoor and maintain its accessibility so that outdoor learning and OAA can take place in our school woodland environment. <p>IMPACT: Access to the outdoor facilities will ensure the vital learning takes place and enables the pupils to develop a desire to care for and respect the natural world. Improve health and wellbeing.</p>	<p>As this also come under staff skills and knowledge development see indicator 3 for further details</p> <p>Stay updated with the cross curricular orienteering developments and update when necessary.</p> <p>Build up and continue communications with voluntary groups, continue outdoors club to help maintain areas of the environmental area. Assign classes certain flower beds to care for and maintain</p>	<p>See ind 3</p> <p>£200 approx</p> <p>Volunteers and community group partnerships should reduce this cost to £0.</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: £3600 20% approx
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Staff members, through interviews and surveys, have suggested gymnastics and dance cpd would be valuable to raise standard of their lessons even further.</p> <p>IMPACT: Higher quality PE sessions providing higher level learning opportunities with staff having knowledge of how to differentiate sessions so that all pupils progress to their own personal best.</p> <ul style="list-style-type: none"> • See OAA point made above in ind2. Ensure all staff are included on the rotation of team teaching with the subject leader over the next year. Sessions will be tailor made for staff responding to their requirements. Staff members have requested some Outdoor Adventurous Activity guidance for their sessions and others will have fundamental skills or assessment guidance. <p>IMPACT: Consistency on quality of teaching will be assured and this will raise the quality of PE in all areas. Staff confidence will be improved and well planned activities will be delivered improving pupil engagement and motivation in sessions.</p> <ul style="list-style-type: none"> • Attend courses on current developments. Staff to attend a revised KS1 fundamental skills assessment course. IMPACT: School staff up to date 	<p>Organise staff meeting to address gymnastics and dance. Arrange and timetable staff team teaching as CPD with a specialist gymnastics coach and dance teacher who has full knowledge of the national curriculum expectations. PNE community can provide this member of staff for 1 afternoon a week over the Autumn and Spring terms. Each member of teaching staff will be timetabled for gymnastics in the autumn and spring 1 and dance in spring 2 (for the staff who haven't received dance from other sources.</p> <p>Design timetable for subject leader team teaching over the year. Ensure all staff have completed a needs based assessment prior to all sessions taking place. Carry out and evaluate the sessions, set up the following sessions for staff to deliver. Constant review and analysis should take place.</p> <p>Survey and encourage staff to run, supervise or arrange clubs and competitions throughout the year. Outline clubs for the year and</p>	<p>£2000 (for 20 x afternoon sessions)</p> <p>Cover cost for 30 x pm supply cover at £60 each for subject leader to be released for CPD team teach sessions. £1800 approx</p> <p>£500 for courses and cover</p>	<p>These sessions did not take place this academic year due to staff change/ non timetabling.</p> <p>Specialised member of staff and PE subject lead is no longer working at school so OAA training has not occurred. The money allocated from this has been used for the MUGA. New Subject lead in place for September 2020.</p> <p>New scheme of work has been purchased and is due to be implemented from September 2020</p> <p>Training for dance, tennis, cricket has taken place with external coaches along with OAA previously mentioned from volunteer. .</p>	<p>In school training on new scheme of work for all staff. This is now via an app which staff can use for tracking and assessment purposes. Subject lead to ensure progression, delivery and continuity across yeargroups</p> <p>Update new staff on OAA activities available including orienteering.</p> <p>Attend courses on current developments in Pe through local network meetings and LEA courses</p>

<p>with current practice will improve lesson provisions. Therefore, pupils will have the suitable teaching of a higher quality.</p> <ul style="list-style-type: none"> • Empower more staff at competitions and clubs. (cross over with ind 4 and 5) <p>IMPACT: More opportunities on offer for more pupils as extracurricular activity and increased entries to events giving pupils chance to take part in further competitive events (ind 4 and 5 too).</p>	<p>encourage staff involvement relating to personal interests, passions or skills.</p>			
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: £1670 10% approx</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Dance and gym club with PNE in Autumn and Spring term.</p> <ul style="list-style-type: none"> • Continue to provide the after school sessions all year with Premier Sports, pupils have enjoyed the invasion games clubs and striking and fielding. Provide more of the less traditional activities and sports such as Tchoukball and golf were very popular with pupils and we will add them to the rotation. <p>IMPACT: To engage and motivate pupils with different interests. Raise the standard of pupil skills in this area of PE. Staff to attend extracurricular sessions if possible to gain experience for own CPD. Pupils may gain an added interest in something less traditional and enjoy the physical activity even more.</p> <ul style="list-style-type: none"> • A martial arts club could be added this year due to pupil interest at a recent sports festival we attended. <p>IMPACT: Martial arts are a proven area of sport that promotes self discipline</p>	<p>Contact PNE community team and Premier Sports to arrange and timetable after school clubs and activities. Ensure pupil voice is considered. Outline the yearly clubs and liaise with school staff to supervise sessions that they are interested in/available for. Ensure a range of ages are catered for and suitable facilities are timetabled.</p> <p>Investigate possible martial arts clubs following a Jujitsu taster day at school for all. Local club that we can then signpost pupils to after a 6 week block. Identify target pupils for places.</p>	<p>£1134 PNE gym and dance clubs with specialist teacher</p> <p>£1800 Two clubs per week with premier sports.</p> <p>£200 for a 6 week block</p>	<p>Clubs did not take place and funding was used for MUGA. Muga has had an impact on the uptake of sport for different groups (see IND1)</p> <p>Cricket, tennis and dance were offered as extra enhancements to curriculum through CTK partnership</p> <p>Unfortunately due to many events/clubs being targeted for the spring/ Summer term, these did not take place due to School Closure.</p>	<p>Clubs to be restarted through PNE community/Premier sports from Autumn term. To include a range of divers sports for all ages.</p> <p>Staff members to arrange clubs for extra curricular activities depending on skillset.</p> <p>Investigate the possibility of a martial arts course (if social distancing restrictions are eased)</p> <p>Develop list of local clubs and affiliates.</p>

<p>and self esteem. Pupils will have the opportunity to develop these skills through the channel of sport.</p> <ul style="list-style-type: none"> • Additional bikes and helmets to be bought. IMPACT: Increased standard of physical development in EYFS and KS1. Increased physical activity. • Signpost even further to local clubs so that the pupils can develop their active lifestyle beyond the school provisions. IMPACT: Pupils will join local clubs and extend their interests outside of the school environment. This will help them build new relationships and skills based around sports and hopefully become lifelong participants in sport leading to a healthier lifestyle. • Start a cycling club or create a school cycling event. Signpost local cycling events due to our proximity to the Guild wheel and Avenham Park. IMPACT: Raising the profile of cycling and encouraging a healthy lifestyle. Raise cycling safety alongside this initiative. 	<p>Order from Tweaks cycles as last year and ensure staff members are fully briefed and confident in the use of balance and pedal bikes.</p> <p>Develop a list of local clubs with junior sections that are fully affiliated with respective governing bodies. A CP officer and qualified coaches in place.</p> <p>Discuss and develop an event with the young sports leaders. Book the bikeability sessions for Autumn term and create a family event with a local bike ride to accompany the awareness/cycle event week.</p>	<p>£300 for 5 extra bikes and helmets.</p> <p>School and sports leaders to arrange and coordinate.</p>		
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: £3600 20%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>Commit to the CtK sports partnership for the 19/20 academic year. Suggest some different events to the organiser to tie in with the school, games format even further. Possibly host a partnership event at our school with our young leaders coordinating. Maybe tri golf. This spending also covers ind 3 with the coaching opportunities and networking that comes with the partnership.</p> <p>IMPACT: Competitive opportunities for a large number of pupils at 'school games' L2 recognisable. Network and collaborate with other inner city primary schools.</p> <ul style="list-style-type: none"> Continue to enter the Preston school games and school sports leagues and events. Target hockey, dance and gymnastics events this year. <p>IMPACT: Competitive opportunities for a large number of pupils at 'school games' L2 recognisable. Opportunities to progress to 'school games' finals providing pupils with L3 competitions.</p> <ul style="list-style-type: none"> More intra school festivals to be added this year. A spring dance festival, which will also contribute towards the school achieving arts mark this coming year. New inter house sports events to be introduced half termly and run at lunchtimes on the new all weather MUGA! <p>IMPACT: Competitive opportunities for a large number of pupils. Intra school competition taking a high profile raising awareness of healthy lifestyles and challenging pupils to achieve their personal best. Representing school values and ethos through school sport</p>	<p>Continue account with Millers taxis for transport. Pre book supply cover for attending staff if necessary. Provide all staff with the yearly sports calendar and add to school online calendar as soon as the details are known.</p> <p>Stay updated with the School games organiser, attend the subject leader network meetings and enter the events/competitions appropriate to our availability. Ensure letters, risk assessments and staff have been coordinated in advance. Inform staff of the Preston competitions calendar and add to the school calendar the events we will be taking part in.</p> <p>Organise inter house events and coordinate sports leaders. Order awards for events and add to the school calendar. Liaise with the staff responsible for the arts mark applications. Set up the dance festival for Spring term.</p> <p>Investigate the AfPE Quality Mark for PE, School Sport and Physical activity and begin the application process.</p>	<p>£2700 Christ the King Sports Partnership including coaching and competitions</p> <p>£1000 Competition fees, cover and transport for the whole year.</p> <p>£500 Intra school awards and resources.</p> <p>£275 AfPE Quality mark application and support pack.</p>	<p>CtK partnership continued to develop and sessions/events available were attended. Unfortunately, due to school closure a large proportion of these were cancelled. The dance sessions for Year3 and 4 were both well received and the football tournaments/ multiskills took place. Participation was celebrated in school and on social media</p> <p>Again, due to school closure, this year's leagues/games were cancelled. Prior to this we had attended multi skills and football events.</p>	<p>Commit to CtK partnership for academic year 20/21.</p> <p>Continue to enter the Preston school games and school sports leagues and events. Look to increase participation on last year.</p> <p>Appoint TA to assist with admin, organization and participation of events</p> <p>More intra school festivals to be added this year. Sports leaders to organize a termly event (hockey/ multiskills/football/ rounders etc)</p>
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and activity				
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Total allocated according to above plans £17,330. (£1000 left over to be planned for as pupil/staff needs or opinions arise over the year, possibly Top up swimming)