

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

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](#) (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](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 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](#).

If any funding from the academic year 2020/21 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2022.

Academic Year: September 2021 to March 2022		Total fund carried over: £12,641	Date Updated: 10/09/22	
What Key indicator(s) are you going to focus on? Improving assessment and planning of physical education across school				Total Carry Over Funding: Spent £12,417
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils. Provide children who missed swimming due to pandemic the opportunity to go swimming. Encourage children to be more active for at least 30 minutes per day.	Make sure your actions to achieve are linked to your intentions: Year 6 children are now swimming at Chorley Leisure centre on Friday mornings Use of Pro Skills Sports has been decided rather than South Ribble Sports development. This is after careful considerations with headteacher (Mrs C Ashbrook) and observing lessons.	Carry over funding allocated: £1452 £10,965	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?: See below for outcomes of swimming Staff are much more confident with planning PE sessions as the illustrations are now partnered with detailed written instructions, clear objectives and videos to show how this should be delivered. Staff also have access to demonstration videos and pictures of expected outcomes to help with assessment.	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: This will need to be continued next year to ensure catch up swimming opportunities. This year, our main focus is on using the school PE Passport to track assessments and also give a clear picture of the amount of sporting activity/ physical exercise that children are taking part in. Now that teachers are confident with using the app to plan, they can begin to utilise the app to the full.

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 2022.	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	69% 13 pupils struggled with 1 of the above strokes
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95% *This was done in school and during Covid catch up swim sessions
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 As Year 6 missed their swimming slot in Year 4 due to Covid, we have used PE funding to send our Year 6s to Chorley Leisure Centre on Fridays this year, allowing all children the opportunity to catch up.

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: 2021/2022		Total fund allocated: £18910		Date Updated:30/10/22	
Key indicator 1: The engagement of all 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:
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?:
Forest school sessions planned for all KS1 pupils and LKS2 throughout the year.		Equipment purchased to allow staff who trained for Forest school to begin teaching forest school sessions throughout the year to all classes. All year groups have received		£1700	All children in KS1 and some LKS2 children have taken part in forest school sessions.
Specialist coaching and extra-curricular opportunities. Introduce new sports, dance and other activities to encourage more pupils to take up sport and physical activities		Pro Skills Sports providing extra-curriculum support and lunch time provision across the school Basketball Football Cricket Dance Cheerleading Multi Skills		Part of the £10,965 payment to Pro Skills Sports	More children are taking part in physical activity than previously. Pupil voice survey shows a high percentage of children use the opportunities to be active during the day.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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?:	Sustainability and suggested next steps:
Children enjoy participating in a variety of activities and look forward to termly events	Termly events organised to raise the profile of PESSPA such as sports day	£242.24		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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?:	Sustainability and suggested next steps:
To utilise the use of Pro Skills Sports team to build teacher confidence and increase teacher subject knowledge.	PSS Development team	Part of the £10,965 fee.	All classes that have received training have reported positive outcomes and an increased enthusiasm for PE. Children look forward to PE and are learning and developing new skills. Staff also feel more confident in delivering these sessions themselves for future sessions. Pupil and teacher voice has shown the success of changing PE provision in school.	Other classes and teachers to receive same opportunities.
Use of Lancashire PE App to monitor assessment	All staff now to use the app to follow planning and curriculum overviews. The app also provides staff with examples of expectations.	£254.95	Due to increased confidence for staff in planning and delivering PE, children are receiving higher quality PE lessons which have been observed by RS throughout the year.	Continue to use the app in school and ensure staff have training on aspects they are unsure of. Next steps to use the assessment tool more efficiently.
Research papers showed that ECTs are often not confident in the teaching and learning of PE. This was echoed by the teacher voice audit.	All school ECTs were funded to complete a course with the Lancashire PE Consultants to help them gain an in depth understanding of the PE curriculum in KS1 and KS2	£915	ECTs more confident in teaching PE and this provides better outcomes for pupils	Continue to provide staff CPD when it is requested and use the staff voice audits to highlight the need for this.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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?:	Sustainability and suggested next steps:
Provide opportunities for extra-curricular activities.	Pro Skills Sports. Introduced lunch time clubs 3 days a week and after school clubs for all age groups and cohorts during term time.	Part of above payment.	Increased participation in extra-curricular activities and children have tried sports for the first time. This promotes a love of exercise and an opportunity for children to get involved in sport outside of the curriculum.	Continue this next year. Highly promote extra-curricular activities that the children may not have necessary heard of. We are now increasing PSS provision after school and at lunch time by an extra day, giving us 4 days a week.

Key indicator 5: Increased participation in competitive sport				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?:	Sustainability and suggested next steps:
Organise competitive sporting events within school to increase children's confidence in playing competitive sports.	Purchase of equipment to enable this. Pro skills sports coaches also help to organise this and coach/ referee in the run up to the competition.	£2822.20	Children are becoming more confident in competing against their peers after a break due to Covid 19.	More children to become involved which will be monitored through the increased usage of the app going forward. Next year, we are joining the Lancashire school games competitions so that we can play against other schools in competitive events.

Signed off by	
Head Teacher:	Daniel Ballard
Date:	Updated 30/11/22
Subject Leader:	Rebecca Stokes
Date:	12.4.21
Governor:	Governor report provided termly
Date:	Ongoing.