

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

# Commissioned by



Department for Education

# Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$ 

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> of how they spend this funding, including any <u>under-spend from</u> 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.** 

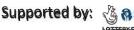
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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## Details with regard to funding

Please complete the table below.

| Total amount carried over from 2019/20  | £8000  |
|---|--------|
| Total amount allocated for 2020/21  | £18000 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £12000 |
| Total amount allocated for 2021/22  | £18000 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £30000 |

## **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.  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 |        |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?   | 34/44  |
| <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  | 77%    |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 21/44% |
| Please see note above   | 46%    |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 39/44  |
|   | 89%    |













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?

No











### **Action Plan and Budget Tracking**

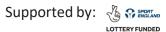
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2020/21   | Total fund allocated:  | 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: %   |   |
| 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:  |
| Build on the 'play zones' and continue with Fishwick Rangers lunch clubs x 3 weekly. Lunchtime adults to remain engaged and build up their knowledge and expertise as they attend CPD within their classes.                          | Fishwick Rangers attended whilst school was open to all pupils. Children from Year 3- 6 took part in activitiesmeeting 30 active minutes | £3500              | IMPACT: More engaged and active at playtimes, thus improving health, fitness and wellbeing. More enjoyment due to active, motivated pupils with less behavioural incident. Children experiencing a variety ofsports through leaders | This is to continue through lunchtimes in the next academice year. As bubbles begin to mix 1 lunchtime to focus on a girls'football club. |
| Play ground markings to be renewed on<br>both playgrounds, defining zones for<br>different activities at lunchtime   | Playground markings have been completed in both playgrounds which has zoned the playground for different activities                      | £5000              | la  | Zoned playgrounds to be timetabled next year to engage all children in regular physical activity  |
| <b>Key indicator 2:</b> The profile of PESSPA  | A being raised across the school as a to   | ool for whole sch  | nool 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 | 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:                      |
|---|--|--------------------|--|---|
| and respect the natural world. Improve health and wellbeing.  | Regular timetabling of the environmental area for all year groups Volunteers for forest school Flowerbeds and upkeep allocated for all classes | £0                 | Children are much more confident in the outdoor area, Use for OAA activities for team building and cross curricular Gardening skills | To be continued into next academic year and funding allocated |
| Playground markings will increase the profile of PESSPA so zones are allocated and used with intent                           | Zones are completed June 2021  | £5000(from<br>KI1) | Children using the zone productively duringlunchtimes, developing their own invasion games as well as teacher led                    | Zones continue to be utilised when bubbles mix back together. |
|   |  |                    |  |   |
| Key indicator 3: Increased confidence   | , knowledge and skills of all staff in te  | eaching PE and sp  | port   | Percentage of total allocation:                               |
| Key indicator 3: Increased confidence   | , knowledge and skills of all staff in te  | eaching PE and sp  | port   | Percentage of total allocation: %                             |
| Key indicator 3: Increased confidence  Intent   | , knowledge and skills of all staff in te  | eaching PE and sp  | oort   |   |
|   | Implementation  Make sure your actions to  | Funding allocated: |  |   |









| Preston North End to deliver FSM,invasion games and gymnastic activities during PE sessions and ll staff to have at least ½ term CPD.                       | CPD for staff took place throughout the year except for Spring 1 during lockdown. | £3500              | Staff feedback shows increased confidence and subject knowledge following in from CPD sessions. Children exposed to specialist rugby training                     | PNE partnership renewed for<br>the upcoming year, focus on<br>gymnastics for autumn 1, FSM<br>for Spring and striking/fielding<br>for summer |
|---|---|--------------------|---|--|
| Key indicator 4: Broader experience o   | I<br>f a range of sports and activities offe                                      | red 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:   |
| Additional achievements:  Use of the PE APP to allow children to be exposed to a range of sports, developing skills.  | PE app purchased and followed by staff.   |                    | Staff report more confidence in teaching a wider range of sports within their PE lessons, Pupil feedback is positive with new sports (handball, ultimate frisbee) | Purchase app for the next 3 years.   |
| To develop gross motor skills in EYFS   | Equipment updated for EYFS  | £700               | Pupils beginning to use equipment purchased and gross motor skills showing improvement.   | Continue to develop skills through KS1 with a focus on FMS Equipment available for next EYFS cohort  |













| To develop Sport specific skills across school by ensuring equipment is upto | New Equipment purchased including balls, gymnastic mats. | £500 | Equipment used across PE lessons | Equipment will continue to be used. |
|--|--|------|----------------------------------|-------------------------------------|
| date   |  |      |                                  |                                     |
|  |  |      |                                  |                                     |











| Key indicator 5: Increased participation  | on 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:   |
| Children from all year groups will take<br>part in different levels of competitive<br>sport   | Sports day in school DB Sports provided inter-school competitions within our own grounds | £300               | Children excited to take part in competitions despite lockdown and social distancing     | Christ the King partnership to be renewed (already paid for due to Covid19 postponement) Preston Sports leagues to be restarted in Autumn 2021 |

| Signed off by   |  |
|-----------------|--|
| Head Teacher:   |  |
| Date:           |  |
| Subject Leader: |  |
| Date:           |  |
| Governor:       |  |
| Date:           |  |











