

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](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](#).

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • PE and school sport has a high profile in school. • Children have continued to be active throughout the lockdown periods; lessons were set via Google Classrooms as well as extra challenges and opportunities for competitive PE and Sport linked with School Games and Lancaster and Heysham School Sports Networks. • Equipment has been well stocked and all equipment is up to date for the needs of the new curriculum. • Strong links have continued to be in place with the local sports network and high schools. • Staff have had opportunities to take place in CPD via local sports networks and in school training via sports coaches / teaching staff. • Opportunities have continued for children to work with outside agencies. • Outdoor learning has been at the forefront of learning. • More emphasis has been placed on children understanding mental health. 	<ul style="list-style-type: none"> • The curriculum has been readjusted to suit the current situation and restrictions. Areas of learning have been adapted and it is important staff are aware of any missed learning. The curriculum will need to be adapted to suit this for next year. • A rigorous baseline assessment will need to be completed to ensure all children make good progress. • Assessment has been tricky during lockdown, therefore this needs to be back in place and tracked accurately.

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

YES/NO * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021/ March 2021 – March 2022	Total fund carried over:	Date Updated: May 2021
What Key indicator(s) are you going to focus on? The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.		Total Carry Over Funding: £
Intent	Implementation	Impact

<p>Your school focus should be clear how you want to impact on your pupils.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Carry over funding allocated:</p>	<p>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?:</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p>
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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 2021.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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

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: £32,000	Date Updated: May 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:
				%
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:
<ul style="list-style-type: none"> For all children to complete at least 15 minutes of vigorous exercise during 'mile a day' every day. To ensure children are active for at least 15 minutes during play times and lunch times. 	<ul style="list-style-type: none"> Give credits for those children working hard to be active. Awards in assembly for mile a day. Time mile a day – children to have competition against themselves to beat their own time. Buy playground equipment Ensure welfare staff are encouraging activity – demonstrating games to children, etc. Sports leaders to look for children being active at lunch times. Sports apprentice to 	£3000		

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<ul style="list-style-type: none"> To minimise the time spent inactive within PE lessons. To educate all children, so they are aware of the need to be active in every day life. 	<p>encourage activity at lunch times.</p> <ul style="list-style-type: none"> Sports leaders to set up games at lunch times. All staff keep talking to a minimum, ensuring children get the basic knowledge, but aware children must spend most of the lesson being active. Monitoring of PE lessons. All children to be given lessons in how to stay active and why important. Children to be given charts to keep a record of their own active time both at home and in school. Complete active planner heat map tool. Continued employment WK – CHSO apprenticeship. Extra swimming sessions for those in Class 4 unable to swim 25m . 	<p>£4000 + £7500</p> <p>£2000</p>		
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>%</p>

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:
<ul style="list-style-type: none"> Children to understand how being active can enhance productivity as well as helping to support a healthy mind. Mile a day to continue to be embedded after a year of instability. Use more active lessons to aid children in learning. Ensure children have more time outside of the classroom. 	<ul style="list-style-type: none"> Lessons – ‘healthy heads’ for Key Stage 2 classes. KS 1 classes to complete work about how exercise makes them feel. Staff to ensure children go out for mile a day and complete all statements above. Monitor children while completing mile a day. Lesson observations Planning / book scrutiny INSET for all staff based around importance of being more active in the classroom and how to do this. Recap INSET – Cross Curricular – Outdoor learning for all staff. Ensure participation in INSET via LHSSN. 			

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:
<ul style="list-style-type: none"> Ensure all staff are up to date with current practise as well as aware of what is needed to be taught within the new curriculum. Re-invigorate teaching PE amongst all staff. Staff that are recently qualified have knowledge to teach the curriculum. Apprentice has meaningful conversations with all teaching staff to gain knowledge and experience. 	<ul style="list-style-type: none"> Ensure training via LHSSN is attended. Staff Audit of skills and confidence. Ensure constant dialogue with PE curriculum leader. INSET – for all classroom staff to become excited about PE. If needed, book on to courses not available via sports networks. Allocate time each half term for these meetings. Team teaching alongside teaching staff. 	L + H £3500 + £3500 OLCC Cluster £2500 Carnforth Cluster £2500		

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:
<ul style="list-style-type: none"> Offer a range of different extra curricular clubs. Take part in events for a range of different sports Use different sports to teach skills within PE lessons. Additional achievements:	<ul style="list-style-type: none"> Order equipment for different sports – handball, pop lacrosse. Ensure staff are trained in teaching these sports. Buy in coaching staff to help support the delivery of these sports. LHSSN OLCC Carnforth cluster Write new sports into the curriculum. Give staff courage and confidence to create their own games in order to teach 			

	skills.			
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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:
<ul style="list-style-type: none"> Continue to take part in as many competitions as possible via LHSSN, OLCC and Carnforth Cluster. Arrange competitions with other interested schools. 	<ul style="list-style-type: none"> Ensure staff available to take children to events. Use coaches, if necessary, to transport children to and from events. Build links with other schools in the area including both high school and primary schools. 	£4000		

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