

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 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](#).



Details

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? 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. Please see note above	95%
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	95%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

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: 2022 – 2023		Total fund allocated: £18370		Date Updated: 17th July 2023		
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: 66.5%	
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?:	
All children to become more physically active during the school day		<p>15 x Year 5/6 children to be trained by Burnley SSP to encourage active playground games, skilled play to practice FMS and Personal Best approach</p> <p>Subject Leader to inform staff of any CPD received during training. Subject Leader to deliver staff meeting on ensuring every single lesson has got some Active Learning involved.</p> <p>New Playground equipment for lunch and playtime zones – zones to be created.</p> <p>Replace and buy new PE curriculum equipment to enhance children’s experience of physical activity</p>		<p>Part of the SSP spending – £6000</p> <p>£756</p> <p>£873</p>	<p>15 x Playleaders have successfully support and planned games for KS1 playtimes. Every lunch time. Children feel confident to deliver games and support children.</p> <p>Children have access to a range of resources to encourage physical activity. All children have been given access to different games in different zones. Free Play Friday has been introduced to promote</p>	Book in training for next Year 5/6 children.

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<p>All children to have a positive attitude and good understanding of a healthy lifestyle</p>	<p>within PE lessons</p> <p>Play Leaders to share their knowledge with their peers. Coaches have been booked in to support and enhance this positive attitude: Coaching:</p> <ul style="list-style-type: none"> • Netball Y5/6 • Netball Y4/5 • Multiskills Y1/2 • Handball Y3 • Rugby Y6 • Multiskills Interventions Y3 <p>DT Curriculum to plan in Food and Healthy Eating – Plan a Gardeners and Seeds session to make Fruit Kebabs</p>	<p>Part of the SSP spending – £6000</p>	<p>friendships, physical activity and promote other character learning values.</p> <p>5 x Classes participated in high quality coaching sessions. 12 x Y3 children made progress with their FMS during their 6 week block intervention.</p> <p>80 x children (EYFS and Y6 children) understood the benefits of healthy eating.</p>	<p>Coaching to be booked in for 2023 - 2024. Focus on new staff and ECTs.</p> <p>Book in more Gardeners and Seeds opportunities to promote healthy eating and healthy lifestyles.</p>
<p>To provide opportunities for EYFS children to develop confidence on wheeled equipment</p>	<p>Tots on Tyres</p>	<p>Part of the SSP spending – £6000</p>	<p>40 x EYFS children experienced 4 x Tots on Tyres session. Children enjoyed this and all became more confident. A small group of children had an extra session to encourage their progress.</p>	<p>Book in Tots on Tyres again.</p>
<p>Promote active lifestyles and improve mental health by learning outside of the classroom</p>	<p>Develop Forest School area to allow and encourage outdoor learning to take place.</p>		<p>Forest School Programme to be</p>	<p>Forest School Programme to be rolled out in September. Each</p>

<p>Promote the importance of swimming across the whole school</p>	<p>‘Classroom Under the Sky’ and ‘Tough Terrain’ climbing frame – ropes, swinging blanks, climbing wall - incorporating enough physical and mental challenge to show progression from EYFS – KS2. Including physical challenges for children on the natural slopes.</p> <p>Focus on Y6 interventions for catch-up swimming to reach the 25m. Provide fun swimming sessions to the whole school to prepare them to work towards the 25m.</p>	<p>£37,500 £25,401 (subsidised from School Budget)</p> <p>£4600</p>	<p>rolled out in September linking it with the PSHE curriculum, looking at mental health, being my best and character learning values. 100% of children and staff will access Forest School Sessions throughout the academic year 2023 – 2024. 100% of children are timetabled to access the Tough Terrain. It improves gross motor skills. SEND children have been supported 1:1 to ensure they have the same opportunity to access the climbing frame. Children have access to a range of equipment to develop their fine and gross motor skills.</p> <p>11 x Y6 children received intense intervention on school site to help them achieve the 25m. 80 x Y4 and Y5 children had sessions over 2 weeks to help them achieve 25m. 95% of Y6 children can now swim 25m. 40 x Y3 children, 40 x Y2 children, 40 x Y1 children and 40 x EYFS children accessed the pool and started to gain confidence in preparation to swim 25m.</p>	<p>Class will have a term of Forest School Sessions – linking to PSHE. Class Teachers and TAs to be out with class.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 0%
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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:
Deliver engaging, high quality PE lessons	Use PE Passport as a planning tool – Lancashire Scheme of Work. Highly skilled sports coaches are planned in to support teachers.	Part of the SSP spending – £6000	Staff can see progression in the planning. Staff were able to access prior learning planning to plug gaps missed during Covid.	Continue to monitor through learning walks, PE Passport App and coaching.
To encourage parents to celebrate our physical activity and to understand the importance of it.	Hold a Whole School Sports Day in Summer Term. Invite parents to targeted events – explaining the importance and reasoning of their child being	£0	100% of the school participated in Sports Day. Play Leaders ran KS1 Sports Day – confidence and leadership skills were developed in 15 x Y6 children.	Continue to inform parents of physical activity events. Introduce and encourage more

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	<p>selected.</p> <p>Provide information of sporting events and physically active sessions via monthly newsletter.</p> <p>Events are planned and children are targeted where possible.</p>		<p>Parents were invited to watch Sports Day.</p>	<p>active travel.</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:
				3.5%
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:
Develop a bespoke coaching programme to support the professional development of school staff – including new members of staff and ECTs	<p>Staff discussions taken place to ensure coaching is in place to support teachers' needs:</p> <ul style="list-style-type: none"> • Netball Y5/6 • Netball Y4/5 • Multiskills Y1/2 • Handball Y3 • Rugby Y6 • Multiskills Interventions Y3 	Part of the SSP spending.	<p>4 x members of staff have received high quality CPD through a variety of coaching</p> <p>Staff confident to continue the sequence of learning.</p> <p>4 x classes of 30 x children (120 children in total) have developed their skills in preparation to develop onto their next sequence</p>	Plan in coaching for the next academic year – focusing on new staff and ECTs.

<p>To develop a bespoke CPD programme for all members of staff so that all children are experiencing High Quality teaching and learning throughout the school day (PE curriculum time, play times and after school clubs)</p>	<p>Plan in CPD: e.g. KS1 and KS2 Scheme of Work, Active Schools, PLT meetings for subject leader, Young Mental Health Champions, Play Leader training for children and Welfare Lead.</p>		<p>of learning.</p> <p>A variety of staff across school have accessed training e.g. TAs and Teachers.</p>	<p>Focus on new staff and ECTs.</p>
<p>Ensure teachers are confident in using the PE Passport app as a form of assessment</p>	<p>Subject Leader to deliver PDM to staff with update on PE Passport. Track 1 Bronze, 1 Silver and 1 Gold child per class each unit. Subject leader to monitor at the end of each half term and complete learning walks.</p>	<p>£660</p>	<p>PE Passport is starting to be used as an effective teaching tool for planning and assessment.</p>	<p>New PE Subject Leader to attend PE Passport training and inform new members of staff.</p>

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation:</p>
	<p>36%</p>
	<p>£6614</p>

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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</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>

consolidate through practice:				
Plan in a variety of different events and after school clubs	<p>HLTA and TA to run Sports clubs and help organise events.</p> <p>Tri-golf to be delivered as an after school club.</p>	<p>£26.50 x 4 per week (HLTA after school club wage) 39 weeks in total =£4134</p> <p>£18 x 3 per week (TA after school club wage) 39 weeks in total = £2106</p> <p>Total - £6614</p>	<p>Events planned Clubs offered to EYFS, KS1 and KS2 to develop skills to prepare for games and events. Provides opportunity for children to practice skills in a game format. Increased confidence and developed team-building. Character Learning values developed.</p> <p>12 x Y3 children were targeted who were not secure with FMS in Y2. They developed the confidence and resilience to achieve these skills in a much smaller group. They were challenged further and their needs were met.</p>	<p>Continue to work with HLTA and office to organise, plan and target children through clubs and events. Clubs to prepare children for events.</p> <p>Skills2Play has been booked again for Y3 intervention.</p>
Support transition between Y2 and Y3	<p>Y3 – Skills to Play intervention – target children to support transition from Y2 – Y3.</p>			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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 ensure maximum participation in competitions and intra-school and inter-school competitions.	Work with HLTA to target groups of children to attend events. Communicate this with parents.	£0	Events planned Clubs offered to EYFS, KS1 and KS2 to develop skills to prepare for games and events. Provides opportunity for children to practice skills in a game format. Increased confidence and developed team-building. Character Learning values developed.	Continue to work with HLTA and office to organise, plan and target children through clubs and events. Clubs to prepare children for events.
Provide opportunities for children to access intra and inter school competitions.	Whole School Sports Day – focusing on class Sports day competitions and FMS focus. Play Leaders and Sports Leaders to support subject leader in planning competitions and events for the whole school.	£0	100% of the school participated in Sports Day. Play Leaders ran KS1 Sports Day – confidence and leadership skills were developed in 15 x Y6 children. Parents were invited to watch Sports Day.	Sports Day to be planned with HLTA and Play/Sports Leaders next year – develop the confidence, independence and leadership of the Y5/6 children.

Signed off by	
Head Teacher:	Michelle Dugdale
Date:	
Subject Leader:	Florence Parkinson
Date:	18.7.23
Governor:	Naomi Healey
Date:	