

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

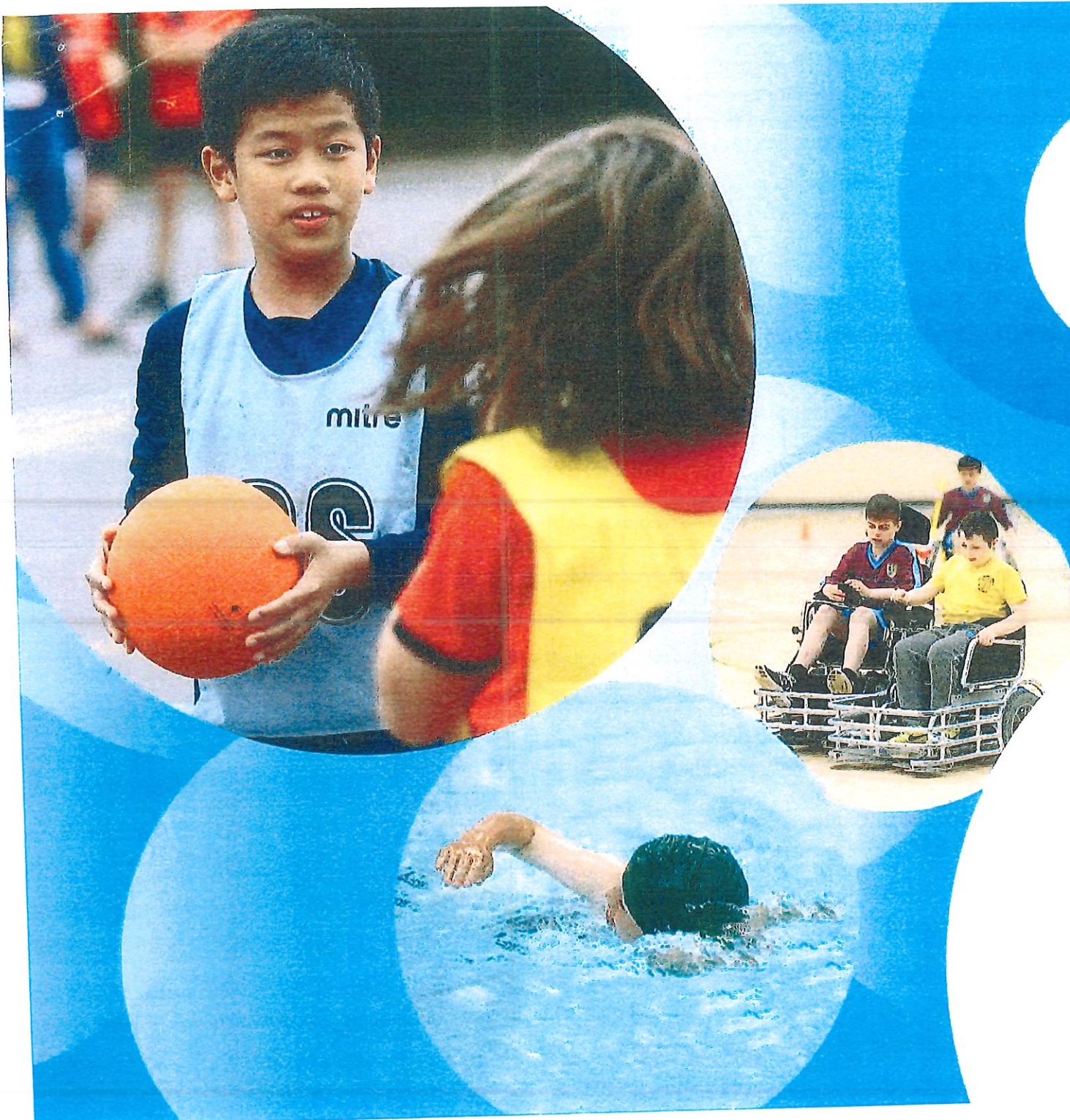


Department
for Education

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](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, 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 with regard to funding
Please complete the table below.

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| Total amount allocated for 2021/22 (April 21- July 22) | £30 585 |
| Total spend for 2021/22. | £30 585 |

Swimming Data

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| Meeting national curriculum requirements for swimming and water safety. Due to the impact of COVID 19 restrictions, access to swimming provision has been severely disrupted. When lessons resumed the initial focus was on Y6 as there were a high % of non-swimmers in this cohort. Over the academic year, the aim is for Y5 to access swimming lessons. | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 30 % |
| 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 | 30 % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | Not completed. |
| 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: 2021/22 | | Total fund allocated: | Date Updated: | |
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| 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 | |
| To provide different sporting experiences to promote / spark new interest and enjoyment leading to greater physical activity. | <p>Selected year groups were provided with 6 weeks of coaching in a range of activities:</p> <ul style="list-style-type: none"> Y2 - tennis coaching. Y3 - tag rugby. Y6 -cricket coaching KS2 classes have all completed sessions entitled Healthy Heads. These looked at how the children could develop coping strategies through value-based learning. The sessions were a mixture of practical and classroom-based learning. Football coaching is now offered to children in Y5 and Y6. The school is also working with Fylde Rugby club on a project that links rugby and reading. They are also delivering extra- curricular rugby sessions for Y3/4 and Y1/2. | <p>Funding allocated: £850 for tag rugby and reading champion project.</p> | <ul style="list-style-type: none"> All the children enjoyed their learning, and they were all made aware of how they could continue to access these activities outside of school. Staff subject knowledge and confidence also improved, and this should have a positive impact when they deliver these skills with future cohorts. The Healthy Heads sessions had a positive impact on the 2-year groups in different ways, including allowing them to see how physical activity can help them to regulate their emotions. | <p>Sustainability and suggested next steps:</p> <p>Staff use their improved knowledge and understanding when delivering future lessons.</p> |
| To provide a wider variety of activities at break and lunch time so the children can be active for a minimum of 30 minutes a day. | <ul style="list-style-type: none"> Children asked what would encourage them to be active at break time. Following on from this consultation, more equipment was made available to the children. | <p>£6916.76</p> <p>Sandpit / steps / ramp - £3895</p> | <ul style="list-style-type: none"> Since providing a greater range of equipment, many children feel like they have an active lunchtime and have plenty of equipment. | <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> Continue to develop the range of equipment and |

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| | <ul style="list-style-type: none"> This was reviewed again at the start of the OPAL project. Existing large play equipment repaired. Large sand pit installed on school field. | <p>Cover for Sandpit - £842.66</p> <p>All the above taken from OPAL funding – see below for total.</p> | <ul style="list-style-type: none"> The range of equipment available has increased as the OPAL project has gained momentum. A large sand pit has now been installed which will be accessed by all children. | <p>activities on offer at lunchtime.</p> <ul style="list-style-type: none"> Look into employing play leaders to develop the OPAL provision. |
| <p>To improve the stamina and fitness of all children.</p> <p>To promote concentration in class and the enjoyment of physical activity.</p> | <ul style="list-style-type: none"> All classes are encouraged to participate in daily activity of around 10-15 mins. Implementation of this was stalled due to factors out of the school's control. Class participation in the Daily Mile is inconsistent across school. | £0 | <ul style="list-style-type: none"> Minimal due to no show of person booked to work with classes to promote the daily mile. | <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> Implementation of the Daily mile to be part of PE action plan. Development will be led by subject leader. |
| To increase the range of extra-curricular sports provided. | <ul style="list-style-type: none"> Football coaching sessions to be offered to children in Y5 and Y6 Parent volunteer will run the sessions after school once a week. School to entry local league starting Sept 22. Summer 22 – extracurricular tag rugby sessions offered to Y3/Y4 and KS1. | | <ul style="list-style-type: none"> Children who do not normally play football outside of school, able to access coaching. Increased activity levels for children who attend. | <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> Team to participate in inter-school's competitions. Continue to develop the range of extra-curricular sports on offer. |
| To develop outdoor play provision throughout the school through participation in OPAL project. | <ul style="list-style-type: none"> Review of provision at playtimes and lunchtimes. Parental consultation. Newly appointed OPAL lead and curriculum lead Play assemblies held for whole school explaining different aspects of the new provision at lunchtimes. CPD for all staff to help improve playtime experience for all children. | <p>£24,250 – including play resources and cost of participation in OPAL project.</p> <p>Supply costs to release project leader - £660.</p> | <ul style="list-style-type: none"> Increased participation and activity levels at playtimes and lunchtimes. Children's fundamental need to play is being met with a wide selection of different areas to engage with adopting the risk benefit approach reducing the number of negative behaviour incidents, | <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> Continue roll out of OPAL project. |

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| | <ul style="list-style-type: none"> Purchase and installation of range of resources to facilitate play for all ages. | | <p>increasing the children's feelings of well-being and readiness to return to the afternoon lessons.</p> <ul style="list-style-type: none"> A play council team has been established and children who are on this team recently fed back positively to OFSTED about how they felt about this responsibility which was mentioned in the most recent OFSTED report maintaining our status as Good. More active playtimes being accessed by more pupils because children play outside even if it is wet unless the weather is extreme i.e. stormy or torrential downpours. More of the school playground is being accessed all year round as suitable footwear allows pupils to explore the large field area instead of waiting for a few dry weeks in the later part or first part of the school year. | |
| To encourage the children to be active for at least 30 mins per day | <ul style="list-style-type: none"> Relaunch of the Walk to school initiative. Class teachers to enable children to record travel to school daily. PSHE subject lead to collate results and allocate badges. | £94 | <ul style="list-style-type: none"> Children motivated to change their way of travelling to school to achieve the different badges | <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> Scheme to be continued into the next academic year. |

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| | | | | <ul style="list-style-type: none"> Considering celebrating achievements in whole school assembly at the end of every month. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | |
| Intent | Implementation | | Impact | |
| To reintroduce the whole school sports day. | <ul style="list-style-type: none"> All children will participate in a sprint race and 2 field events. The finals of the sprint races will take place on Sports Day. | Funding allocated: £124 | <ul style="list-style-type: none"> Children experience competitive sport. Children develop their sportsmanship skills. | Sustainability and suggested next steps: <ul style="list-style-type: none"> Consider whether to keep it as a whole school event next year or go back to separate key stage events. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | |
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| Intent | Implementation | | Impact | |
| To develop the confidence and knowledge of the PE subject leader. | <ul style="list-style-type: none"> Attendance at termly cluster meeting. | Funding allocated: £100 | <ul style="list-style-type: none"> Sharing of expertise to assist CPD. | Sustainability and suggested next steps: <ul style="list-style-type: none"> Continue to attend meetings and sharing information with school staff. |
| To improve the subject knowledge and lesson delivery of an early career teacher. | <ul style="list-style-type: none"> Local School sports coordinator worked alongside ECT modelling and supporting PE lessons. | £243 | <ul style="list-style-type: none"> Effective PE lessons delivered by the ECT across a range of areas, including gymnastics. | <ul style="list-style-type: none"> Carry out regular discussions with ECT to decide whether further CPD is needed. ECT to share relevant points with KS1 colleagues. |
| To improve the subject knowledge and confidence of KS1 teacher. | <ul style="list-style-type: none"> CPD course aimed at KS1 teachers. | £120 + £243 (supply) - £363 | <ul style="list-style-type: none"> KS1 reported increased confidence and improved knowledge of effective activities to use in PE lessons. | <ul style="list-style-type: none"> Relevant information to be shared with colleagues. |
| To ensure the EYFS curriculum is adapted to meet the needs of all children. | <ul style="list-style-type: none"> EYFS teacher to work alongside School Sports Coordinator to look at how curriculum needs to be adapted to meet the needs of a child with mobility issues. | £243 | <ul style="list-style-type: none"> All children are able to access the PE curriculum in EYFS, with appropriate adjustments being implemented. | <ul style="list-style-type: none"> Knowledge to be shared with Y1 teacher so provision can be continued in the next academic year. |
| To ensure progression across all areas of the curriculum. | <ul style="list-style-type: none"> Staff to make use of the PE Passport APP for planning and delivery of lessons. | £400 | <ul style="list-style-type: none"> Monitoring shows all areas of curriculum being covered. | <ul style="list-style-type: none"> Use the Passport App to record assessments. |

| | | | <ul style="list-style-type: none"> Progression in skills is evident. | |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | |
| Intent | Implementation | | Impact | |
| To develop the range of sports offered both through the curriculum and in extra-curricular activities. | <ul style="list-style-type: none"> Selected year groups were provided with 6 weeks of coaching in a range of activities. Y2 accessed tennis coaching. Y3 did tag rugby. Y6 had cricket coaching. All classes in KS2 have completed sessions entitled Healthy Heads. Football coaching is now offered to children in Y5 and Y6. The school is also working with Fylde Rugby club on a project that links rugby and reading. They are also delivering extra-curricular rugby sessions for Y3/4 and Y1/2. Y5 / Y6 residential where children took part in a range of activities including caving and high ropes course. Y4 day trip to participate in canoeing and orienteering. | Healthy Heads - £1350 Cricket - £225 Tennis - £225 Total: £1800 Y5/ Y6 residential - £1458 – supply cover for staff who attended. | <ul style="list-style-type: none"> Staff subject knowledge and confidence also improved, and this should have a positive impact when they deliver these skills with future cohorts. The Healthy Heads sessions had a positive impact on the 2-year groups in different ways, including allowing them to see how physical activity can help them to regulate their emotions. Y5/Y6 children developed their skills of resilience, perseverance, and empathy as part of their residential. | Sustainability and suggested next steps: Ensure all age groups have access to extra-curricular activities. |

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| Key indicator 5: Increased participation in competitive sport | | | | |
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| Intent | Implementation | | Impact | |
| To provide the opportunity for children to compete against their peers. | <ul style="list-style-type: none"> Each term, PE subject leader will local competitions and enter teams where appropriate. | Funding allocated: | <ul style="list-style-type: none"> Selected children in KS2 competed in different competitions against children from schools in the local cluster. | Sustainability and suggested next steps: Participation in local football league. Where possible, look to participate in one competition every term. |

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| Signed off by | |
| Head Teacher: | <i>Angeli Slack</i> |
| Date: | <i>Nov 2022</i> |
| Subject Leader: | Diane Woodhouse <i>D. Woodhouse</i> |
| Date: | <i>Nov 2022</i> |
| Governor: | <i>S. Nicholson</i> |
| Date: | <i>28/11/22</i> |

