

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 with regard to funding

Please complete the table below.

| | |
|---|------------|
| Total amount carried over from 2019/20 | £20,593.52 |
| Total amount allocated for 2020/21 | £17,665 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £24,062.59 |
| Total amount allocated for 2021/22 | £18,350 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £42,412.59 |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2020.</p> <p>Please see note above</p> | 79% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p> | 74% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 58% |
| <p>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?</p> | 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: 2021/22 | | Total fund allocated: £42,412.59 | | Date Updated: | |
|--|--|----------------------------------|--------------------|--|--|
| 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: |
| Renew subscription to 'Maths of the day and Active English' for Year 3 to Year 6. This is an active Maths and English program that can be used as a whole class, starter to a Maths/English lesson, to differentiate during main independent activity of Maths lesson or as an intervention program to plug gaps or be used to consolidate any misconceptions in pupil knowledge. using this regularly will raise the engagement of all pupils in regular physical activity. | <ul style="list-style-type: none"> Subscription and resources to be repurchased Monitoring of class timetables to take place Creation of heatmaps Session drop ins to take place according to the monitoring and evaluation calendar Use to be monitored and tracked by class teachers, impact to be assessed | | £487.50 | | |
| Reactive Wall Subscription ActivAll helps to develop children's multi-skills and coordination, whilst improving their overall health and wellbeing. Used to build confidence | <ul style="list-style-type: none"> Resubscription to ActivAll Reaction wall to be used as part of additional sensory diet for pupils with SEND needs and to be used as part of provision map | | £3060.00 | | |

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| <p>of SEND pupils and also to entice least active pupils to increase time physically active.</p> <p>Play leader training for Year 6 pupils</p> | <p>for pupils identified as least active</p> <ul style="list-style-type: none"> • Impact to be monitored through selection of case studies. • Identify group of children who want to participate in play leader training • Children to be trained • Children to be timetabled for leading session at break and lunchtime • Buy suitable equipment for play leaders to be able to lead active session at break and lunch time | <p>Training</p> <p>FREE</p> <p>Resources</p> <p>£624.98</p> | | |
| <p>Develop outdoor areas to ensure break times and lunchtime can facilitate high quality sporting and physical activity in a structured and organised manner, ultimately increasing the amount of time every child in the whole school engages in on a daily basis in physical activity.</p> | <p>Meet with appropriate companies to design a bespoke plan for the development and redesign of outdoor areas in particular redesign of outdoor space including:</p> <ul style="list-style-type: none"> • A trim trail on the school playing field. This will be a multi activity trail use to increase the number of minutes all children are active daily • Identify and meet with appropriate companies to design a bespoke plan for the fence activity boards. • Once areas have been developed activities timetables | <p>Balance of the Trim Trail to be paid</p> <p>£13,975.50</p> <p>£15000</p> | | |

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| | <p>to be created</p> <ul style="list-style-type: none"> • Intra school tournaments for lunchtime to reflect newly developed areas • Break times and lunchtime to be timetabled. • Staff to receive appropriate training. • Regular drop ins to monitor impact according to the monitoring and evaluation calendar. | | | |
| 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: |
| All children from Year 3- Year 6 to participate in a Circus Skills workshop. Dodger's Circus Workshop aim to teach all children new physical skills and personal wellbeing. This is achieved through tried and tested sessions which are engaging, interactive, fun and memorable for all. | <ul style="list-style-type: none"> • Dodger's Circus workshop booked and timetabled for Spring term. • Children to blog about the impact and positive experience • Collect evidence to show the impact and progress of mental health, wellbeing, behaviour and resilience | £1,500 | | |

| 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: |
| In-order to improve the impact of progress and achievement of all pupils, key focus is to provide carefully identified, relevant and high quality CPD to upskill staff to ensure quality first teaching and coaching for all pupils across the school during curriculum and extra-curricular activities. | <ul style="list-style-type: none"> Cricket specialist coaching delivered through Lancashire Cricket Club throughout the academic year for Years 3-6 During this time, class teachers and LSA will be provided with high quality CPD that is bespoke to the individual needs of the children. Termly drop in sessions will take place to ensure the impact of this CPD can be seen, to ensure value for money, impact and sustainability over time High quality weekly observations and termly assessments of pupil's progress and attainment to be made to ensure impact on all pupils individually | £699.00 | | |
| Provide renewal of planning resources for all teaching staff to ensure high quality first PE curriculum | <ul style="list-style-type: none"> Purchase renewal of high quality planning resources Planning and session drop-ins | £395 | | |

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| <p>sessions and extra-curricular activities. Use to build confidence of SEND pupils who need a sensory diet.</p> | <p>monitoring to take place according to the monitoring and evaluation calendar</p> <ul style="list-style-type: none"> • Assessment system to be developed further to ensure that any gaps in pupils skills can be identified and that impact and progress can clearly be seen for all individual pupils and groups of children. • SENSory skills feature to be used as part of additional sensory diet for pupils with SEND needs | | | |
| <p>Provide renewal of high quality dance planning linked to a variety of cross curricular links such as science and history to ensure high quality dance curriculum sessions and after school/extra curricular sessions.</p> | <ul style="list-style-type: none"> • Purchase renewal of high - quality planning resources Dance Notes subscription. • Planning and session drop-ins monitoring to take place according to the monitoring and evaluation calendar. • Assessment system to be developed further to ensure that any gaps in pupils skills can be identified and that impact and progress can clearly be seen for all individual pupils and groups of children. | | | |

| 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: |
| <p>Additional achievements:</p> <p>Expand the existing orienteering course on the Junior school grounds that can be used by all pupils. Orienteering development will ensure we continue to provide another dimension to the sporting provision provided at St Mary's and will meet the needs of more reluctant sport engaging pupils focusing upon the 'fun engagement within the outdoor environment' will be perfect to engage SEND pupils who will feel confident within their familiar environment whilst making cross curricular links.</p> <p>Extra-curricular clubs to be run at lunchtimes and afterschool available to all children, providing a variety of different sports and activities</p> | <ul style="list-style-type: none"> • Work with 'Enrich' to design an addition to our existing tailor made course appropriate and engaging for all pupils. • All staff to receive refresher training resources. • All teachers to deliver at least 1 session per half-term to their class. • Drop in session to monitor impact and progress according to monitor calendar. • Subscribe for the year to Enrich's Education School Orienteering and Outdoor Learning Hub • Provision map to be created • Resources purchased to ensure a rich and balanced variety of extra-curricular club delivered free of charge to all pupils. | <p>£500.00</p> <p>Learning Hub - FREE for 1 Year</p> <p>£1,990</p> | | |

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| <p>Purchase additional resources to facilities free after and extracurricular activities.</p> <p>Staff to run and facilitate free extra-curricular clubs at lunchtime and after school available to all pupils.</p> <p>Forest schools sessions – Half termly Forest Schools sessions to be offered to each class from Year 3 – Year 6</p> | <ul style="list-style-type: none"> • Assessment to take place to ensure specific groups of children are targeted to attend. • Target that all children are invited and attend at least 1 after school club. • Sessions to take place • Attendance to be mapped • Heatmaps to be created • Impact case studies written to show impact and effect • Provision map to be created • Sessions to be mapped with cross curricular areas • Resources and instructor to be paid for from a highly recommended company – Kabs • Impact to be monitored | <p>£6000</p> | | |
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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: |
| <p>To continue to promote and introduce additional competitive sports in and outside of school.</p> <p>To increase % based upon last academic year, the number of children who participate in intra and inter competitions.</p> <p>Annual Whole school 'Quidditch' intra-school competition. This will ensure that every single child in the school across both sites will participate in at least one intra school competition during the academic year.</p> | <ul style="list-style-type: none"> • Create academic year sports provision map. • Arrange friendly local sport competitions with other local schools. • Enter a range of inter-competitions on a termly basis • Map pupil profile entries and participation • Purchase Gold School Games service level agreement • Pay for transport to access additional sports competitions • Work with the company 'Enrich' to develop a 5th Annual school Quidditch intra school tournament. • Celebration event to celebrate success and participation of all pupils. • Participate in inter-school tournaments with other schools locally and regionally. | <p>SLA-£950</p> <p>Transport-£3000</p> <p>£875</p> | | |

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| <p>Improve the quality of the Gym provision/resources to ensure we have high quality resources to be able to compete at competition level</p> | <ul style="list-style-type: none"> • Installation of high quality gym equipment in the hall to ensure we can run high quality after school gym session aimed at the target group of children who are exceeding the expected standard in Gymnastics. • Purchase of higher specification resources will enable us to develop the skillset of these children further • Children to be entered into advanced tournament/competitions. | <p>£5000</p> | | |
| <p>Purchase sporting achievement award to be given out during celebration/ sporting intra school tournaments.</p> | <ul style="list-style-type: none"> • Awards to be purchased and give out at times linked with the provision map. | <p>£100</p> | | |

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

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| Date: | |
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