

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£3588
Total amount allocated for 2020/21	£17,365
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6.200
Total amount allocated for 2021/22	£17.590
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23,482

Swimming Data

Please report on your Swimming Data below.

<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>	93%
<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>	57%
<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>	57%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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: £23,482	Date Updated: 27.7.22	
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:
				12%
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:
1. Promotion of active travel to and from school and the education of parents in their responsibility of 30 active minutes. We feel that it is very important for parents to be aware of and involved in encouraging their children to be active. We therefore feel that Active travel would be a good way to address the additional 30 minutes. As the school is on a busy road, Bikeability is essential to ensure that our older children are safe when travelling to school.	Ensure children have bikeability level 1 training in Year 4 and level 2 training in Year 5. Subject lead to monitor travel tracker and encourages pupils finding alternatives, healthier ways of travelling to school. Send letters to parents to ensure they are engaged. Provide awards for children that have achieved targets set for walking, scooting, biking to school.	£230	Year 5 children all achieved bikeability level 2 Year 4 children all achieved bikeability level 1. Wow activity tracker working well, children are engaged and enjoying the badge rewards.	
2. Brain breaks, supermovers, just dance sessions during lesson times.	Ensure children are receiving 20 minute of brain breaks spread out throughout the day to take part in physical activity, promoting a	£0	Ongoing	

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	healthier lifestyle and to support with engagement during learning.			
3. Playground Zones	Ensure the playground is split into zones of big games (football, basketball, tennis etc), small games (ladders, skipping, duck duck goose etc), chill zone (books, lego etc), gym equipment and tricky trail, and challenge area (burpees, speed bounce, sit ups, keepy uppies). Playground Pals and welfare staff to run each area to ensure physical activity is promoted throughout lunch.	£680.24 equipment. £150 Pals training	More structured physical activities available daily. Better behaviour management. Promoting 30 mins a day physical activity.	
4. Uniform and equipment for break times and lessons.	Replacing broken equipment and buying new to ensure the best possible lessons can be taught. Ensuring staff have the correct PE equipment to promote physical activity throughout the day. Spare uniform and suitable footwear bought for the children to ensure safety when promoting the 30 minutes daily exercise.	£239.65 touchline Equipment above.	Ongoing	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

8%

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:

1. Weekly challenges run by the school council.	Weekly challenges organised during sports council meetings and run during lunch time for children to take part in. Weekly challenges are promoted during assemblies and displayed on the Active Anderton display board in the hall. Pals trained in Years 5 and 6 to run this. KS1 to be organised by GR during PE lessons.	See equipment price listed above.	Promoted a healthy competitive mindset for children in KS2.	
2. Whole school celebrations of outside and in school achievements	Ensure physical achievements are being promoted and celebrated in school and with parents. Achievements can be completed in school or outside. Shared on social media (with permissions) such as seesaw, class dojo, Facebook, school website and newsletter. Also shared during celebration assembly weekly. Include team points	£0	Children feel pride in own achievements are able to praise peers for theirs.	
3. School appointed school PE Governor to support PE lead.	Simon Wheeler appointed as school PE Governor.	£0	Support given to subject leader to allow competitions to take place for the children.	
4. Small group interventions to encourage mental and physical wellbeing with	KL/JD to discuss with staff which pupils would benefit from intervention. • KL to select pupils	75 hours across the year £750	The MAIN focus is on character development, especially resilience. Main aim is to	

	selected groups of children, in Nurture Group. We will use specific interventions through PE to work with small groups of children to encourage wellbeing (physical, mental and social). This could be to increase self-esteem, physical skills, healthy lifestyles, team building and confidence as appropriate with the group.	and timetable interventions with AS. • KL and AS to discuss groups and appropriate interventions • AS to plan and deliver interventions as timetabled.		increase self-esteem, confidence, and interaction and promote a healthy lifestyle.	
5.	Track children to allow for intervention for underachievers and areas of weakness throughout school.	Year 2 assessment completed at the beginning of the year. Children tracked for involvement in clubs and through assessment app.	£200	Children monitored in lessons. Info passed onto future teacher to allow intervention in class and further teaching of fundamental skills as required allowing personal achievement	
6.	Improve access to scheme of work.	LCC membership, scheme of work and PE Passport App. Up to date KS2 scheme of work and new KS1 hard copy scheme of work provided through CPD courses. Passed onto staff. Jessica squires- staff training to recap app training and discuss adaptations. Staff ipad to allow access to PE app during lessons and to assure assessments are completed.	£450 £150 £261	Staff have full access to most up to date teaching schemes.	

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:
1. Staff training has provided in school for teachers, HLTA, teaching assistants and welfare to promote physical activity throughout the day and cross curricular (OAA cross curricular, App training, team building)	Subject lead to ensure staff feel confident teaching these lessons. Subject lead to monitor lessons are being taught effectively. PE timetables to be created termly. Cross curricular training and team building training for new equipment.	£3707,20	Pupil have new equipment to support team building within each class, OAA equipment mapped out around the school that links cross curricular and staff are able to assess children's physical abilities easier on the app.	
2. Subject lead attending staff meeting to ensure policies and procedures are up to date and Public Health England updates are shared in school.	Subject lead to liaise with staff members on updates and monitors they are effectively demonstrated within school.	£1150	Children are taught physical education in a safe learning environment. Staff are confident in teacher PE effectively.	
3. PALS training	Year 5 children to be taught PALS training to help with new zoning areas on the playground to further promote physical play in a safe learning environment.	See section 1	Children having new zones with intra challenges out during lunch time to promote part of the 30 min daily exercise.	
4. PE subject leader support.	Subject leader to attend training provided by CSSP and LCC to promote physical activity within school safely.	£800		
5. Complete a curriculum	Subject lead have produced a			

progression document	skills/curriculum progression document in line with school developments to show the progression of the teaching of skills from EYFS to Year 6.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				25%
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>1. Continue to keep in depth records of attendance at clubs and competitions to then ensure that ALL pupils have the opportunity to attend clubs. Continue to monitor pupils who do not attend clubs and consider how to engage these pupils.</p> <p>2. Investigate and consider opportunities to introduce new activities in school and after school to create a more diverse curriculum.</p>	<p>JD to plan clubs (in consideration of the competition calendar) to offer a range of clubs to interest our pupils. • JD to liaise with staff to offer a variety of clubs. • Timetable for each half term of clubs available • JD/GR monitor attendance • Speak with pupils who do not attend clubs and consider how to overcome any barriers which arise.</p>	£285	<p>Monitor the attendance of cubs via the PE Passport App.</p> <p>Engage children who are not attending clubs.</p>	
	<p>Lessons/Clubs to broaden experiences – programmes of study linked to targeted competitions. 30hrs provided by SSP</p> <p>Other clubs provided in school</p> <p>Gymnastics</p> <p>Archery</p> <p>Cricket</p> <p>Cross country</p>	£1209	<p>Monitor clubs and activities on a half termly basis.</p> <p>Monitor attendance.</p> <p>Audit and buy new equipment/resources.</p>	

	Choir – (wellbeing) Big Sing Zumba			
3. Provide opportunities for Gifted and talented pupils.	Assessment of top performing Year 2/6 pupils by Chorley SSP to be selected for the G & T academy. Sporting stars club (G&T) to be set up for KS2. Led by and fitness trainer and focus on Olympic values to improve and achieve own personal best.	£150		Monitor engagement in clubs. Monitor progress via the PE Passport App.
4. Additional swimming for those pupils who did not meet the required standard during the normal school swimming lessons. Contribution to an additional 60 mins of swimming per week for all pupils, in addition to the 30 mins a week funded lessons.	Liaise with swimming provider • Organise Y3 swimming lessons, for one-hour lessons per week. • Identify pupils who cannot reach the expected standard by the end of their normal school provision. • Consider how to provide additional swimming for these pupils. • Liaise with swimming providers, SLT and teaching staff to allow this provision to take place. • Assess impact of additional swimming. Year 5 and 6 children to reattend if not passed.	£3320		Our normal swimming provision is for 60-minute lessons. Many of our children do not swim until they go with school, so it is important that we provide an additional opportunity for them to achieve the expected standard. We therefore pay for an additional 60 minutes for all pupils to attend.
5. Outdoor Week	To broaden experiences in a variety of physical activities.	£910		
6. Balance Bikes training for Reception class	Children are assessed and engaged in an exciting way of learning how to	£0		

	use balance bikes effectively and safely.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
1. All children access competitive aspect of sport	Intra competitions in school organised by SSP. 3x reception 1 x KS1 1x KS2 1x Yr 2	£600	All children will have the opportunity to take part in competition and have a chance to feel valued and be pleased of results.	
2. Provide opportunity for all children to enter competitions	Enter development festivals for children who underperform, are not at expected standard, SEND or low in confidence. Year 2 and Year 6 assessments. Culture clubs.	£410	All children will have the opportunity to take part in competition and have a chance to feel valued and be pleased of results.	
3. Sign up for the SSP competitions and leagues	Access to level 2 competitions and 3 leagues – netball, football and rounders.	£250	All children will have the opportunity to take part in competition and have a chance to feel valued and be pleased of results.	

4. Participation of all pupils in school competition.	Introduce key skill every half term linked to our PE Value.	£ see equipment bought	Improve the FSM across the whole school whilst embedding out Key PE and School Values.	
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Signed off by	
Head Teacher:	Mrs Norton-Smith
Date:	
Subject Leader:	Miss Dervish/Mrs Rushton
Date:	27.7.22
Governor:	
Date:	