

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](#).



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Details with regard to funding

Please complete the table below.

| | |
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| Total amount carried over from 2019/20 | £8,000 |
| Total amount carried over from 2020/21 | £1,777 |
| Total amount received for year 2021/22 | £16,190 |
| Total amount allocated for 2021/22 | £25,967 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0.00 |
| Total amount allocated for 2022/23 | £16,190 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £16,190 |

Swimming Data

Please report on your Swimming Data below.

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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 which you can 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. | 66.7% |
| 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. | 33.3% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 83.3% |

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| 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 During academic year 2021/22, due to the covid-19 pandemic, pupils had not accessed swimming lessons for 2 years. We have used sports premium budget to double the amount of lessons received at KS2 in order to assist with the catch up from the pandemic. |
| | | | | Percentage of total grant allocation: 8% |
| To provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum, which is higher than average due to the covid-19 pandemic interrupting lessons for the last 2 years. | The cost will be £2,200.00 | All KS2 pupils will access 3 half terms of additional swimming. | If successful, pupils should close the gaps and still make progress towards the end of Key Stage 2 swimming objectives should be evidenced. | Pupils did manage to close the gap; however it has been identified that pupils in younger age groups will benefit from additional lessons next academic year to close the gap for them. |

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| Key achievements to date until July 2021: | Areas for further improvement and baseline evidence of need: |
| <ul style="list-style-type: none"> • Use of budget to provide swimming catch up for pupils following the Covid 19 pandemic – the gap has been closed with only 2 out of 6 pupils not achieving the end of key stage expectations. • Use of budget to provide bespoke interventions in Calicross and self-defense has led to two pupils achieving a yellow belt in karate. Due to developed confidence, they were able to perform the requirements needed to obtain yellow belt to a full cohort of pupils. • In response to pupils, becoming more insular following the Covid-19 pandemic, budget was utilised to enhance outdoor learning provision in order to encourage pupils to go outside. • PE challenge days have continued to be successful and have developed further to challenge pupils with new skills, such as: sailing and canoeing. • Pupils had a positive experience on the school residential, which has been expanded to 2 nights this year. | <ul style="list-style-type: none"> • To further, improve outdoor learning spaces to allow pupils to be active learners throughout the curriculum and not just via sporting activities. • Continue to explore PE challenge days and the positive impact via pupil voice of pupils enjoying a wide variety of challenge experiences. • In light of the impact of Covid-19, having taken advice from swimming coaches, it is deemed necessary to provide an additional term of swimming as a catch up for pupils in years 3, 4 and 5 in order to allow them to meet end of year expectations. • Following a staff meeting and discussions regarding the school Calicross instructor, staff felt that the provision offered was good, but due to costing wondered whether there was, a company that could offer our pupils something better. Staff discussed the company FUNDA and their offer of Physical, Emotional, Social, Mental Wellbeing (Pastoral Care) (PE) provision. Staff feel that this needs to be further investigated as part of our bespoke PE offering to pupils. |

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: | 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 grant allocation: 49% |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| 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>The main playground equipment requires updating due to aging.</p> <p>Staff feel that in order to meet the sensory needs of our pupils and the growing number of pupils working at EYFS/KS1 standards that the playground equipment should meet these requirements, as it is currently designed for KS2 pupils.</p> | <ul style="list-style-type: none"> Meet with school council to discuss designated sensory space outdoors, which will encourage our most reluctant pupils to go outside at break times. To purchase equipment in line with KS1 and EYFS frameworks to ensure that all pupils are able to access appropriate outdoor learning. | £12,000 | <ul style="list-style-type: none"> Following the pandemic, staff noted that our pupils had become more insular and showed concerns regarding going outside. We therefore changed our budget allocation to prioritise outdoor learning in order to engage pupils. School Council played a large part in ordering equipment for the playground and developed the idea of having playground zones. Pupils are now regularly using the outside areas and have developed confidence in going outside of the classroom. Key Stage 1 equipment has been purchased and is being regularly used by all children in | <ul style="list-style-type: none"> New budget will need to account for damage and the repairs needed More areas to further encourage cross-curricular active learning. Look into the possibility of some year 6 pupils training to become play leaders |

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| | | | <p>the unit. The older pupils have benefitted from the sensory elements of the outdoor areas.</p> <ul style="list-style-type: none"> - The main change has been pupil confidence over time. At the start of the year, many pupils were anxious about going outdoors following the covid pandemic. This has significantly reduced with now 94% (16 out of 17) accessing play each day. | |
| <p>To increase the movement of pupils and aim for 30minutes physical activity daily.</p> | <ul style="list-style-type: none"> • To start each day with a 30 minute resistance class workout, involving all pupils and staff. • To purchase the necessary equipment to allow the classes to take place. | <p>£700 for equipment</p> | <ul style="list-style-type: none"> - Equipment was purchased, but due to long delivery delays following the covid pandemic the equipment only arrived at the end of June 2022 - Morning workouts were unable to go ahead, therefore pupils continued with scoot fit purchased in previous years budgets. | <ul style="list-style-type: none"> - Equipment to be unpacked and organised ready to be implemented in September. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total grant allocation: 10% |
|--|--|--------|--|---|
| 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: | Sustainability and suggested next steps: |
| <p>A key difficulty that our pupils face is the ability to socialise, work as a team, become leaders and take turns. We have found previously, that going on a school residential has really given our pupils the opportunity to showcase these skills.</p> <p>We believe this has a positive impact on when they return to school after the residential, therefore the positivity has an impact on the wider school as behaviours are improved and relationships become tighter knit.</p> | <ul style="list-style-type: none"> • Book a residential with a focus on physical activity. • Give pupils opportunities to take leadership roles in an unfamiliar environment. • Promote positive peer relationships | £2,500 | <ul style="list-style-type: none"> - Photo evidence and pupil voice collated in Sports Premium folder 2021-22 - Activities completed at Lledr Hall gave pupils a great sense of achievement - Many pupils overcame fears/challenges in order to complete tasks. For example: a pupil who was afraid of heights, felt a huge sense of achievement after climbing a mountain. - Pupils showed they were able to work collaboratively and support each other. | <ul style="list-style-type: none"> - Due to the huge success and positive impact on pupils, school have rebooked Lledr Hall for December 2022. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total grant allocation: 4% |
|--|---|--------------------|--|--|
| 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 apply an active approach across the curriculum, to further enhance pupil engagement and to ensure that pupil movement is not limited to specific times within the school timetable. | To purchase Active Maths and English subscription to equip all staff with active lessons in line with National Curriculum objectives. | £950 | Pupils engage better in active lessons, particularly in Maths – evidence can be found in books/sports premium folder 21-22 K13 | <ul style="list-style-type: none"> - Subscription to continue - Nicola Webster to organise refresher training for staff from next year's budget. - Active Maths/English equipment that has been purchased to be implemented once delivered. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total grant allocation: 7% |
|---|--|------------------------|--|--|
| 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 give pupils access to a broader range of sports. We tend to find that our pupils have a narrowed access to sports at home, which is predominantly football led. We aim to provide our pupils with as many additional sporting experiences as we can throughout the year in addition to weekly PE sessions. | Parkour Rock Climbing Water-sports Trampoline fitness Covid restrictions still in place at the start of the academic year. Pupils accessed Golf (driving range with a golf pro) in the Summer term for 12 weeks. | Actual spend £1,850 | <ul style="list-style-type: none"> - Pupils have shown progress over the 12 week block. This has been noted and recorded in the Sports Premium folder KI4 Photos and pupil voice recorded in sports premium folder KI4 | <ul style="list-style-type: none"> - Due to the nature of the driving range, pupils would need to go elsewhere to practise other skills relating to golf - Next year, staff to look at the possibility of a golf block, but with a different focus. Perhaps putting. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total grant allocation: 22% |
|--|--|--------------------|--|--|
| 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 broaden skill set of pupils to engage them in a variety of one-off physical challenge days.</p> <p>Due to the nature of our pupils, they can often find competitive team sports challenging. The idea of the physical challenge days is to take the pupils out of their comfort zone, so that teamwork becomes paramount to the competition.</p> <p>Furthermore, some of our physical challenge days encourage pupils to compete with themselves, pushing themselves to beat their personal best scores.</p> | <p>To challenge pupils in a variety of one off activities.</p> <ul style="list-style-type: none"> • Kick Air • Sportsman Flash Wigan • Chill Factor - E • Crocky trail | £1,450 | <ul style="list-style-type: none"> - Pupil enjoyment is high and therefore so is engagement – this is reflected in pupil voice - Pupil challenge days have shown a positive impact on behaviour and there has been a large reduction in incidents of negative behaviour off-site. - Pupils able to show team work skills <p>Photos/pupil voice collated in Sports Premium folder KI4.</p> | <ul style="list-style-type: none"> - Physical challenge days continue to be hugely successful with pupils in pushing them out of their comfort zone and achieving their personal best. - To continue half termly |
| Bespoke PE interventions to improve overall fitness and stamina taken from baseline assessments, specifically working on resistance training, personal training, karate and self-defence. | <p>Throughout the year a trained Cali-cross instructor will come into the setting and offer tailor made sport sessions.</p> <p>Pupils will access sessions, 1:1 at least weekly, for 20 minutes.</p> | £4,350.00 | <ul style="list-style-type: none"> - Pupils (100%) accessed PT/Bespoke 1:1 session every week for at least 20 minutes - 2 pupils used 1:1 slot to train in karate and have obtained their yellow belt - Instructors timetable, photos and pupil voice are collated in Sports Premium folder. | <ul style="list-style-type: none"> - Look at broadening sport intervention offering with other companies for weekly bespoke interventions - Look into alternative options with Instructor and how he can continue to support, whilst being financially viable in line with sport development at the primary unit next academic year. |

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| Signed off by | |
| Head Teacher: | <i>Alex. Lee</i> |
| Date: | 11/07/2022 |
| Subject Leader: | Nicola Webster |
| Date: | 4 th July 2022 |
| Governor: | |
| Date: | |