

# 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](http://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	£0
Total amount allocated for 2020/21	£17,770
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,216
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,216 (PE total spend £26,770.44)

## 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><b>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</b></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><b>N.B.</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>	81%
<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>	77%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	77%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/ <b>No</b> due to the constraints of time post lockdown and the closure of

West view pool. This will be a focus for the next cohort if pool is available.

## 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:		
<b>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</b>					Percentage of total allocation: 20%	
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?:		
<p>1 To increase the amount of daily physical activity by all children in school.</p> <p>2 More and varied extra-curricular activities for all children to engage in.</p> <p>3. Encourage children to participate in sports outside of school time in the local area.</p> <p>4. Ensure all year 6 children leave Primary School being able to swim and perform safe self-rescue</p>	<p>All children are entitled to a minimum of 35 minutes physical activity a day during break and lunch times and 2 hours of planned high quality PE teaching each week in KS1 and KS2.</p> <ul style="list-style-type: none"> <li>- some classes to undertake a daily run to build up stamina and well being-weather permitting.</li> <li>- Audit of class playground boxes and new equipment to be ordered where needed.</li> <li>- Classes to have and use their box of play equipment during outdoor time to promote fun physical activity.</li> <li>- Staff to engage with and encourage children to participate in activities during outdoor and extra curricular time.</li> <li>- Use play leaders to promote and embed sport within school and support delivery of physical activities during lunch times</li> </ul>		<p>£3843.20</p> <p>Resources.</p> <p>Swimming</p> <p>TT</p>	<p>-All classes receive 2 pe sessions a week and children are involved in physical activities at play times. - Audit completed and new playground equipment ordered - Assembly on the use of equipment and playground games to give children a wider knowledge.</p> <ul style="list-style-type: none"> <li>- Play leaders work with mentor and school council for outdoor games and equipment.</li> <li>- Staff monitor and interact with the children, encouraging their participation and success in playground exercise and games.</li> </ul> <p>A variety of sports clubs offered to different year groups with high numbers attending Increased attendance to Team Theme club on a Thursday. – Extra TT day on a Wednesday including</p>		<p>-Equipment to continue to be used and monitored. -Further assemblies on other games and use of equipment. The sports ambassadors to lead and support these. - Collect pupil voice and have termly meeting with the play leaders to discuss the responses. Assemblies to focus on delivering activities around these responses.</p> <ul style="list-style-type: none"> <li>- Daily activity to be embedded into timetables.</li> <li>- Aim to minimise the amount of time spent inactive during PE lessons.</li> </ul> <p>Put children in charge of collecting and auditing equipment Regular welfare meetings After school clubs varied and use pupil voice to identify any additional clubs to be offered. Continue to signpost children to</p>

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	A variety of sports to be offered to all year groups through after-school clubs from Staff members. - Use of external coaches to provide clubs for children. - Swimming lessons for Year 5		lunch time clubs . 3. – All year 5 children went swimming in blocked sessions.	clubs outside of school and invite other external coaches Year 5 to swim autumn-spring term After the spring term, identify any Year 6 children who may need additional lessons and provide these with Year 5
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 20%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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.Offer a variety of extra-curricular activities and competitions for all children to engage in. 2. Celebrate sporting successes in assembly. 3. Identify children who are more able in sports and continue to challenge them to achieve highly. 4. Use of sport to support those who are on a child success plan to encourage participation and success and develop skills such as communication and teamwork.	A variety of sports offered to all year groups through after-school clubs from Staff members. - Use of external coaches to provide clubs for children. -Team Theme - Children to represent the school and attend sporting competitions through school games and SSCO partnership. - Children to wear school kit when taking part in competitions. New kit sponsorship needed for football - Celebrate sporting successes both inside and outside of school during whole-school assembly on a Friday. Put sporting successes on the website and Facebook page. Teachers to identify any children who are more able and to then signpost children to clubs or competitions relevant to them. - Learning mentors to have a list of	£3843.20 Taxis to events TT DB events from PESSPA	-All clubs had high attendance including children who had not previously attended. - Dance competition and performance for parents and pupils gained confidence in performing skills. - Apprentice supported the PE Lead to take teams to competitions to support a larger number of children able to attend. - New football kits ordered. – Sporting successes put on the website and Facebook and celebrated in assembly. Good parental interaction online. -Children given information on clubs in the local area and invited to relevant after school clubs or competitions. – Many children have been	Continue to offer a variety of clubs and investigate others children may be interested in. Liaise with school council. -Continue to take children to competitions and events through sports partnerships - Continue to participate in the local dance showcase – Continue celebrating successes in school and online – Continue to provide children with information and signpost them to clubs or competitions.

	sports clubs offered in school and to work with the PE coordinator to identify clubs in the local community-eg Town Team		supported to attend extra curricular events -Holiday club heavily subsidised to be inclusive for all	
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation:  
20%

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?:
Use of the Greenlands curriculum and Lancashire PE App for planning and assessment. Staff members to work alongside a qualified coach in the delivery of multi-skills to enhance the teaching and learning of fundamental movement skills. CPD opportunities to be given to staff to attend sessions to develop and enhance knowledge and skills.	PE Lead to provide training on the use and implementation of the Lancashire APP and PE curriculum. - PE Lead to attend further training for the use of the APP for assessment and then train staff. - Use of baseline assessments in EYFS and KS1 so impact can be measured over time. - All teachers to use the Greenlands curriculum, Lancashire APP and supporting documents for delivery of PE lessons. - PE Lead to observe PE lessons and have discussions with pupils and give feedback to teachers. - Ensure all equipment is available to deliver lessons. Order equipment needed. - Ensure that timetabling allows for coaches to work alongside a variety of staff on sporting skills.	£3843.20 App updates. CPD. TT	All staff have been trained on the use of the PE App and our curriculum and this is being used in all PE lessons. -PE Lead attended further training and lead staff training on the use of assessment. Assessment began to be used in the summer term. -PE Lead has worked alongside the teachers to ensure links, progression and variety is offered throughout the children’s primary PE teaching. - Equipment audited and ordered for PE lessons. All staff have worked alongside TT to upskill delivery. CPD for teachers in school as a twilight.
			Sustainability and suggested next steps:  - Continue to use the PE App in lessons and staff to use assessment tools and gather photo/video evidence - Teacher confidence has improved for planning and delivering units of work - Use of the equipment purchased and replace/purchase any which may be needed. Continue with PESSPA events to be inclusive to all



	Use of SSCO partnership for staff to attend CPD sessions for gymnastics. ECT to attend CPD for PE			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 30%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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> <ol style="list-style-type: none"> <li>1. Offer a variety of extra-curricular activities for all children to engage in.</li> <li>2. Pupils to take part in coaching sessions for a variety of sports during PE lessons from external coaches.</li> <li>3. Children visit PGL in upper KS2, an outdoor learning centre that provides a range of Outdoor and Team Building activities.</li> <li>4. Intra-school competitions.</li> <li>5. Rename Teams in school using Preston sports people</li> </ol>	<ul style="list-style-type: none"> <li>- A variety of sports offered to all year groups through after-school clubs from Staff members.</li> <li>- Use of external coaches to provide clubs for children which are outside the staff's expertise.</li> <li>- Team Theme to work with a range of classes to provide opportunities to access different sports.</li> <li>- Year 5/6 to have a one-night residential stay at PGL as an opportunity to experience and explore a range of outdoor activities.</li> <li>- Use of SSCO partnership to develop intra-school competition.</li> </ul>	<p>£5764.80</p> <p>PGL subsidised-link to PP grant to give places</p> <p>TT and other coaches</p>	<ul style="list-style-type: none"> <li>- Staff and external coaches have provided a wide variety of clubs for all year groups. We have seen an increased interest in clubs and a wider variety of pupils are attending. High attendance is recorded for all clubs.</li> <li>- Dance club performed in an inter school dance show</li> <li>School hosted the Preston schools' cross country event. Race for Life fundraiser-all children participated.</li> <li>-Team Theme have worked with all year groups and have encouraged an active lifestyle and a variety of sports. Inspirational Prestonians used as role models to lead Team Colours.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to offer a variety of clubs and use Sports Grant to fund external coaches for all year groups.</li> <li>- Continue to ensure a variety of clubs are offered to a range of year groups.</li> <li>- Continue to provide opportunities for clubs to work towards e.g. dance shows.</li> <li>- Continue with visits to PGL</li> </ul>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10% +top up from budget
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 encourage wider participation in inter and intra school competitions, ensuring more children have opportunities to participate and represent school.	Continue to participate in PESSPA and School games competitions as well as other local and national competitions such as the football league. - Arrange friendly football matches with local schools so all members of the football club can represent school and participate in a competitive sports match.	£1921	School has entered a range of competitions throughout the year including football, multiskills, inclusion, boccia - All children from the football club were given the opportunity to represent the school	Continue to enter local competitions, the football league and continue the PESSPA partnership. Enter the Preston area dance show. - Continue to work closely with parents to maintain their interest and support in competitions. - Aim for the majority of pupils to represent the school and attend one event during their time at Greenlands.

Signed off by	
Head Teacher:	Sue Cornwell
Date:	July 22
Subject Leader:	Sue Cornwell
Date:	July 22
Governor:	
Date:	