

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>A variety of sports clubs offered to both junior and infant classes as well as increasing fitness through extra-curricular and lunch time activities.</p> <p>A higher number of children are now participating in sports clubs.</p> <p>The sports notice board has been edited to engage children’s interest and to promote physical education as well as promoting in-school fitness and athletic challenges to offer inter-school competition.</p> <p>Sporting achievements have been celebrated more across school by the use of newsletters, social media and celebration assemblies via zoom.</p> <p>Staff have attended CPD courses and had the opportunity to observe and work alongside qualified sports coaches.</p> <p>A higher number of children are now participating in after school clubs; we have used our school council to feed back the types of clubs pupils would like to participate in and offered these alongside our other extra-curricular clubs. This has been scaled back due to Covid but will be re-instated</p>	<p>To increase participation in sporting activities as well as boost the profile of PE to make up for the COVID-19 pandemic across the whole school (with a focus of inclusion games) by offering a wider range of clubs and inclusive PE lessons. Sports leaders and sports coach to deliver lunchtime clubs, games and assist in leading P.E lessons.</p> <p>The profile of PE and sport to be raised further across the school as a tool for whole school improvement and continue to use the notice board as a tool for promotion, celebration and competitiveness. Celebrate sporting success within school across assemblies, notice boards, and website/newsletter.</p> <p>To continue to encourage a higher number of staff to attend CPD courses and work alongside school’s sports coach and outside sports coaches. To increase confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Continue to promote after school clubs and encourage sports leaders to deliver sessions at lunch times. To offer a broader experience of a range of sports and activities offered to all pupils.</p>

<p>More children have competed in competitive sport both virtually and in person. School has attended more competitions offered by the Sports Partnership. More children are being encouraged to take part in sport outside of school at local clubs and home. We continue to achieve greater sporting results as a whole school.</p>	<p>Increase participation in competitive sport by offering a wider variety of clubs and inter-school competitions. Focus on wider achievement opportunities in sport. Target gifted and talented children for key sporting areas and prepare for competitions.</p>
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Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

If any funding from the academic year 2020/21 has been carried over you MUST complete the following section.

Academic Year: September 2021	Total fund carried over: £ £8553.43	Date Updated: 7.6.22		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: ££8553.43
Intent	Implementation		Impact	
<p>All young people to be able to access opportunities that support their wellbeing</p> <p>All young people to be able to access an events programme that will help them recognise improvement and achieve their personal best</p> <p>Children to be able to access high quality PE.</p> <p>Support Children to recover mentally and physically from COVID-19: Foster Social Connections Improve skill development in sport Provide Character and life skills Improve physical fitness Improve overall Wellbeing.</p>	<p>Buy into BSSP.</p> <p>Use associated buy in programmes such as competition and events programme to support children to take part in meaningful competition.</p> <p>Utilise SSP SSCO's to continue to upskill school staff so they are competent</p> <p>Access CPD programme.</p> <p>Build a trim trail to aid to promote active learning as well as key FMS and balance across the school.</p> <p>Buy into Burnley SSP January 2021- July 2022.</p> <p>Access meaningful competitions in Spring/Summer term 2021 and 2021-22.</p> <p>Use associated programmes available from the SSP to target provision to children who have been most negatively impacted by COVID 19.</p> <p>Continue to access professional development and new resources that will help staff to competently deliver high quality PE.</p>	<p>£17,690.00 Allocated for 21/22 academic year.</p> <p>Trim trail £12,856</p> <p>Attend competitions where able to do so around COVID 19 restrictions.</p> <p>Staff have accessed CPD programmes. The network has allowed us to share good practice and resources and the termly meetings keep us updated of COVID guidelines which aid and support our planning.</p>	<p>An increased number of children took part in the Autumn and Term competitions.</p> <p>Leadership training and resources: x Those who took part in the training have noted that their confidence and communication have improved.</p> <p>Using the resources provided by the SSP.</p> <p>To use the trim trail to allow children to become independently active within school.</p> <p>Attend competitions where able to do so around COVID 19 restrictions.</p> <p>Staff have accessed CPD programmes.</p> <p>The network has allowed us to share good practice and resources and the termly meetings keep us updated of COVID guidelines which aid and support our planning.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p>

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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.	
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 2020.	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	30%
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: 2020/21	Total fund allocated: £	Date Updated:		
<p>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</p>			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 engage all pupils in regular physical activity – kick-starting healthy active lifestyles.</p> <p>To promote both inter-school and home based activities/fitness enabling children to keep active through COVID-19 disruptions.</p>	<p>Engage a higher number of pupils participating in activities through C4L and fitness/athletics clubs targeting least active children.</p> <p>Sports coaches and staff to deliver after school sessions to target a higher number of least-active children.</p> <p>Promote fitness through school website and social media platforms by setting inter-school competitions and inclusion tasks.</p> <p>Sports leaders and sports coach to encourage less active children to participate in lunchtime activities.</p>	<p>X1 week C4L/fitness after school club.</p> <p>X1 Weekly after school club.</p> <p>X3 Dinner time play sessions.</p> <p>= £4,875.00</p> <p>Play equipment – £750.90</p>	<p>A higher number of children are now engaged and participating in sport after school and at lunchtime.</p> <p>Change for life or fitness and athletics club held weekly targeting less active children.</p> <p>After school specific clubs to enhance skills and ability of children in different sporting areas.</p> <p>Sports leaders received equipment, training and are now delivering video activities to all classes encouraging wake up and shake, brain breaks and keep active in lessons activities.</p> <p>Play leaders are now in each year group to support their class bubble with games and equipment. .</p>	<p>By continuing to run after school clubs targeting less active children we are able to sustain a long running after school programme engaging children to enjoy and participate in many areas of sport and exercise.</p> <p>% of children who attended C4L, fitness or athletics clubs – 24% as of 7.6.22</p> <p>% of children to attend after school club activities – 62% as of 7.6.22</p> <p>% of children who received sports leader and play leader training – 60%</p> <p>Having sports leaders and play leaders trained in delivering lunchtime activities and games ensures we can carry on teaching children to carry out this role to take over in Y6.</p>

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:
<p>Raise the profile of PE and sport across the school as a tool for whole school improvement.</p> <p>To promote at home fitness activities and games throughout COVID-19 pandemic to ensure healthy lifestyles remain a priority.</p>	<p>To apply for school games mark in the summer term and gain the platinum kite mark award.</p> <p>To apply for the healthy schools rating scheme award.</p> <p>To promote school sports achievements on the notice board, in assemblies on the newsletter and social media platforms.</p> <p>Offer a wide variety of after school sports clubs and encourage more pupils to attend (active and less-active children).</p> <p>Sports Ambassadors to celebrate successes in assemblies (when possible to do so) and on the school website/newsletter and school sports reporters to write and publish blogs.</p>	<p>School Games Mark - free</p> <p>X2 After school club focused on team games and targeted sporting competitions.</p>	<p>Complete application for school games mark, we achieved gold for the fourth year running, this reinforcing the opportunities for children to access a range of activities on offer.</p> <p>P.E boards to promote and track pupils' activity/progress across the school.</p> <p>Fitness scores and trophies displayed on P.E boards for children to recognise scores they needed to achieve.</p> <p>Children are more involved in their own fitness and are determined to beat their previous and their peer's scores, this promoting healthy completion within school.</p> <p>Sports Ambassadors chosen to encourage other pupils to participate and improve their abilities across a variety of sports.</p>	<p>By continuing to promote fitness and continue fitness testing across the school, we are promoting positive exercise, which is both fun and competitive for the children within their P.E lessons, after school clubs and competitions.</p> <p>% of children attended after school clubs – 62% as of 7.6.22</p> <p>% of children attended competitive competitions – virtual competitions – 30% as of 7.6.22</p> <p>No. of children attended Multi-Skills events – 4 children as of 7.6.22</p> <p>% of children attended cluster competitions – 11% as of 7.6.22</p>

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:
Increase confidence, knowledge and skills of all staff in teaching PE and sport.	<p>All teachers to observe and work with dance, gymnastic and both external/internal coaches to develop knowledge and confidence so that consistently high quality curriculum activities are being delivered across the school.</p> <p>All classes to have a dance or gymnastics coach delivering sessions alongside the class teacher where possible and in accordance with COVID 19 guidelines, as this is a key area in the curriculum that teachers need to observe and gain skills to implement into their own P.E lessons.</p> <p>Teachers to be made aware of and invited to attend CPD courses available to them throughout the year.</p> <p>Online CPD made available when live courses are unavailable due to COVID 19 restrictions.</p>	Part of BSSP SLA £4500	<p>Y3 staff have received FMS support from SSCO and are now implementing this into their P.E lessons as well as playtime and dinnertime to reinforce the use of these skills.</p> <p>NQT teacher attended FA CPD courses.</p> <p>Pastoral attended Mental Health Awareness training.</p> <p>All staff given the opportunity to gain online CPD courses in COVID PE guidance, assessment and curriculum planning furthering their confidence and knowledge of these areas to meet curriculum criteria.</p> <p>Coaches booked in: Athletics, cricket, netball, multi-skills, dance and rugby to gain more knowledge of skills required for their own P.E lessons. Staff have observed and worked with these sports coaches to ensure this.</p>	<p>Encourage a higher number of teachers to partake in CPD to ensure they are confident in delivering the curriculum in the future.</p> <p>% of staff attended CPD – 8% as of 7.6.22</p> <p>% of staff worked alongside coaches to further their own knowledge and skills – 40% as of 7.6.22</p> <p>Allow all teachers the opportunity to work with a sports coach in their class for dance and gymnastics (as this is an area of weakness) to build confidence to enable teachers to deliver their own lessons.</p>

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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
Additional achievements: A broader experience of a range of sports and activities offered to all pupils. Use our school website to promote at home fitness and sporting activities as well as when COVID19 effects school functioning.	Engage all children through a varied sports programme and increase the range of extracurricular activities delivered after school offering a wider variety of sports clubs made available to children both after school and at lunch times. This is to be implemented by sports coaches delivering a variety of clubs after school and sports leaders receiving training to carry out these activities at lunch times. Improve P.E resources to enable a wide and varied curriculum and replenish equipment on the playgrounds for sports leaders to deliver sessions. Play leaders to support sports leaders in doing this as well as more resources being bought to enable staff to deliver a wider range of activities. Identify and book our most talented/able Y6 pupils onto gifted and talented programme delivered by		Lunchtime club x3 Lancashire P.E membership Level 2 £285.00 Rugby Coaching - £150.00	Three children chosen as school sports ambassadors who embody all BSSP sporting values and promote these throughout school. A percentage of children are attending sports clubs after school. KS1- KS2- More coaches were brought into school to deliver sessions though SSP coaching hours and local providers. Y1 Tots on Tyres Learn2Ride Class R Tots on Tyres and Learn2Ride Year 5 Bikeability level 3 training Y6 children - Bikeability training Y4 Bikeability level 2 training	Maintain current levels of equipment and ensure necessary safety checks are carried out. Continue to develop links with local providers and continue to use assessment tools in place to identify gifted and talented children. Tots on Tyres -58 Learn2Ride - 58 Year 5 Bikeability – 16 children Y6 children – Bikeability - TBC Y4 Bikeability – 18 children

	<p>BSSP when available.</p> <p>Improve P.E resources to meet the needs of pupils for inclusion and adaptation of P.E lessons.</p> <p>Pupil mentorship lead by both staff and pupils to target all pupils to ensure whole school participation in P.E lessons and playtimes.</p>	<p>Learn2Ride</p> <p>£400.00</p> <p>Inclusion & Whole school improvement equipment</p> <p>£353.08</p>	<p>Play leader training delivered for Y6 play leaders and sports leaders to encourage pupils to become involved in various stations during break times and lunchtimes.</p> <p>Learning mentor to attend CPD to provide better whole school inclusion and support to pupils where needed.</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:
Increase participation in competitive sport. Participate in virtual competition where able to do so due to COVID19 restrictions.	<p>Aim to engage a greater number of children participating in competitions both in and out of school as well as virtually by accessing all cluster comps delivered by SSCO to give 'new' participants opportunity to represent school.</p> <p>Sports coaches and teachers to promote and deliver in class competitions.</p> <p>Whole school and key stage sports days.</p> <p>More children made aware of BSSP competitions through sports leaders, teacher and sports coaches reporting on achievements and events in assemblies and on the school sports board.</p>	<p>Part of BSSP buy in.</p> <p>Sport awards trophies</p> <p>£189.38</p>	<p>Two sports days were held across the school.</p> <p>Fitness and athletics competitions were held in class delivered by sports coaches.</p> <p>Class competitions have been set up within school and recorded on our sports board covering KS1, KS2 and whole school participation.</p>	<p>Continue to encourage more children to partake in competitions outside of school such as the BSSP competitions.</p> <p>Amount of children taken part in competitive competitions this year:</p> <p>Athletics – 12 children</p> <p>Outdoor Athletics (Inter – school sports day) -</p> <p>KS2 Cross Country – 12 children (2 Lancashire finalists)</p> <p>Sportshall Athletics KS2 – 12 children</p> <p>Dance Competition – 11 children</p> <p>Cricket – TBC</p> <p>Y5&6 football – 27 children</p> <p>Y3&4 football – 18 children</p> <p>Swimming Gala – TBC</p> <p>As of 7.6.22</p>

Signed off by	
Head Teacher:	Mr. M.S. Dixon
Date:	07/06/2022
Subject Leader:	Mr. M. Tranmer
Date:	07/06/2022
Governor:	Mrs. M. Barber
Date:	07/06/2022