

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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 2020:	Areas for further improvement and baseline evidence of need:
<p>Purchasing and implementing the IPEP to help adults plan and prepare quality PE lessons.</p> <p>The development of staff knowledge through the purchasing of a Sports Coach.</p> <p>Obtaining the School Games Gold Award for our PE and Sport provision.</p> <p>Curriculum map, intent, implementation and impact document embedded within the school.</p> <p>Teacher CPD and support with new PE and Sport initiatives</p> <ul style="list-style-type: none"> • Rossendale wide participation events for a range of sports • Insight and access to the latest research on how physical activity can improve health, wellbeing and attainment across the curriculum • Development of school's intra-school competitions • Rossendale School Sports Partnership Award for Virtual Events 	<p>Embedding the use of IPEP.</p> <p>Further development of staff – particularly TAs</p> <p>To monitor implementation and track progress of all year groups.</p> <p>To provide staff with further CPD to support assessment</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:	
				Total Carry Over Funding:
				£
Intent	Implementation		Impact	

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 2021.	84%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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: £17,780		Date Updated: 1.6.21	
<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: 62%
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 enable children to have fun, active playtimes and days within school where the use of sport, PE and physical activity is used as a key driver for this aim.</p> <p>For all pupils to achieve 30 active minutes throughout the school day.</p> <p>Ensure all pupils have a positive attitude to healthy active lifestyles promoting enjoyment of physical activity.</p>	<p>To continue to engage all Key stage 2 pupils through 'Wake and shake' every morning for 15 minutes.</p> <p>Year 6 pupils and Year 5 pupils will be trained in becoming play leaders to lead structured games during playtimes for 10 minutes x 3</p> <p>Lunch Fit for all KS1 and KS2 children</p> <p>Skiing lesson for KS2</p> <p>Olly's Woodland Adventures – outdoor provision provided for all children</p>	<p>£0</p> <p>£1800</p> <p>£5230</p> <p>£600</p> <p>£1800</p>	<p>Pictures on website – every child in KS2 will participate in physical activity every day.</p> <p>Proposal bid, quote from suppliers – run the daily mile in all weathers for EYFS, KS1 & KS2.</p> <p>Photographs & resources pupils receive. Structured active playtimes</p> <p>Providing sport for COVID 19 key worker children</p> <p>Photographs, certificates</p>	<p>All-weather track that will have a lifetime guarantee of 10-15 years.</p> <p>Class teacher to sit in during training so that in future they can train other pupils. Handover from Year 6 pupils to next cohort.</p> <p>Resources are readily available. Encourage children to keep moving throughout the day. Competition throughout school.</p> <p>Keep children active during lunch time. Fewer children on main playgrounds.</p> <p>Continue to use and support this local leisure facility.</p>	

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
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:
Ensure PE, Physical activity and Wellbeing are at the core of the school vision and values.	<p>Development with HT to become part of the 'Rossendale Connect' movement. This is to promote active curriculums, mindfulness and focus on staff and child wellbeing and how sport, PE and physical activity can help achieve this. Development of an 'active' curriculum to be outlined by end of academic year.</p> <p>Hold a Healthy Week within school for pupils from EYFS, KS1 and KS2 to participate in introducing new sports and improving children's confidence, resilience and aspirations.</p> <p>Apply for School Games Mark in summer term roll over to Summer term 2020.</p> <p>Develop confidence education through P.E. throughout the school.</p>	£350	<p>Healthy Week plans and overviews. Photos on school website of events taking place. It is an opportunity to raise the profile of PE in school. It allows us to encourage participation in sports, introduce new sports to the children and invite coaches from local clubs in to school, encouraging participation beyond what we provide in school.</p> <p>Certificate, plaque and promote to parents through school's newsletter and social media page.</p> <p>Pupil interviews/questionnaires – improve the confidence and resilience in all pupils which in turn raises the profile of P.E. in school values.</p>	<p>Children develop healthy habits for life – encourage all pupils to attend community clubs outside of school due to the promotion of these sports during healthy week.</p> <p>School games is free – maintain achieve school games mark gold award.</p> <p>Interviews and questionnaires are free – continue to raise the profile of P.E. and sport within school.</p> <p>Class teacher to sit in during training so that in future they can train other pupils. Handover from Year 6 pupils to next cohort.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			11%
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?:
Embed high quality teaching and learning across the school in PE through high quality CPD and supportive monitoring. All teachers to use formative assessment techniques and the PE Passport App to accurately assess children's needs.	<p>Access to Rossendale School Sports Partnership CPD Programme to upskill teacher's subject knowledge and pedagogy.</p> <p>Specialists in Gymnastics – Teachers observe and develop own practice.</p> <p>Continue to use teaching strategies in Whole School CPD approach (Walkthrough.) Use of unseen observations and video analysis to develop teaching and learning.</p> <p>Equipment audit to check the amount and quality of resources for P.E.</p> <p>P.E. coordinator to attend termly meetings through RSSP for local and national P.E. and sport updates.</p>	£1270	<p>Staff now feel much more confident in delivery of all aspects of the curriculum.</p> <p>Due to confidence in teaching and assessing growing, this means that long term sustainability has been achieved. Therefore, the suggested next step is that the funding can be allocated to develop opportunities for children in the 'wider activities' bracket and developing how PESSPA is at the heart of school development.</p> <p>Teacher's become more confident and competent in particular aspects of P.E.</p> <p>Buy replacement equipment or something new.</p> <p>To be able to pass on knowledge should a new P.E. coordinator role be assigned. Deliver insets to other staff members. P.E. coordinator to continue to seek out further CPD course to enhance their knowledge around P.E.</p> <p>Celebrate children achievements outside school through a new social media private page.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 30%
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>Provision of activities to be provided for more children, particularly KS1 and EYFS.</p> <p>Afterschool club provision be developed further to cater a wide ranging list of activities and sports that, again, cater for whole school.</p> <p>Engage all children through a varied sports programme and to maintain our extensive extra-curricular sport activities delivered after school.</p> <p>Develop confidence in SEN and low ability children.</p>	<p>Bikeability to be offered to Year 5 and EYFS instead of solely for Year 6.</p> <p>Partnership with Lancashire Cricket which is going to result in a 'Cricket Day' later in the academic year.</p> <p>After school club provision to be tweaked to ensure that a variety of clubs are offered to our children to stimulate their interest and hobbies.</p>	£ 5395	<p>Bikeability was provided for Year 5 and 6. The lockdown in Jan unfortunately meant that EYFS couldn't receive their training.</p> <p>After school club provision has been hindered due to class bubbles and regulations with COVID so will be developed for the next academic year.</p>	<p>Pupil questionnaire for suggestions of new sports to be offered as after school clubs.</p> <p>Investing in the bike racks will encourage pupils to ride their bikes to school helping to achieve active travel.</p> <p>Have a system in place to identify potential G&T pupils, SEN pupils and the less able pupils.</p> <p>Frequent review to our provision of after school clubs.</p> <p>Questionnaires with parents and children: can we provide more? Do we provide enough? What opportunities would you like us to offer?</p> <p>Bikeability provides sustainable life skills for the children of St James the Less.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% 0
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:
Through partnership with Rossendale Sport Trust, opportunities to be provided for children to take part in competitive sport at all times – regardless of COVID exclusions. Level One (intra-school) competitions to be embedded within our PE curriculum as a tool to assess and implement skills taught within the PE sessions.	<p>If in lockdown, teachers to promote the online competitions provided by RST.</p> <p>Teachers to actively encourage child participation by engaging with the tasks provided. IF lockdown relaxes and rules allow, SJTL will compete in as many competitions as possible (regardless of ability) to ensure that as many children as possible take part in competitive sport at some point in their SJTL career.</p>	£0	<p>Children know that no matter what the circumstance (in light of COVID), the opportunity for competition still exists.</p> <p>Children know they should try and participate in competition whenever possible as it is good for mental health and wellbeing.</p>	<p>Level One competitions are an effective method to allow children exposure to competitive sport.</p> <p>These are being developed further to allow more competitions like this within our school calendar.</p> <p>The Level 2 competitions (with RST) are enabling children who show proficiency or effort to go and represent the school against other local-based schools.</p>

Signed off by	
Acting Head Teacher:	H.Langan
Date:	17.6.21
Subject Leader:	Donna Miller
Date:	17.6.21
Governor:	C. Atherton

Date:	01.06.21
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