

Evidencing the Impact of the Primary PE and Sport Premium



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Increased participation in competitive sport. • Broad range of activities and sports for pupils (over 30 sports were catered for including inclusive sports such as VX, Smite! and kurling). • Increased engagement in physical activity, with particular focus on EYFS and KS1. • Partnerships developed with a range of local sporting clubs and venues (over 30 community clubs/groups have been involved with the school in the last year). • CPD has led to staff becoming more confident planning and teaching PE. • PE is used to promote young leaders in school. • Improved provision at playtimes and dinner times due to funds allocated to playground development and new resources. 	<ul style="list-style-type: none"> • Implementation of new scheme of work, using PE to develop the whole child. • Close the gap between the percentage of pupil premium children meeting ARE in EYFS and KS2. • Improved provision of extra-curricular sporting opportunities in light of the COVID-19 outbreak. • Further increase participation of children of children in competitive sport (targets for 2019/20 include offering opportunities to 60% of children in the school, with 25% (80 different children) taking part in competitive events). • Further develop staff's understanding of the teaching and assessment of PE, particularly in dance and gymnastics. • Ensure that a higher percentage of children meet the national expectation for swimming.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	63.1%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	42.1%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
Schools can use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above national curriculum requirements. Have you used it in this way?	No

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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 students today and for the future.

Academic Year: 2021/22		Total fund allocated: £18,550		Date Updated: 22.01.2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: £9350 – 50.4%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact: Autumn/ Spring	Sustainability and suggested next steps:	
<p>Provide a forest school learning environment incorporating the forest behind the school field. This will lead to an increase in physical activity as well as the development of self-confidence, self-esteem and a range of social and personal skills.</p> <p>Increased provision at dinner times and play times ensuring all children are able to achieve 30 minutes of physical activity within the school day.</p> <p>Engage more children in physical activity by providing opportunities for a wide range of inclusive sports.</p> <p>Provide holiday provision, through ATSA, to engage less-active children during time away from school.</p>	<p>Meetings with Local Authority to provide access to the forest behind school. Money allocated to cover the rent of the land. Money allocated to provide resources to be used during forest schooling. CPD offered to staff to ensure high quality provision of forest schooling.</p> <p>Purchase of new equipment to support provision at play and dinner times once children return to 'normal' routines in the post-covid environment.</p> <p>Through ATSA, provide sporting opportunities for children to participate in inclusive and competitive events. Build upon numbers from last year as we return to the 'new normal'.</p> <p>Utilise ATSA holiday provision to target children who may need extra physical activity to support in-school provision.</p>	<p>£5500</p> <p>£800</p> <p>£250 annual fee</p> <p>£2800</p>	<p>Talks surrounding forest school are in progress. MG has been in touch with local council. Annual rent: £500</p> <p>Money will be needed for fencing and 'tree safety'. Fencing arrangements are in process with the current fence being 'moved back' to incorporate the forest. Equipment is being researched and TK is booked on a forest schooling course.</p> <p>New equipment bought and staff involved in leading games during play and dinner. Behaviour improving at play times.</p> <p>Further equipment bought to support 'mixing' and new staffing timetable to be in place for Summer Term. Children revert to 'zoning' but mixed age groups.</p> <p>17 events with 140 opportunities created. 88 different children involved. See ATSA numbers for further breakdown.</p> <p>19 further events with 142 opportunities created. 59 'new' children involved. See ATSA numbers for further information.</p> <p>22 opportunities for children during holiday provision involving 12 different children. 3 events involving boxing, dance and multi-skills.</p> <p>50 opportunities with 10 'new' children.</p>	<p>Continue talks and get pricing for development.</p> <p>Discussions with TK after course to decide on best equipment to buy. New storage unit may need to be built. Continue to develop plans and provide equipment for new 'residential' progression.</p> <p>Work out staff timetable and 'zoning' elements of new playground provision – to be launched in Summer 2.</p> <p>Discuss new equipment – including 'team building' equipment to be kept outside. Shed built to store this?</p> <p>Continue to work with Mrs S Toone on development on plans for new equipment.</p> <p>Continued entry to ATSA events.</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: £3700 – 19.9%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase percentage of children participating in PESSPA through taster events and competitions.	By paying the ATSA annual fee, school will have the opportunity to enter children in over 80 sporting events across the year. 2021/22 targets: 500 different opportunities for children to participate in taster/teaching and learning sessions or competitive sports. 150 different children filling these places (50% of children).	See KI1	40 different children involved in taster sessions. 36 different children involved in competition. 76 different children altogether – half way towards target. 59 further 'new' children involved in ATSA events. In total, 282 sporting opportunities created with 147 'new' children participating – just short of summer target but still with a whole term to complete.	'Team based' events to be created surrounding sporting annual events (See PE LTP). Team building equipment could be used to 'launch' project. After discussions with Mr Simmons, use idea of Women's Euro tournament to launch competition between houses.
Develop a range of inter-school sports based competitions to raise profile of sport and increase competition within school. (Potential to then compete against other schools in same competitions through ATSA).	Planning time given to arrange competitions which can take place between year groups and in house teams. Class based competitions set up to ensure competition throughout school year. Resources bought so that these competitions can take places.	£500	Discussions with Mr Simmons ongoing for a competition between houses in summer term.	Tennis, boxing and yoga sessions to be booked in for summer term. Date for tennis: 5 th July
Increase the engagement of children in PESSPA by offering opportunities for sports personalities and coaches to come into school.	Build upon previous successes and invite a range of professionals into school to improve the profile of PESSPA (such as athletes/ coaches/ successful past pupils).	£2000	Aldi athlete giving inspirational assembly. Discussions started with Tri-Kidz triathlon. Kickstarterz - £495 Toni-Marie Yoga and Abigail Bibby both supporting school events. (not invoiced as yet). Kickstarterz continuing work with EYFS. Meeting took place with Miss R Dandy, assessing gymnastic provision.	Staff drop-ins to monitor usage of platform and share good practice.
Implementation of REAL PE used to develop the whole child within PE lessons.	Annual fee of REAL PE as well as CPD for staff in EYFS and KS1.	£1200	CPD offered to new staff in Autumn 1. Annual fee paid to CREATE development. Children accessing new platform – see pupil voice.	

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£1700 – 9.1%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Specialised training for staff in EYFS and KS1 to improve the provision of PE in these areas – linked to the implementation of REAL PE.	Work collaboratively with designated REAL PE mentor to find specific EYFS and KS1 training for staff members. Provide planning and staff meeting time to deliver training through the school.	See K12	Nothing planned as yet. Series of webinars and virtual training arranged for EYFS, KS1 and 'new' staff. Additional equipment purchased for use in KS1 and EYFS.	Audit staff and look into courses to improve provision for EYFS and KS1. Money set aside for additional resources. Additional equipment to be used during KS1 break and dinner times after Summer launch.
CPD to increase competence and confidence of teaching staff regarding high quality indoor PE lessons (with an emphasis on gymnastics).	Discussions with PE leads across local consortia. Research undertaken into best possible CPD for staff. Money allocated for training.	£1200	REAL PE training offered to staff in Autumn 1. Discussions with external providers for summer term training. Monitoring systems in place – lesson drop-ins planned for Summer Term resulting in sharing of good practice.	Summer term consortia meeting used to discuss how to link gymnastics with other areas of indoor PE. Follow up on R Dandy's audit of equipment.
Partnerships with sporting professionals and high quality sports providers in order to work with staff to provide the best possible lessons for children.	Build upon previous successes and invite a range of professionals into school to improve staff confidence and competence (such as athletes/ coaches/ training providers).	See K12	See K12.	
Development of new knowledge organisers and long term planning to ensure competence and confidence in the progression of skills across school.	Planning time provided to build new knowledge organisers into the curriculum.	£500	Staff meetings regarding production of new long term planning to incorporate EYFS. Progression of skills and vocabulary documents also to be created. Will provide teachers with better planning and assessment tools and children will receive improved provision. New Long Term Plan, Progression and Progression of Vocabulary documents created and accessible online.	Create knowledge organisers to link with REAL PE platform more consistently. Could these align to the units already in place for outdoor PE?

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £3000 – 12.2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure a wide range of equipment is accessible to teaching staff/play leaders for use during lessons and free time.	Audit current PE equipment. School council involvement in deciding which sports they would like to have access to during their free time. Order PE equipment and deliver CPD on use.	£1200	Some PE equipment ordered and used for lunchtimes. New kits ordered for sporting events. Need to arrange meeting with school council. £1429.47 YPO order. Further order, including storage units, arrived to be launched in Summer Term with new timetable for children and staff.	Slight overspend on equipment, though some of this was used to support dinner time provision (see KPI1) Equipment and timetable to be launched during Summer 2.
Develop the range of extra-curricular clubs that children are able to join to cater for a range of sports.	Training provided to staff for extra-curricular clubs. Time given and money allocated for training of children in leadership roles.	£400	11 sports based clubs ran over Autumn half terms. This involved school based staff and specialist coaches. A1: 256 children/ 99 pp children. A2: 256 children/ 93 pp children. Sp1: 5 clubs/ 99 children involved. Sp2: 3 clubs/ 42 children involved.	Team based' events to be created surrounding sporting annual events (See PE LTP). Team building equipment could be used to 'launch' project.
Allow opportunities for children to participate in a range of inter-school sports.	Time given off timetable for Mr Cooke to plan and resource sustainable competitions between classes and key phases.	£400	Discussions with Mr Simmons ongoing for a competition between houses in summer term. Class based and 'personal best' competitions held within PE lessons, linking to skills in Jasmine PE platform.	Discussions with other schools regarding their approach to 'catching up' on lost time with regards to COVID.
Extra swimming sessions provided to boost children who need increased confidence/competence – particularly due to the disruption caused by COVID-19.	Discussions with Pelican Centre over extra swimming sessions. Money allocated to provide extra lessons for targeted children.	£1000	Communication with Pelican Centre regarding reopening of lessons in Spring term. Swimming lessons now started. Discussions started with Austin (Pelican Centre lead) for ideas on how to 'catch up' for those who have missed out on swimming due to COVID-19.	

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £800 – 4.3%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide opportunities for children to participate in a range of competitive sports between schools in the local area.	By paying the ATSA annual fee, school will have the opportunity to enter children in over 80 sporting events across the year. 2021/22 targets: 500 different opportunities for children to participate in taster/teaching and learning sessions or competitive sports. 150 different children filling these places (50% of children).	See KI1	See KI1.	Continued work with ATSA to hit targets – especially the opportunities given to children. ('New' children almost reached already).
Provide opportunities for children to participate in a range of competitive sports between schools in the wider area, including the Wigan Borough and Greater Manchester County sports.	Enter specific School Games/ Wigan Borough events above and beyond ATSA competitions, presenting the opportunity for county competition. (Cover may be needed for staffing at these events.) Enter more 'B' teams into events in order to increase the proportion of children able to compete.	£400	See KI1.	
Promote a sense of healthy sporting competition within school, where children are challenged and live by our motto, 'Never Settle for Less than Your Best.'	Inter school competitions to take place between key phases (Euro 2020/cross country). School Games Day and separate school Sports Day to promote competition and boost the profile of PESSPA across school. New equipment to be bought for this.	£400	See KI2.	

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