

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](https://www.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 2020/21	£10994
Total amount allocated for 2021/22 to be spent by July 2022.	£27324
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16330
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£16330

Swimming Data

Please report on your Swimming Data below.

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 then 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	80% (1 child)
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	7/8 children 87.5%
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?	Yes/ 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: 2021/22		Total fund allocated: £27324 (spent £29813.50)	Date Updated: July 2022	
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 allocation: 69%
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: £20731.5	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Put in a 12 metre traverse Climbing Wall and trim trail equipment to engage children in further physical activities for wellbeing	Allow all children in school to access further physical activities during early drop offs, morning break times, lunch times and after school	£4500 (half this year, half next year)	Awaiting instalment (delayed).	Link to history through putting in a 12 metre history timeline along the traverse climbing wall, allowing children to challenge themselves to 'climb through chronological time'
Put in two 7.2 metre Multi-Sport goal ends on the playground to engage children in further physical activities for wellbeing	Allow all children in school to access further physical activities during early drop offs, morning break times, lunch times and after school	£15000	Children are engaged in further physical activities during early drop off, break times and lunch times. Child feedback tells us children love the multi-use of basketball, netball, football and cricket- as it gives them lots of options to play with their friends.	
Put in Forest School 'Outdoor	Children to gain further	£600	Children take part in 'forest	Further forest school 'after

Learning' opportunities for children to develop physical and mental wellbeing	opportunities to develop their physical and mental health through forest school activities on the school grounds, with a forest school lead teacher		school activities, during curriculum time and after school – reaching children who might not normally take part in physical activities. 100% of child feedback tells us that taking part in forest schools makes them feel happy and excited.	school clubs' supported by the PE and Sport Premium to continue to develop physical and mental wellbeing of children in school.
Fleetwood Town Community Trust to run a range of 'After School Clubs' to further develop engagement with physical activity.	All children have the opportunity to take part in 'multi-sports after school club, funded by school.	£631.50	50% of children took part in multi-sport after school clubs for at least 6 weeks.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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: £3350	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Use the PE Passport App ' PE linked with values' to support whole school improvement	Both class teachers use the PE app for planning support – which integrates values education along with physical education	£400 (allocated for in key indicator 2)	Teacher feedback tells us 100% of teachers feel PE lessons has benefited from using the PE app. SLT observations showed quality PE lessons across all key stages.	Shared teaching and lesson observations with the sister school staff
To gain the 'Gold School Games Award' as an external vindication of commitment to PE being high	The school worked towards the gold standard through participation in games and	£0	Gold award celebrated across school and shared on social media – reward for	Work towards gaining the gold award for the next academic year, consider the

profile in school	linking in school values. The school achieved the gold award through an application process.		school's commitment to quality PE, inclusive values and sporting opportunity across school.	requirement for the platinum award.
PE and Sport featured in monthly Headteacher Blogs to demonstrate the importance school places on PE and sport in school	Monthly blogs included PE and sport each month, linking the achievements and participation with school values.	£0	Blogs are seen by thousands of people on the website and through social media, raising the profile of PE and sport in school.	
Awards given in assembly linked to school values 'Big Heart Awards' for respect, care compassion, resilience and aspirations – to link PE and sport with wider school values. Using sport as a tool for school improvement. End of term 'sports award' for a child demonstrating values through PE and sport	The new award, given for children who demonstrate the school values 'Big Heart' Award, can and was used for sporting participation and achievement in PE lessons, break times, after school clubs and sporting activities outside of school. End of term award for a child in each class – the new trophy is taken home and kept for the term.	£50 trophies	Feedback form children – 100% of children are motivated to be awarded the 'big heart award' 100% of children are motivated to achieve the sports award at the end of term. One child commented, "I am so happy to be win an award, I never win awards". Children are being recognised for sporting values and achievement, when they might not normally get recognition for other academic subjects.	
Linked sports events with sister school, having sister-school sports competitions and events to raise the profile of sport between communities	Linking with our sister school, to support and encourage values and relationship education – getting to make new friends and working with children of diversity.	£0	100% of children enjoy playing against a different school in sporting activities. The children have started to make new friends and respectful relationships, through sport.	Further sporting opportunities with the sister school and wider schools.

Invest in quality sports equipment to support quality of PE and sport across school – investing in equipment demonstrated school's commitment to quality provision in school for all children	New equipment for PE lessons and sports activities across school, allowing for better quality of PE and sports experience and across school for all children.	£3320	<p>100% of children feel the new netball and football goals make them more motivated to play netball/football.</p> <p>Children are motivated to use new equipment that are fit for purpose.</p> <p>New equipment allows sport to be recognised in school, through allowing for more sporting opportunities.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total 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: £2058	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Staff to work closely with Fleetwood Town Community Trust for CPD opportunities and development	FTCT coaches worked with both teachers across half of the academic year to support teaching of games across school. Staff worked closely with planning and assessment alongside the FTCT coaches.	£1263	100% staff gained confidence through working with staff from FTCT. 100% staff felt that assessment opportunities were easier and they felt more confident in assessing children's ability through the support from the FTCT coaches.	Teaching staff to teach lessons next year, without the input of coaches, staff to put into practice their CPD from this year.
Dance CPD from LCC- to develop confidence, knowledge and skills in delivering quality dance lessons.	Jess Squires came to school to deliver dance CPD to staff from both schools, as a twilight. This was put in place from staff	£395	100% of staff feel more confident delivering dance lessons.	Talk to the staff regarding further CPD opportunities. SLT to monitor a range of PE

Staff to use the PE Passport App to give confidence and knowledge in delivering quality PE lessons.	request regarding CPD opportunities. Staff use the app to support planning and assessment for PE lessons. The resources give staff the toolkit needed to teach and assess effectively.	£400	SLT monitoring saw a difference in quality of teaching in dance, following CPD. 100% of teaching staff feel the app gives them more confidence in planning and assessment of PE in school.	lessons to identify any further needs. School to continue to use the PE app and develop Mr. Warrilow as a leader with the app and PE subject leader, shadowing Mr. Gilmour
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
12%

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: £3654	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Bring Olympic Sport opportunities to St. Mary's, linked with Commonwealth Games 2022 : Offer a 50% discount offer to all children for a Judo breakfast club	50% of the school attended 12 weeks of Judo breakfast club. School funded 50% of the costs, allowing opportunities for all children to take part in the breakfast club.	£660	An accumulation of 240 hours of sporting activities during the Autumn term judo morning club. 95% of children who took part in the club would like to do it again. 100% of children had never done judo before.	Look for opportunities for different sports to come into the curriculum and for after school clubs. Build on the current new sports that children would like to do again – to progress learning and continue to provide opportunities for all children.
Complete 6 weeks of PE through Curling at the top curling venue in the UK	All children in KS2 took part in a 6 week PE lessons, at the top curling facility in the UK.	£0	100% of children had never done curling before. 100% of	

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Purchase archery equipment, allowing children to experience a new Olympic sport	Children applied PE skills to a new sport. All children in school used the archery equipment in school, for PE lessons and for 'sports themed days'	£1500	children would like to do curling again following the 6 weeks of lessons. 90% of children had never done any form of archery before. 100% of children enjoyed learning archery. 100% of children said that learning a new sport was fun.	
Fencing brought into the curriculum with trained coaches – offering all children new opportunities	Fencing coaches taught fencing across both key stages, linking in the new sport to the national curriculum.	£660	100% of children has never heard of fencing. 100% of children said they loved fencing. 95% of children said fencing was a skilful sport.	
Deliver a new sport to the school – Pickleball through a lunchtime club, with young leaders.	Pickleball is a racket sport that is more inclusive than tennis, with a smaller paddles and bigger, lighter ball. Year 5/6 children were trained as sports leaders, setting up equipment and supporting younger children learn a new sport.	£834	100% of the sport leaders enjoyed supporting the younger children. 100% of children had never heard of Pickleball before it was introduced as a lunchtime club.	Consider the use of Pickleball in the curriculum next year. Use the sports leaders to introduce Pickleball to the sister school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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: £200	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Enter a range of sports competitions with our Garstang Cluster Schools – small schools competitions	The school entered 80% of the competitions on offer. Each competition, the children selected where carefully considered to allow as many children who wanted to, to take part in a sports competition.	£200	85% of children in Key Stage 2 took part in a sports competition.	Enter at least 80% of sports competitions on offer.
Further sports competitions, for all children in KS2 with sister school	We welcomed visitors from our sister school on three occasions, taking part in football competitions for all children in Key Stage 2, who wished to play.	£0	100% of children with SEND took part in at least one sports competition	Look for further opportunities for competitive sport with our sister school

Signed off by	
Head Teacher:	James Gilmour
Date:	26 th July 2022
Subject Leader:	James Gilmour
Date:	26 th July 2022
Governor:	Philip Rydeard
Date:	26 th July 2022