

# 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 2019/20	<b>£14940</b>
Total amount allocated for 2020/21	£16330 + £2000 = <b>£20276</b>
How much (if any) do you intend to carry over from this total fund into 2021/22?	£10994
Total amount allocated for 2021/22	£27324
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27324

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	100%
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	100%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
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?	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:£20276	Date Updated: July 21	
<b>Key indicator 1:</b> 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:
				72%
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: £19427	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
For the school to have a sports surface that allows for all children to access every areas of the PE curriculum.	Investigating a range of sports surfaces that are sustainable and allow all sports to be played.	£16800	Children can fully partake in PE lessons and sports activities all year round. All areas of the PE curriculum can be accessed fully.	Two annual visits from maintenance to ensure the surface is kept in original condition.
To have a designated sports surface for all sports and PE activities for current and future generations of children				
Healthy Heads engagement with Fleetwood Town – to support children engaging in a healthy way	Fleetwood Town came into look at engagement with sport, seeing sport to promote a healthy mind set.	£50	Children have a greater understanding of how being active can support mental and physical health.	Interruption due to covid – for this to be continued next year with Fleetwood Town

Further develop the EYFS/ Class 1 Outdoor area to create a range of new activity areas for pupils.	Areas have been developed to aid engagement with physical activities. A new Warren Area/Climbing Bridge/planting areas/stage area in the outdoor learning area allow for children to experience a wider variety of activities	£2576.69	Children are more physically engaged with a variety of physical activities in the outdoor learning area.	Look at further opportunities to develop areas around school (indoor and outdoor) to engage children in a variety of physical activities
<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:
				%
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: 0	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Linking PE and Sports activities to the wider curriculum – Easter activities	With our new creative curriculum, we have out importance of sport/physical activity across the curriculum. Easter egg hunts, where obstacle courses were used to find eggs, as a team	£0	Children engaged with the Easter obstacle courses and took part in extra physical activities	Find further opportunities to bring sport and physical activities to different areas of the curriculum. Children to engage with planning future events.
See previous years – Gemma at break times to instigate games with children with SEND.	Mrs. Martin to continue to support the engagement of physical activities with children with SEND at play times.	£0	Children with SEND feel supported and engage with physical activities at playtimes.	Children to lead group activities outside that are inclusive and give children options for further physical activities.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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: £400	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Using the Lancashire PE Passport App to shape the PE Curriculum , by giving teachers support with knowledge, planning and progression of the curriculum  Fleetwood Town Community Trust (FTCT)sports coaches to work with new class teacher and established teacher to support confidence and development in gaining knowledge and teaching Games in PE	App purchased and two members of staff received training to implement the use of the PE Passport App in school  Coaches to come into school for the next academic year due to Covid. Money will be carried forward	£400  £1894.50	Staff have a set of resources to support planning, teaching and progression - to support their confidence and knowledge in teaching PE and the PE curriculum.  Teachers to work alongside outstanding sports coaches. Teachers to develop new skills, confidence in teaching Games in PE.	Further training for new staff. Use the App in collaboration with Fleetwood Town Community Trust.  Headteacher/Subject Leader liaise with FTCT to look at the use of the PE Passport App and ensuring progression and assessment across both classes.
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Fleetwood Town Community Trust (FTCT)sports coaches to work with new class teacher and established teacher to support confidence and development in gaining knowledge and teaching Games in PE	Coaches to come into school for the next academic year due to Covid. Money will be carried forward	£1894.50	Teachers to work alongside outstanding sports coaches. Teachers to develop new skills, confidence in teaching Games in PE.	Headteacher/Subject Leader liaise with FTCT to look at the use of the PE Passport App and ensuring progression and assessment across both classes
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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:
Engage with the GCA Sports Partnership (local high school who organises events) to participate in sporting activities	Although Covid interrupted the event timetable, we still engaged with possible events. We managed to take part in the small schools football competition, which we won!	£650	Small schools U11 Football Champions! The children gained a huge sense of achievement, along with a medal after winning the event.	Continue to engage with the GCA partnership for further events/opportunities

Signed off by	
Head Teacher:	James Gilmour
Date:	12/07/21
Subject Leader:	James Gilmour
Date:	12/07/21
Governor:	
Date:	