

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 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



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	

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 1 extra teacher to facilitate extra 6 top up swimming in Year 6.

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:		
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: %
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:
School vision and policy To create a statement of intent to form a rationale for PE and sport at LCPS., supporting the work being carried out on whole school curriculum design. <u>House captains</u> To act in a pupil voice role and gain feedback to provide additional opportunities for the children Further improve physical activity at lunchtime.	PE Lead to produce their statement and to work alongside the entire school community to explore PE in our school – what LCPS sport and PE looks like. Use the Olympic values as a starting point. Statement and rationale to form part of the policy and be adopted and published on the school website. · Sports leaders to organise intra-school competitions. · Sports Ambassadors to be trained and monitored. · Sports Ambassadors to lead initiatives throughout the year. · Maintain number of lunchtime clubs. · Purchase resources for lunchtime activities. Incorporate new elements to the existing weeks:	£3400		Consistency of links in lessons and whole school events. Children (sports leaders) to be part of the decisions surrounding the values. Further opportunities for pupil voice.

<p><u>Be healthy weeks /Sports week</u> To further enhance and add to our healthy weeks in order to emphasise the importance of an active, healthy lifestyle.</p> <p><u>Emotional Wellbeing</u> To think about ways of promoting sport and activity as a way of boosting children's wellbeing in a positive and supportive way</p>	<ul style="list-style-type: none"> ❖ Additional sports/activities to interest and inspire all children ❖ Playground activities to encourage the children to be active during their playtime and to promote the values behaviour using LCPS role models/leaders ❖ Healthy lifestyle education (Change for Life, Life Bus) ❖ Outdoor learning <p>Boosting self-esteem and resilience. Building team spirit and support of each other.</p>	<p>£1500</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: %
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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:		Sustainability and suggested next steps:

<p>Following the introduction of new sports to the curriculum.</p> <p><u>Sports Leaders</u> To appoint, train and make use of the 2021/22 Y6 sports leaders.</p> <p><u>Sports Coaches</u> To use Wycombe Wanderers to deliver high quality football coaching for children as part of their Games lessons throughout the school. To use Playball franchise for EYFS and Gymnastic coach for KS1 and 2.</p> <p><u>Pupil Questionnaires</u> Annual pupil questionnaires for 2021/22 to be completed in order to get pupil feedback and gather data based around engagement and participation with physical health and wellbeing.</p> <p><u>Technology</u> To use i pads to inform assessment.</p>	<p>Develop their role in school and make use of their involvement in whole school events. How can they be used to demonstrate our LCPS values? Support in curriculum lessons? Lead whole school events linked to Key Indicator 1.</p> <p>Coaches to continue to provide high quality coaching to children from Rec-Year 6 during the autumn, spring and summer terms.</p> <p>Questionnaires to be completed in the summer term using Google Forms in computing sessions. Analyse and use to create a actions moving forward.</p> <p>To purchase 10 I pads for use in paired performance assessment data .</p>	<p>£2700</p> <p>£3000</p> <p>£3000</p>	<p>Focus on uninvolved children and opportunities to inspire and encourage their participation.</p> <p>Analysis of questionnaire results to feed into action plan</p>	<p>Sports leaders continue to raise the profile of sport and demonstrate its influence on other aspects of whole school improvement.</p> <p>Coaches are performance managed by the PE coordinator in order to ensure effective value.</p> <p>Questionnaires to become integral to whole school improvement.</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:
				%
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><u>Youth Sport Trust Membership</u> To make the most of training opportunities provided by this membership .</p> <p><u>Staff Questionnaires</u> Annual questionnaires to staff in order to gather information on confidence levels, subject understanding and potential opportunities for further training.</p> <p>To identify staff strengths and identify accredited courses to be disseminated by staff.</p>	<p>Use of schemes eg PE Hub and Val Sabin Purchase of schemes.</p> <p>Questionnaires to be completed in the summer term. Analyse and use to create actions moving forward.</p> <p>Termly staff sports led by PE sports specialists. Identify courses, staff to participate in Twilight courses held by DCHS.</p>	<p>£500</p>		<p>Questionnaires to become integral to whole school improvement.</p> <p>Provide staff with opportunity to team teach. Offer advice on new scheme of work. Offer support with lesson planning via PE Hub. Provide CPD opportunities for all staff. Ensure all staff are confident delivering PE lessons.</p>
<p><u>Swimming certificates</u></p> <p>To increase participation in swimming as both a sport and a life skill where all children achieve 25m and safety awareness by Year 6. Helps families to allow their children to swim at an affordable price. Increases interest in sport and a healthy lifestyle.</p>	<p>Training to be given to all staff who will be poolside this year with KS2. JM LD AK VC</p> <p>Top up swimming subsidy in place for children in the summer term of Year 6 who have not achieved 25 metres.</p>	<p>£500</p> <p>£1000</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:	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>Additional achievements: Increase range of extra-curricular sports so that pupils have a broader range of opportunities.</p> <p>To provide gum shields to each child in KS 2 to enable them to play hockey.</p> <p><u>Sports Festivals</u></p> <p>For each class to attend their own sports festival during the school year so all 250 children participate.</p> <p>Staff uniform when teaching PE. PE tops polo shirts.</p>	<p>Upgrade/purchase equipment. Introduce new sports as lunchtime clubs. · Provide range of after school clubs.</p> <p>Football markings To buy 130 gum shields.</p> <p>Review options from the School Sport Partnership in order for all classes to attend during the school year. . We will rejoin the festivals offsite.</p> <p>Increase self-discipline, role models and high expectations for children.</p>	<p>Equipment for KS1 and KS2</p> <p>£2000</p> <p>130</p> <p>£1000</p>	<p>Improved image and identifiability. Both in school and at intra-school festivals.</p>	<p>Continue with sport partnership membership and continue to make the most of all opportunities.</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:
Competitive intra and interschool sport events To reintroduce competitive sport events for all children across many sports and year groups through school games as part of the partnership funding.	To take part in intra and inter-school competitive sport events in the following sports: ❖ Football ❖ Netball ❖ Cross country ❖ Cricket ❖ Athletics (sports day)	{£2900)	Success reported on school website/weekly newsletter. Feedback from coaches, competitors and parents.	Continued participation and development of competitive sport opportunities.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	