



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) (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 **31<sup>st</sup> July 2020** at the latest.

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 2020. 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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Active 30 minutes successfully introduced. All children now take part in 10 mins “wake up shake up” every morning, 10 active minutes in the afternoon and short brain breaks throughout the day. This has been quite sporadic in the past but is getting much more consistent across the school. Teacher recognise the benefits of regular brain breaks on concentration levels.</li> <li>• Lunchtimes are more active with organised activity led by the family support worker.</li> <li>• All weather running track is in place and expectation is that it is used as a minimum of twice per week per class. As a result, fitness levels are beginning to improve.</li> <li>• Healthy, active lifestyles are becoming more of a focus throughout the school. This has involved all staff, including lunch staff in providing a healthy menu on a three week rota, family support team delivering mental health sessions and change for life club and all staff and outside providers delivering a range of activities during health week. This has raised the profile of all aspects of improving health across the school.</li> <li>• Change for life champions have been integral in the change for life sessions and have developed their own leadership skills as well as inspiring the younger pupils during the Change for Life club.</li> <li>• All staff have access to and are becoming much more confident in using the Lancashire Scheme of work as well a more balanced PE curriculum.</li> <li>• PE subject leader attended KS2 SOW course, Lancashire PE conference and two PE leader days. Through attending these course and networking she feels much more confident in leading the school and leading PESSPA.</li> <li>• Number and variety of clubs has improved over this year. All staff provide 2/3 clubs over the year and TA’s are paid to provide after school clubs. This has resulted in 77 clubs being provided in a range of activities over the year. This increase in range of activities available and capacity has resulted</li> </ul>	<ul style="list-style-type: none"> <li>• Due to poor weather the all-weather running track was installed in late June 2019, so impact is fairly limited to date as we only had a few weeks to use it before summer. We therefore need to reintroduce this in September and ensure that it is used on a regular basis to help to improve fitness levels.</li> <li>• Look at opportunities to encourage active travel to school to increase physical activity. As part of this we will encourage cycling to promote activity outside school through Bikeability and Balance bike sessions in school. This has been beneficial to our pupils in previous years and will be ongoing to ensure that all pupils get this opportunity before leaving school.</li> <li>• Change for Life is working well. This needs to continue. In particular we need to train more champions as this has not only helped the younger pupils but has also given the champions chance to develop their leadership skills.</li> <li>• Updated Lancs scheme of work, assessment and app available from Sept 2020. All staff will be trained in using the assessment and app, alongside the scheme of work.</li> <li>• Staff training needs to be ongoing to keep our curriculum broad and balanced and to address any gaps in staff knowledge and confidence. Staff have identified a need to improve their understanding of teaching and developing fundamental movement skills, to ensure that we give the pupils a good basis on which to develop skills for lifelong participation in PESSPA.</li> <li>• PE support from specialist coaches will be allocated according to staff audit of knowledge and confidence.</li> <li>• EYFS/KS1 require more support, especially in ensuring that the basics are established to allow pupils to feel confident in PE and access the full curriculum throughout school.</li> </ul>

<p>in more pupils attending clubs than in previous years.</p> <ul style="list-style-type: none"> <li>• Sports leaders, C4L champions and Girl Ambassadors have had an impact in school by getting more pupils involved in sport and physical activity. The six pupils have taken their roles very seriously and have developed their skills as a result of this opportunity.</li> <li>• Increased competitive opportunities including all pupils taking part in Level 1 competitions, entry to new competitions for example sports hall athletics (for which we received gold and silver medals) and house competitions have all increased the opportunities for pupils to experience competition. We have also hosted competitions at Coppull Primary which has given us the opportunity to learn how to host a competition but has also created an excitement in school. It has also meant the more pupils can attend the competitions as they are held at our school so transport is not as issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of Healthy Lifestyles unit using the Change for Life approach for Y4/5 and Y5/6 to upskill staff in how to use the C4L with a whole class to encourage healthy, active lifestyles. This unit will also include sessions on mental health, screen time and sleep. These classes need this support to build on existing knowledge.</li> <li>• Maintain and build upon the variety of clubs offered over the year.</li> <li>• Host different competitions at our school so that we learn how to host the competitions but also to give more pupils the opportunity to take part.</li> <li>• Take part in more competitions and in particular festivals, to ensure that less able/active pupils have the chance to represent Coppull Primary School.</li> </ul>
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Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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.</p>	92.7%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	84.2%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>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?</p>	<p>Yes</p> <p>Year 5 and 6 children who didn't meet the required standard in Year 4 attending additional swimming lessons for three half terms.</p>

## 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: 2019/20		Total fund allocated: £18,240		Date Updated: 5 <sup>th</sup> July 2020	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					1.4%
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>Ensure that all pupils are accessing the 30 active minutes every day. Prior to breaking up the Summer term 2019, the 30 active minutes were more consistent across the school. This focus this year is to maintain and build on this. We will do this by:</p> <ul style="list-style-type: none"> <li>• Making sure that all staff timetable at least 10 minutes in the morning for wake up shake up and 10 minutes in the afternoon for brain breaks.</li> <li>• Provide activities at lunchtimes to pupils for all year groups at lunchtimes.</li> <li>• Ensure that the running track is used at least twice per week by each class.</li> </ul>	<ul style="list-style-type: none"> <li>• KA to reiterate to all staff expectations of 30 active minutes and support where necessary.</li> <li>• Monitoring of 30 active minutes in the summer term through staff questionnaires and pupil voice.</li> <li>• Evaluate impact of 30 active minutes at the end of the summer term.</li> <li>• Teachers to timetable in 20 minutes every day of activity, the remaining 10 mins will be covered at lunchtimes.</li> <li>• KA to select play leaders and organise training/resources</li> <li>• CSSP to train Play leaders</li> <li>• Create play leader rota in conjunction with family</li> </ul>		<p>£150 Play leader training</p> <p>£100 Play leader resources</p>	<ul style="list-style-type: none"> <li>• 30 active minutes became more established as the year went on. It is most effective at lunchtimes. Unfortunately, due to Covid-19 we have not had the opportunity to complete a full year and to monitor the impact of this.</li> <li>• Ongoing observations show that some classes are very consistent in the active minutes, however in other classes there is still areas for improvement. KA to speak with teachers and offer support next year.</li> <li>• In the classes 30 active minutes are used effectively, brain breaks in the afternoons have been particularly</li> </ul>	<p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Our own staff attended the play leader training and can continue activities at lunchtimes regardless of sports premium funding.</li> <li>• By providing a greater range of activities at lunchtimes has increased activity level in pupils which will have a long-term effect and benefit to all pupils.</li> <li>• Current play leaders are role models and inspire future leaders, as well developing their own personal leadership skills.</li> </ul>



<ul style="list-style-type: none"> <li>• Provide Play Leader training and resources to promote activity at lunchtimes. The family support workers successfully introduced more organised play at lunchtimes last year. We would like to reinforce this further through training play leaders to facilitate more activity to more pupils.</li> </ul>	<p>support workers.</p> <ul style="list-style-type: none"> <li>• Promote play leader activity across the school.</li> <li>• Monitor and support play leaders.</li> </ul>		<p>successfully with teachers commenting on the improved concentration.</p> <ul style="list-style-type: none"> <li>• Y5 trained as play leaders with CSSP.</li> <li>• Staff also attended the training to be support play leaders.</li> <li>• Staff involved were KA, LY – class teachers KM and VH – lunchtime staff and family support. This has really helped the play leaders, especially in the early stages to answer questions and offer support.</li> <li>• Y6 run activities in the sports area at break times and lunchtimes.</li> <li>• Rota for Y5 and Y6 in place and followed.</li> <li>• Activity at lunch time has increased and by having two different focusses has really helped to promote variety. In the Sports Area we have more sports type activities and in the infant yard the play leaders run more game activities.</li> <li>• Leaders feel a sense of responsibility at lunchtimes and feel able to encourage them develop their leadership skills</li> </ul>	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Speak with staff to offer support in 30 active minutes to overcome barriers and improve consistency.</li> <li>• Utilise staff that are doing active 30 mins well to share ideas.</li> <li>• Train more welfare staff to ensure that we promote lots of activity at lunchtimes</li> <li>• Maintain training and support for Y5 pupils as year groups progress through school.</li> <li>• Increase profile of play leaders and sports leaders across the school and provide more opportunities for this.</li> </ul>
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<ul style="list-style-type: none"> <li>• Promote Active Travel to school.</li> <li>• Encourage cycling to promote activity outside school through Bikeability and Balance bike sessions in school. This has been beneficial to our pupils and will be ongoing to ensure that all pupils get this opportunity before leaving school.</li> </ul>	<ul style="list-style-type: none"> <li>• KA to timetable Bikeability and balance bike sessions.</li> <li>• CSSP to deliver Bikeability training to Y6 and Balance Bike sessions in reception.</li> <li>• Staff and pupils to be informed.</li> <li>• Letters to parents and logistics.</li> <li>• Look at options to promote active travel in Summer Term.</li> </ul>	<p>£390 – 6 hours balance bike</p> <p>£35 learn to ride</p> <p>£50 Level 1 &amp; 2 Bikeability</p>	<ul style="list-style-type: none"> <li>• All reception children enjoyed and benefitted from the sessions. Teaching staff saw huge improvements in confidence in many children. Staff have noted the increased confidence of the children when riding the balance bikes in the playground. Children were due to take part in the balance bike festival but due to COVID-19 this did not happen.</li> <li>• Six pupils from Y6 took part in the Learn to Ride sessions and increased their confidence in being able to ride a bike. They were then able to go on and complete Bikeability with their class.</li> <li>• Y6 Bikeability took place in September. All pupils took part in levels 1 and 2. Out of 36 children who took part, all of the children took part in Level 1 and 32 children completed level 2.</li> <li>• Due to Covid-19, we have been unable to promote active travel as we had planned to do in the Summer term.</li> </ul>	<p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Bikeability takes place at minimal cost and would continue regardless of PESS as SLT see a great value in this.</li> <li>• Reception children gained valuable balance bike skills and confidence during their sessions, particularly in their dynamic balance. These skills will support lifelong cycling for these children.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Look at further options to promote active travel. Unfortunately, as this was due to take place in the Summer term this has not happened.</li> <li>• Continue to provide Bikeability and balance bike sessions to pupils as they move through school.</li> <li>• Look into our own staff attending training on how to teach balance bikes and the purchase of our own bikes in school to make this more sustainable.</li> </ul>
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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:
				18.2%
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:
Promotion of health and well-being across the school	<ul style="list-style-type: none"> <li>Well-being Manager (CD) to attend Health and wellbeing conference</li> <li>CD to use the workshop to influence well-being sessions in school with children and staff</li> </ul>	£500 health lead conference and support	<ul style="list-style-type: none"> <li>Claire attended the Health Lead conference on 25<sup>th</sup> November.</li> </ul>	<p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>CD to feedback to staff</li> <li>CD to run sessions with children based on information gained from the session</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>Upon return to school, well-being will be very important and mindfulness sessions will need to be used in classes and with small groups to ensure mental health and well-being is improved.</li> </ul>
Promote a clear system throughout the school for planning and assessment using the PE passport app. This links with the Lancashire Scheme of Work. Staff are familiar with the Lancashire Scheme of work and are confident in how to use it. The PE Passport app will allow us to apply a consistent approach across the school to ensure progression throughout the	<ul style="list-style-type: none"> <li>Purchase Lancashire Scheme of Work and App – due September 2019.</li> <li>KA to attend training</li> <li>Staff Ipad to be purchased to provide access to the Lancashire Scheme of Work app.</li> <li>App to be available on all staff Ipad</li> <li>KA to train staff on how to</li> </ul>	£200 Lancashire PE membership  £1774 staff Ipad	<ul style="list-style-type: none"> <li>KA attended training in Sept 19</li> <li>Updated KS1 and KS2 SOW purchased.</li> <li>Ongoing Ipad issues meant that staff training was delayed. Training for all staff took place in March 2020.</li> <li>Unfortunately, due to Covid-19 staff have not</li> </ul>	<p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>The app is available in school on each teachers Ipad and staff have a good idea of how to use it, ready for a fresh start in September.</li> <li>Lancs SOW available to all staff to inform planning and reduce teacher workload.</li> </ul>



<p>school. Assessment data held on the app will follow the pupils throughout their school life. It will provide the teacher and subject leader useful data on which to inform planning and review previous learning to inform planning.</p>	<p>use the app</p> <ul style="list-style-type: none"> <li>All staff to be trained and using the app by Summer 2020.</li> <li>Monitor use of the app and pupil progress by KA/class teachers.</li> <li>KA provide ongoing support in using the app for planning and assessment as required.</li> </ul>		<p>had chance to use the app since, nor have we been able to monitor impact.</p>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>Upon return to school, staff may need a refresher in how to use the app.</li> <li>Ensure that all staff are using the app for planning and assessment in September 2020.</li> </ul>
<p>Support for subject leader in driving PE across the school. KA is confident in her subject knowledge at Key stage 2 but needs to gain more confidence in leading whole school PE, this includes updating the PE policy, risk assessments and in developing knowledge in NCPE across all key stages.</p>	<ul style="list-style-type: none"> <li>SLT, KA and ES to plan support required.</li> <li>KA and ES to meet to improve subject leader knowledge. Use AfPE and Lancashire guidance to lead discussion.</li> <li>KA and ES to meet to update key documents.</li> <li>All classes to have 2 hours of PE timetabled. KA to timetable, monitor and ensure that staff are supported.</li> <li>KA to audit staff at the beginning and end of the year to ensure that staff have the knowledge to deliver the curriculum.</li> <li>Arrange to address gaps in knowledge.</li> <li>KA to attend ESPE cluster meeting, KS2 SOW course, two PLT days, Ofsted PE training and the Lancashire PE conference.</li> </ul>	<p>£600 CSSP Subject leader support/PLT days</p> <p>£240 day with ESPE</p>	<ul style="list-style-type: none"> <li>KA feels more confident in leading PE across the school.</li> <li>Class timetables show 2 hours of curriculum PE, wake and shake and brain breaks.</li> <li>Through CPD and KA input during meetings, staff have an understanding of expectations and the importance of PE.</li> <li>Timetable of support organised by KA with CSSP and ESPE and shared with staff to inform planning over the year.</li> <li>KA attended courses, apart from the 2<sup>nd</sup> PLT day and Lancashire PE conference which were cancelled due to Covid-19.</li> <li>School PE policy and risk assessments all up to date.</li> </ul>	<p><b>Sustainability</b></p> <p>PE is becoming more established in school and the PE lead has SLT support in moving the subject forward. This will not change. The PE lead is strongly driven and seeks opportunities to develop her own subject knowledge.</p> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Consider the impact of Covid-19. The curriculum will need to be adapted upon full return to school as well as risk assessments and support for staff. This will depend on government and local authority guidance. Consideration will need to be given to staff and pupils different experiences during Covid-19 and feelings in their return to school.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20.4%
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>Staff development in a wide range of PE activities. This will allow pupils to experience a broad range of activities throughout school. Sports coaches and specialist PE teacher will support staff in school for half term units of work to allow staff to observe, team teach and assess pupils. This will be allocated in response to a staff audit at the start of the year and also to promote new activities to provide a broad and balanced curriculum.</p> <p>CSSP support – Y4/5 and Y6 Invasion Games Autumn 1, Y6 and Y3/4 Dance Autumn 2, Y2 and Y1 Gymnastics Spring 1, Y3 and Y1 Invasion Games Spring 2, Y5/6 and Y1/2 Invasion Games Summer 1, Y2 and Y3/4 Invasion Games Summer 2</p> <p>ESPE support – Y2 FMS Intervention, Y4/5 and Y5/6 Healthy Lifestyles/C4L.</p> <p>This support will offer team teaching, opportunities to model good practice</p>	<ul style="list-style-type: none"> <li>Audit staff to assess current confidence, skills and knowledge in teaching PE.</li> <li>Assess curriculum map to identify any areas to develop as a whole school priority – Games identified as needing development in KS2 as our pupils are good at individuals performing skills but find it difficult in game situations. This is demonstrated at competitions, in lesson and at lunchtimes.</li> <li>Timetable classes and teachers to work with ESPE/CSSP.</li> <li>Coaching schedule to be added to Office 365 calendar.</li> <li>ESPE/CSSP to plan, deliver, team teach and provide guidance and support for staff over the 6-week block of work.</li> </ul>	<p>£2170 CSSP coaches</p> <p>£600 ESPE</p>	<ul style="list-style-type: none"> <li>It was planned for all full-time teachers in KS1 and KS2 to have two half terms of support over the year.</li> <li>Part time teachers were planned to have one half term of support during the year.</li> <li>Timetable of support was created and shared by staff and updated on Office 365 calendar.</li> <li>The support took place over Autumn 1 and 2 and Spring 1. However, due to Covid-19 support that was timetabled in subsequent half terms was not delivered.</li> <li>Coaching was tailored to teaching staff and the needs of the teacher to improve their subject knowledge.</li> <li>During the sessions that did take place pupils were</li> </ul>	<p><b>Sustainability</b> Staff CPD in our own school with our own pupils, equipment and facilities for a full unit of work is such a valuable experience for staff and pupils alike. Pupils enjoy having different staff teaching them and respond well to staff who are specialists and passionate in PE. This learning will be built on in future years. Staff have the experience of working with sports coaches to develop their knowledge and resources for use with future classes.</p> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Address the gaps caused by COVID-19</li> <li>Support staff in the return to school and in teaching PE safely post COVID-19, following government and Lancashire guidance.</li> </ul>

<p>and increase confidence, knowledge and skills of staff in teaching PE. This will give staff in school CPD with their class, their environment and equipment for a sustained period, covering a whole unit of work to enhance the PE offer to pupils in school and provide greater balance and breadth to the PE curriculum and high quality learning experiences.</p>	<ul style="list-style-type: none"> <li>• Teacher voice to discuss developments in own and class knowledge/experience of the support provided.</li> <li>• Questionnaires to be completed in July 2020 to assess impact of support and further support required.</li> </ul>		<p>observed to be more engaged in the lessons and benefitted from the in-depth knowledge of staff.</p> <ul style="list-style-type: none"> <li>• Teachers who had the coaching during the Autumn and Spring terms commented on 'how enthusiastic the children were about the sessions' and 'how much the children had improved' during the sessions. They felt more confident about teaching the units after the coaching.</li> </ul>	<p>Pupils will have had a wide range of experiences whilst away from school so staff will need support in addressing this to ensure that all pupils feel confident in returning to school PE and staff feel confident in delivering PE safely.</p> <ul style="list-style-type: none"> <li>• Provide support for staff who did not receive support this year and EYFS staff.</li> </ul>
<p>Improve FMS across the school, especially through improving teacher confidence and knowledge in teaching and developing these skills. This has been identified as a need by our staff. We will also look at children being able to perform key FMS at appropriate stages and providing support for those who are not meeting these yet. It is expected that more children will be more confident and able to perform the FMS relevant to their age group and therefore achieve more success and access the full NCFE throughout school building on a strong foundation.</p>	<ul style="list-style-type: none"> <li>• EYFS 0-5 scheme of work to be purchased to develop first 5 FMS.</li> <li>• EYFS teacher to attend training.</li> <li>• Assess impact of new SOW and focus on first 5 FMS.</li> <li>• FMS training to be provided to all teaching staff and TA's by ESPE to give a whole school overview of FMS and ideas for development.</li> <li>• FMS skills to be assessed by CSSP/teachers to monitor progress and impact.</li> <li>• Interventions to take place in Summer 2 to support pupils in Y2 who are not</li> </ul>	<p>£120 CSSP Y2 FMS assessment</p> <p>£225 ESPE whole school training FMS</p> <p>£600 ESPE Small group interventions to improve FMS</p>	<ul style="list-style-type: none"> <li>• EYFS teacher has access to SOW and attended training in November 2019. LS fed back to staff and shared ideas with staff. SOW is a paper copy held by EYFS staff but will be available on the app for 2022</li> <li>• The new curriculum is being followed in EYFS.</li> <li>• Staff in EYFS like the curriculum and feel confident in following it. As a result, EYFS PE lesson are more active and pupils are engaged in PE lessons.</li> <li>• Unfortunately, we were unable to assess the impact on the EYFS pupils</li> </ul>	<p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• All staff have been received training in teaching FMS and have a better understanding of FMS. This is something that we will continue as a school as it is a crucial basis for PE.</li> <li>• Resources and SOW all retained in school for future use.</li> <li>• Pupils with a stronger FMS base will have these skills for lifelong PESSPA.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Consider the impact of</li> </ul>

	<p>mature in the FMS to allow them to move in to KS2 with a secure skills base.</p> <ul style="list-style-type: none"> <li>KA to timetable on Office 365 diary for staff.</li> </ul>		<p>at the end of the year due to Covid-19. The first 5 FMS were due to be assessed in July 2020.</p> <ul style="list-style-type: none"> <li>All teachers and TA's attended training with ESPE in November 2019. Following this training staff have reported that they feel more confident in teaching the FMS. As a result they are seeing more children achieve success which in turn is increasing their engagement and self-esteem.</li> <li>Unfortunately, due to Covid-19 we have been unable to provide the intervention or carry out the assessments.</li> </ul>	<p>Covid-19 on the FMS of pupils as all pupils will have had very different experiences at home. We will need to look at how we support these children</p> <ul style="list-style-type: none"> <li>Continue to monitor FMS and impact of focussed teaching.</li> <li>KA to observe staff teaching FMS to ensure consistency across the school.</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				27.9%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Continue to offer a wide range of extracurricular clubs to provide pupils with new activities to try and opportunities to be active and part of a team/club.</p> <p>Focus on pupils who do not usually take up additional PE and sport opportunities through monitoring attendance and speaking with these pupils.</p> <p>Activities to promote various roles and wider experience in PESSPA - Culture competitions and singing. Festivals for least active/able pupils.</p>	<ul style="list-style-type: none"> <li>• KA to source and plan staff/providers to run clubs – all FT staff to deliver 3 clubs per year and PT staff to run 2 clubs per year. Teaching assistants also to provide clubs to provide more opportunities and increase capacity.</li> <li>• Yearly calendar of clubs to be available to parents in September.</li> <li>• Club letter to go out each half term</li> <li>• On-going monitoring to identify pupils who do not attend clubs. Consider barriers and how these can be overcome. Letters targeted to promote clubs to less active children.</li> <li>• Targeted letters to encourage more able children to take part in sporting events and prepare them effectively.</li> <li>• G&amp;T assessment to be timetabled and completed by CSSP</li> </ul>	<p>£200 CSSP G&amp;T assessment £120 CSSP cultural £325 Festivals and “try me” events</p>	<p>A variety of clubs are provided for the children by class teachers and teaching assistants. Clubs which were more popular included gymnastics, dance and dodgeball. The club menu was sent out in the Autumn Term, and a letter sent out each half term with the clubs available for the following half term. By sending out the yearly overview (please see attached appendix) has allowed parents to plan in advance when their child will be attending clubs. This has resulted in increased attendance. Targeted club letters from more able children has resulted in increased success at competitions, especially Sports Hall athletics, dance and gymnastics as the pupils were more prepared for the competitions through the clubs prior to the competition. G &amp; T Assessment took place in November 2020 – out of 10 children who were entered into the assessment 4 children were in the top 50 in Chorley. They started the gifted and talented programme in Spring 2.</p>	<p><b>Sustainability</b> Parents and pupils are becoming more engaged in clubs. SLT support has meant that staff offer more clubs and a wider range of activities. This will continue as it is becoming more established in school and SLT support the value in this.</p> <p><b>Next steps</b> Consider how to safely reintroduce clubs in September. Continue to target least active children in club attendance.</p>
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<p>Additional swimming for those pupils who did not meet the required standard during the normal school swimming lessons.</p>	<ul style="list-style-type: none"> <li>• Identify pupils who cannot reach the expected standard by the end of their normal school provision.</li> <li>• Consider how to provide additional swimming for these pupils.</li> <li>• Liase with swimming providers, SLT and teaching staff to allow this provision to take place.</li> <li>• Assess impact of additional swimming</li> </ul>	<p>Additional swimming for 36 Year 5 and 6 children. £6.20 per pupil £4984.80</p>	<p>Our normal swimming provision takes place in Year 4. Many of our children do not swim until they go with school so it is important that we provide an additional opportunity for them to achieve the expected standard. Children were had not achieved the 25 metres swimming on their front and back from Year 5 and 6 were identified and received additional swimming lessons for three half terms (Autumn 1, Autumn 2 and Spring 1).</p> <p>We also encouraged our parents to take their children swimming after school and during the holidays. Some children did do this and the improvement to their swimming was noticeably better. However, this is something that will need promoting again next year.</p>	<p><b>Sustainability</b> Swimming is a valuable life skill and pupils will have this for the rest of their lives to keep them safe in water and also to enjoy swimming as a form of exercise.</p> <p><b>Next steps</b> At the time of writing, swimming pools are unable to open and so government/LA advice will be followed to ensure safe return to swimming. Looking at water safety promotion and lifesaving that can be done in school.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15.4%
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:
Increase opportunities for pupils to take part in competitions against other school through inter school competitions with CSSP and ESPE and leagues.	<ul style="list-style-type: none"> <li>Look at timetable of competitions for ESPE and CSSP</li> <li>Decide which competitions to enter</li> <li>Add competitions entered to school calendar and inform staff.</li> <li>Timetable clubs to run prior to the competitions to prepare the pupils in terms of skills and rules as appropriate.</li> <li>Logistics associated with competition – pupils/staff to attend, letters out to parents, kit etc ongoing through the year as relevant to the competition.</li> </ul>	£1000 CSSP comps £275 CSSP leagues	<u>Competitions children took place in from September 2019 – March 2020</u> <ul style="list-style-type: none"> <li>Year 5/6 Multisport – 3<sup>rd</sup></li> <li>Southlands Football League – 1<sup>st</sup></li> <li>Chorley SSP Football League – 1<sup>st</sup> in the league</li> <li><b>Football team represented Chorley at the Lancashire Football competition (Level 3 competition)</b></li> <li>Chorley SSP netball</li> <li>Chorley SSP girls football league -3<sup>rd</sup> in pool</li> <li>Southlands netball</li> <li>Year 3/4 Multi Sport – 4<sup>th</sup></li> <li>Year 1/2 Fundamental Movement Skills – 4<sup>th</sup></li> <li>Dodgeball – 1<sup>st</sup></li> <li>Gymnastics festival (inclusive)</li> <li>Gymnastics Year 1/2 - 1<sup>st</sup> in individuals and 1<sup>st</sup> overall team</li> <li>Gymnastics Year 3/4 - 1<sup>st</sup> in</li> </ul>	<p><b>Sustainability</b> As we have seen more success at competitions, interest from parents and pupils is increasing with more children wanting to take part. Our parental support at competitions is growing which is raising the profile of sport in our school community. This will have a knock-on effect in more pupils attending clubs and wanting to go to competitions.</p> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Enter competitions for next year, especially considering the effects of Covid-19 and competitions missed this year.</li> <li>Consider personal best and “bubble” competitive opportunities on initial return to school until full competition is permitted.</li> </ul>

			<p>individuals, 4<sup>th</sup> in overall team</p> <ul style="list-style-type: none"> <li>• Gymnastics 5/6 – 2<sup>nd</sup> in individuals and 1<sup>st</sup> overall</li> <li>• Sports Hall Athletics – 4<sup>th</sup> in heat</li> <li>• <b>Qualified in top 12 schools in Chorley for Sports Hall Athletics. Took part in the Level 3 final.</b></li> <li>• Gym and dance festival (inclusive)</li> </ul> <p>Unfortunately, due to COVID-19 competitions for the rest of the year were cancelled.</p> <p>The virtual competitions ran by Chorley SSP and ESPE were promoted on class dojo and Twitter. Children were given the opportunity to take part in these competitions.</p>	
<p>Liaise with other schools in the area (through ESPE) to organise, host and participate in competition. We see great value in hosting these competitions and it really creates a buzz around school. We need to look at hosting different competitions this year to give us a broader experience of how to run competitions at our school with support from ESPE.</p>	<ul style="list-style-type: none"> <li>• Liaise with ESPE and cluster primaries to create competition timetable and discuss which comps will be held where</li> <li>• Enter all competitions as appropriate.</li> <li>• Work with ESPE to host competitions, involving our own staff in the organisation and in hosting on the day.</li> <li>• Y5/6, especially sports</li> </ul>	<p>£800 ESPE</p>	<ul style="list-style-type: none"> <li>• Unfortunately, we did not host any competitions this year, as all of the ones we were due to host were in the summer term. We were timetabled to host the Y4/5 dodgeball and the Y4/5/6 girls' football at Coppull Primary School.</li> <li>• We were able to participate in other competitions hosted at local primary schools. We</li> </ul>	<p><b>Next steps</b></p> <p>Continue to host a range of competitions next year, involving our staff and pupils in the hosting of the competitions.</p>



	<p>council, to be involved in hosting competitions at our school.</p> <ul style="list-style-type: none"> <li>• Prepare pupils for competitions through clubs as appropriate.</li> </ul>		<p>found that we were able to have more children attend competitions held in the schools that were more local, especially Coppull Schools as we were able to walk the children there.</p> <ul style="list-style-type: none"> <li>• Over the Summer term pupils were invited to take part in a Virtual Sports Day organised by ESPE. This included pupils in school and sent home to parents to encourage pupils to take part in various activities to contribute to points for their houses and teams.</li> </ul>	
<p>All pupils to experience competition in school through Level 1 competitions. This allows all pupils to participate and experience competition within our school setting.</p>	<ul style="list-style-type: none"> <li>• CSSP – to deliver Level 1 competitions in school.</li> <li>• KA to timetable level 1 comps for each year group.</li> <li>• All classes to complete competitions with CSSP</li> <li>• Interhouse competition day to take place during NSSW with ESPE.</li> </ul>	<p>£500 CSSP £225 ESPE Interhouse competition day</p>	<p>Intra school KS2 competitions took place in Jan 2020. All children took part in Athletics events including speed bounce and long jump. Their scores were collated and compared to other schools and other classes with school.</p> <p>Unfortunately, due to Covid-19 the competitions due to take place after March were unable to go ahead.</p>	<p><b>Sustainability</b> Having observed CSSP competitions, staff could set up and run a competition for their classes. Many pupils experienced competition and also winning and losing which is a valuable life skill.</p> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Ensure that the classes that did not get to take part in the competitions do so next year.</li> <li>• Consider how to re-introduce competition</li> </ul>

				post Covid-19 in line with appropriate guidance.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	