



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by
Department for Education

Created by



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SPORT
TRUST

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 2019** 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](#).



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"> • All staff have access to and are following the Lancashire Scheme of work. Staff more confident in delivering the PE curriculum • Staff development by observing and team teaching with specialist PE coaches (Chorley SSP). Confidence and knowledge of staff has improved, particularly in teaching invasion games • Clubs and competitions are more closely monitored and better organised. • Range of extracurricular clubs/competitions has increased. • Sports Council has been formed and Sports Leaders have taken part in Bronze Ambassador training: Sports Leaders, Change4Life Champions and Girl Ambassadors • Lancashire Dance Champions Summer 2017 and Summer 2018 • Chorley Dance Champions 2019 and Lancashire Dance Finalists Summer 2019 	<ul style="list-style-type: none"> • Staff to use new Lancashire scheme of Work for KS1 and KS2 and assess using the new app provided by Lancashire County Council • Staff development by Chorley SSP coaches. Address any gaps in knowledge identified in the staff audit • Number of children being able to swim competently, confidently and proficiently over a distance of at least 25 metres to increase • Sports representatives to be part of the School Council • Staff CPD to ensure the fundamental movement skills are taught and assessed correctly

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	76%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	64%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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?	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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £18,110		Date Updated: July 2019	
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: 52.07%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> Ensure all children are taking part in 30 active minutes per day 	<ul style="list-style-type: none"> All children to take part in a 'wake up shake up' activity for 10 minutes each morning before spelling or phonics Move lunch times 10 minutes to allow for 10 active minutes in the afternoon At lunchtimes all children to have access to at least 30 minutes of rigorous physical activity in the outdoor sports area ran by the family support team During the Summer term all classes to have 2 hall slots per week and 2 outdoor sports area slots per week to enable other curriculum lessons to have an active element Plan to build an all-weather running track around the field to be used to participate in the 'daily mile' initiative 	<p>£10,850 (Over spend by £1,419,90) £9430.10 of Sports Premium money</p>	<ul style="list-style-type: none"> All children take part in 'wake up shake up' each morning for 10 minutes and all children take in 10 active minutes per afternoon. Teachers are noticing the benefits of brain breaks and active minutes on concentration levels. All children will have the opportunity at lunch times to take part in competitive sports in the outdoor sports area. Family support worker is leading sports activities in the outdoor sports area. First half of lunchtime for KS2 and second half of lunch time for KS1 Fitness levels are improving but due to not having an all-weather running track, due to winter weather this had been 	<ul style="list-style-type: none"> All children to continue to take part in 'wake up shake up' each morning and 10 active minutes per afternoon. All children to continue to have opportunities at lunch times to take part in competitive sports All children to have access to the all-weather track on the field for regular running practise to increase stamina, confidence and mental wellbeing Children to use the running track at least twice a week per class 	

			put on hold. All-weather track has been installed June/July 2019. Next year, this should have a bigger impact on the fitness levels of the children	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 2.38%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To promote healthy lifestyle choices 	<ul style="list-style-type: none"> Healthy menu on a 3 week rota to be provided for school lunches Healthy tuck options to be provided for playtimes Change4Life club to take place Autumn 2 to end of Summer 1 for targeted children. To be ran by the family support team. Health/Sports week to take place in the Summer term to encourage healthy lifestyle choices Healthy eating display Sports/Health week to promote new sports to encourage children to take part in these activities as extra-curricular clubs 	£430	<ul style="list-style-type: none"> Children have been educated in making healthy lifestyle choices including healthy eating Mental health sessions were delivered by the family support team throughout the year Healthy eating lessons took place during sports/health week Mindfulness sessions took place during sports/health week to promote mental health Change4Life sessions were delivered by the Change4Life Champions and the family support team during sports/health week to all classes Children who bring packed lunches have been encouraged to bring healthy options 	<ul style="list-style-type: none"> Children will be taught about making healthy lifestyle choices throughout their time at primary school Family support team to continue to deliver mental health sessions during the year During sports/health week healthy lifestyle choices will be promoted through mindfulness activities and Change4Life sessions Children will continue to be encouraged to make healthy lunch choices by the dinner staff and class teachers More Change4Life champions will be trained up each year

			<ul style="list-style-type: none"> • Dinner staff advise children who have packed lunches about healthy choices in their lunchboxes. • Children who receive school dinners will be encouraged to make healthy choices when picking their lunches • Dinner staff encourage the children to pick vegetables and if they don't want vegetables encourage them to pick at least two items from the salad bar. • Change4Life Champions (Oliver and Taylor) were trained at the Sports Leadership Course • Change4Life club targeted children in Year 4 and 5 who need additional support with making healthy lifestyle choices • Taster sessions provided during sports week in: dance, climbing, archery, football and martial arts. Children showed an interest in sports they hadn't done before and children have shown an interest in taking part in 	
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			these sports at extra-curricular clubs	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27.01%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Ensure all children are participating in two high quality PE lessons a week 	<ul style="list-style-type: none"> New PE Lancashire scheme of work purchased for KS2, which includes core task assessments for each unit New EYFS/KS1 fundamental movement skills framework to be used to enable teachers to assess children accurately and to enable more children to enter Year 3 with a mature ability in the fundamental movement skills Year 2 fundamental movement skills assessment by Chorley Sports Partnership All teachers Year 1-6 to have team teach coaching sessions with Chorley Sports Partnership Coaches All classes to be timetabled 2 hall slots per week (staff also encouraged to use outdoor sports area and field) 	£4891	<ul style="list-style-type: none"> PE Subject Leader went on the new Lancashire KS2 Scheme of Work course. New scheme of Work develops the sportsman values as well as the physical ability of the children Lancashire PE conference attended by PE Subject Leader to ensure up to date on PE initiatives PE subject leader to attend PE Lead Teacher days in September and May Year 2 assessment showed how many children in Year 2 could perform the fundamental movement skills at a mature standard: 61% The confidence of the teachers has improved in the area of PE which they have received coaching in. Staff confidence in delivery of PE is ongoing More opportunities for active learning have taken place 	<ul style="list-style-type: none"> From September 2019 new Lancashire KS2 Scheme of Work and assessment tools app to be purchased along with the 2017 KS1 Scheme of Work. EYFS 0-5 New Scheme of Work to be purchased to develop the first 5 fundamental movement skills in EYFS Lancashire PE conference to be attended yearly by PE Subject Leader Fundamental movement skills INSET to be provided by ESPE to ensure staff knowledge of the fundamental movement skills is consistent July 2019 staff audit to influence coaching choices for next academic year
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0.04%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> • Provide a wider range of clubs to give more children opportunities to take part 	<ul style="list-style-type: none"> • Full time teachers to provide 3 half terms worth of clubs per year (Part time staff to provide 2 half terms worth of clubs per year) • Teaching assistants to be paid to provide clubs after school • Yearly overview of clubs to go out to parents in September 2018 	<p>£8.90</p>	<ul style="list-style-type: none"> • Wider variety of clubs attracts more children • 77 clubs provided during the academic year 2018-2019 compared to 60 clubs provided during the academic year 2017-2018 - 17 more clubs provided • More clubs are being offered and more children are taking part • By informing parents of the clubs for the year, parents are able to plan in advance • More children are now active and involved in sport • 6 children from Year 5 and 6 were picked to be Change4Life Champions, Sports Leaders and Girl Ambassadors. Each pair have a different role in getting children in school more active. Badges to identify these children as Sports Leaders. <ul style="list-style-type: none"> - The skill level of the children will improve in the sports provided - Separate girl and boy outdoor sports area slots have been provided at break and lunch 	<ul style="list-style-type: none"> • Continue to provide a wide variety of clubs • Continue to provide parents with a yearly overview of clubs so that they know the clubs for the academic year • Train up new sports leaders each year to ensure consistency and sustainability
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			<p>times to increase participation of girls in sport</p> <ul style="list-style-type: none"> - Sports leaders monitor the sportsmanship of the children in the outdoor sports area to ensure children are playing fair and with respect: this has resulted in more children wanting to take part 	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Ensure more children compete in the competitions 	<ul style="list-style-type: none"> • All children Year 1-6 to take part in the Level 1 virtual competition • All children to take part in inter house competitions • All children to take part in sports day – more opportunities to compete will be given by anybody being able to take part in each race not just a set number of children • All children to be given the opportunity to attend competitions and barriers to attendance (including 	£3350	<ul style="list-style-type: none"> • All children took part in the Level 1 virtual competition in athletics and their results were compared to other schools • KS2 took part in the Level 1 virtual competition. Some children in KS2 achieve bronze and silver for sports hall athletics which shows a high skill level. Attendance at athletics club has not been as high as hoped. This taster of athletics has increased the number of children who attended athletics club in the summer term as they enjoyed 	<ul style="list-style-type: none"> • Continue to provide level 1 virtual competitions • Provide a club for talented Year 5 and 6 athletes to create participation in athletics competitions • Continue to provide inter house competitions • Use the same format for sports day next year to ensure any child who wants to compete can • Take part in more sports festivals next year to ensure more less active

	<p>transport and working parents) to be provided where needed</p> <ul style="list-style-type: none"> • Less active children to be invited to sports festivals to encourage children to take part in sport in a less competitive setting • Competitions to be provided by Chorley Sports Partnership • Additional competitions to be provided by ESPE which will take place in local schools and our own school to enable more children to be able to attend • Dance team size was increased from 12 to 18 to allow more children to take part 		<p>the competition</p> <ul style="list-style-type: none"> • All children took part in inter house competitions in sports such as dodgeball • More children enjoyed sports day than other years due to being able to compete in as many races as they choose. This increased participation and enjoyment • Certain staff members have business car insurance so that they can help children get to competitions. This has allowed more children to attend competitions • Children from Reception to Year 6 took part in sports festivals. Festivals included: gym and dance, balance bikes and festivals of sport • Children were able to compete in a range of sports provided by both Chorley Sports Partnership and ESPE • More children were able to compete in the dance team and attended club Autumn term through to Summer term 	<p>children get the opportunity to participate</p> <ul style="list-style-type: none"> • Continue to buy in the Chorley Sports Partnership and ESPE competitions
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