

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



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
- 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](http://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 by the end of the summer term or by **31<sup>st</sup> July 2021** 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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Children took part in competitions from September 2019 – March 2020 Achievements include:</li> <li>• Football team represented Chorley at the Lancashire Football competition (Level 3 competition)</li> <li>• Dodgeball – 1<sup>st</sup></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 individuals, 4<sup>th</sup> in overall team</li> <li>• Gymnastics 5/6 – 2<sup>nd</sup> in individuals and 1<sup>st</sup> overall</li> <li>• Qualified in top 12 schools in Chorley for Sports Hall Athletics. Took part in the Level 3 final.</li> <li>• 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.</li> <li>• Due to the partial closure and COVID, sports day didn't happen. 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> <li>• 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.</li> <li>• Whole school staff inset training took place in the Autumn term for Fundamental Movement Skills (FMS)</li> <li>• All staff have access to and are becoming much more confident in</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide Bikeability and balance bike sessions to pupils as they move through school.</li> <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> <li>• Ensure that all staff are using the app for planning and assessment in September 2020.</li> <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.</li> <li>• Provide support for staff who did not receive support this year and EYFS staff.</li> <li>• Consider the impact of 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</li> <li>• Consider how to reintroduce competition. Enter competitions, 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> <li>• Ensure that the classes that did not get to take part in the competitions do so next year.</li> </ul>

using the Lancashire Scheme of work as well a more balanced PE curriculum.

- At the beginning of the 65 clubs were planned to take place throughout the year. The clubs took place until the week school closed in March 2020, due to COVID. These clubs were well attended.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?YES

**Total amount carried forward from 2019/2020    £11,517**

**+ Total amount for this academic year 2020/2021   £18,320**

**= £29,837**

**Total spent by 31st July 2021: £17,351.43**

**Leftover to carry over to 2021-2020 academic year:   £12,485.57**

<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 transfer to the pool when school swimming restarts.</p> <p><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></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><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 2021.</p> <p>Please see note above.</p>	58%
<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>	43%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	23%
<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>	<b>Yes</b>

## 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: (spent) £17,351.43	Date Updated: July 2021	
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: <b>4%</b>
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:
<b>To encourage healthy lifestyle choices</b>	<ul style="list-style-type: none"> <li>Family Support Team to deliver 'back to school' mental health well-being sessions in the Autumn 1 half term.</li> <li>All to teach about healthy eating, the effect of exercise on the body and healthy mindset during sports week in the summer term.</li> <li>Relevant year groups to teach about healthy eating during topic and science sessions.</li> <li>Family exercise sessions to take place in the spring term.</li> <li>Children to take part in 30 active minutes per day</li> </ul>	£690	<p>During Autumn 1, Kate and Claire delivered 'back to school' mental health sessions to all year groups. All classes should be doing active minutes throughout the day to aid engagement in learning.</p> <p>During Spring 1, it was mental health week. All the children in school took part in yoga sessions with Kate and Claire, all the children at home were given wellbeing activities to complete, including doing something they enjoy.</p> <ul style="list-style-type: none"> <li>Children to know how to make healthy lifestyle choices including food, exercise and well-being.</li> </ul>	<p>By each bubble having their own PE equipment for playtimes, everyone was able to follow a sports area timetable. This enabled us to timetable 20 minutes at playtime and 30 minutes at lunchtime of structured active minutes.</p> <p>Once restrictions are over, each bubble will not need their own equipment, however each playtime group, for example Year 4/5, Year 5/6 and Year 6 will have their own playground equipment which will be kept separate to PE lesson equipment.</p>

	<p>including brain breaks and structured activities at playtimes and lunchtimes.</p> <ul style="list-style-type: none"> <li>• Children to be able to ride a bike to encourage healthy choices</li> <li>• Reception aged children to be able to ride a balance bike</li> </ul>		<ul style="list-style-type: none"> <li>• Parents to have a better understanding of healthy lifestyle choices.</li> <li>• Children to feel more motivated to exercise due to parent involvement.</li> </ul> <p>Children to have a better understanding the benefits of exercise and to enjoy fitness activities.</p> <p>New equipment was purchased to enable each bubble to be able to have their own equipment. Each child was provided with their own tennis ball in the Autumn term to encourage active play (due to COVID team games were unable to take place)</p>	<p>Claire and Kate will continue to deliver mental health sessions in the next academic year.</p> <p>The family exercise sessions didn't take place due to COVID, however these are timetabled to take place in the Summer term during the 2021-2022 academic year.</p> <p>Bikeability will continue to be in Year 5, along with the Year 6 children who didn't take part.</p> <p>Balance bikes training in Reception will continue to take place.</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:  
**3%**

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?
<p><b>To raise the profile of PE through online platforms</b></p> <p><b>Increase the levels of inclusion and participation in all areas of PE</b></p>	<ul style="list-style-type: none"> <li>• PE lead to have management time to organise, plan and develop PE throughout school</li> <li>• PE lead to attend PE lead teacher training sessions and</li> </ul>	<b>£590</b>	<p>During the partially closure of schools from January until March, weekly virtual competitions and challenges were organised by Chorley SSP. As a school, we promoted these</p> <p>During the next academic year, PE and sport in school will continue to be promoted via Class Dojo and Twitter using the hashtag: #CPSNPE. The monthly newsletter will include</p>

	<p>attend meetings with sports partnership support leader.</p> <ul style="list-style-type: none"> <li>• PE lead and class teachers to promote PE achievements through Class Dojo</li> <li>• PE lead and class teachers to promote PE through Twitter</li> <li>• Deputy head to promote PE through the monthly Newsletters</li> <li>• Virtual competitions to be shared via Class Dojo and Twitter.</li> <li>• Pals training to be promoted through Twitter.</li> <li>• Sports week to be shared via Class Dojo and Twitter.</li> </ul>		<p>and encouraged participation in these by promoting them on Class Dojo, Twitter and the PTA Facebook page.</p> <p>Through the monthly newsletter and specific letters, sports events in school, including sports day and sports week were promoted. Photos from sports day were shared on Class Dojo and Twitter. Due to COVID, parents and family could not attend sports day. Through social media, we were able to still engage parents with sports day. Activities that took place during sports week were also shared via Twitter. Parents were able to see what the children were doing in school. This received a good response from parents.</p> <p>PALs training (play leader training) usually takes place in person, training provided by Chorley SSP staff. Due to COVID, this couldn't happen. The training took place during the partial closure of school during Spring 1. Chorley SSP staff delivered the training via Zoom. This allowed all the children, both in school and at home, to participate. This training was shared via Twitter to raise the</p>	<p>sports events and activities. Letters specific to PE and sport will also be distributed to parents.</p> <p>Due to COVID, celebration assemblies have not been able to take place whole school. Celebration of sporting achievements have only took place in classes/bubbles. Next year, children will be able to share their achievements in whole school or Key Stage assemblies.</p> <p>The hall display relating to sporting achievements will be reintroduced. Competitions due to happen will be displayed in the hall, sporting achievements will be displayed and photos from PE lessons and sports activities will be shown.</p>
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			<p>profile of the leaders. The children also created their own 'new skill' videos and these were shared with younger year groups.</p> <p>PE lead spent time out of class, organising sports weeks, sports day and managing PE. This enabled the children to take part in sports activities throughout the year, despite COVID. The PE lead also promoted PE and sport in school through Class Dojo, Twitter, newsletters and letters.</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:
				21%
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><b>To improve the quality of teaching during PE lessons</b></p> <p><b>To improve attainment in PE</b></p>	<ul style="list-style-type: none"> <li>Teachers to use the Lancashire Scheme of Work PE passport app to deliver lessons.</li> <li>EYFS teachers to use New EYFS scheme of work to deliver lessons.</li> <li>All teachers (from Nursery to Year 6) to have at least a half term of sports coaching delivered by a</li> </ul>	<b>£3585</b>	<p>Refresher training for the app was delivered during the Autumn term. During the Spring term, this training will be delivered to new staff.</p> <p>All class teachers assessed the PE dance unit at the end of Autumn term. Assessments have not been completed for Spring term due to school's partial closure. All KS1 and EYFS teachers to assess</p>	<p>During the Autumn and Summer term, all children received two high quality PE lessons per week. Teachers are feeling more confident teaching PE, in particular the areas of PE they have received coaching in.</p> <p>Staff audit was completed during the Summer term to</p>

	<p>coach from Chorley Sports Partnership.</p> <ul style="list-style-type: none"> <li>• All classes to take part in two PE lessons per week.</li> <li>• Teachers to ensure the skills are taught in line with year groups.</li> <li>• Teachers to use PE passport to assess the children against the key skills for each unit.</li> <li>• EYFS teachers to assess the fundamental movement skills half termly.</li> <li>• KA to deliver refresher training November 2020 to ensure staff are confident with assessing while using the app.</li> <li>• All children to be assessed (as a minimum) at the end of each unit.</li> </ul>		<p>fundamental movement skills taught during the Autumn term.</p> <ul style="list-style-type: none"> <li>• KS1 and KS2 teachers to confidently use the PE passport to assess the children accurately using the medal system (bronze, silver, gold)</li> <li>• Children to enter Year 1 able to perform the first 5 fundamental movement skills</li> <li>• Children to enter Year 3 able to perform the fundamental movement skills proficiently.</li> <li>• Children to leave Year 6 able to apply the fundamental movement skills to games, sports and other activities.</li> </ul> <p>Teachers have been using the Lancashire Scheme of Work for PE or Twinkl. All of the teachers who were due to have coaching have had coaching, apart from Reception's coaching was cut short due to having to self-isolate. During the Spring term, due to school's partial closure not all children who were in school were having two PE lessons per week due to clashes with online lessons, however class teachers made up for this by doing regular active</p>	<p>access staff knowledge. Coaching for 2021-2022 allocated based on subject area needs.</p> <p>All teachers are using the Lancashire Scheme of Work for planning lessons. This is helpful for staff, new staff have since joined the school. Refresher training will need to take place again in the Autumn term.</p> <p>Children are being taught the skills relevant to their year group. In mixed aged classes, units of work are chosen from both year groups and the skills progression document is followed to ensure that the children are meeting their end of year expectations for their year group.</p> <p>Children to enjoy their PE lessons. Teachers are learning new teaching ideas through the scheme of work and the coaches coming into school. This is improving attainment and also enjoyment in PE.</p>
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			minutes and taking the children on the field to use the running track.	
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**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:  
**62%**

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?
<p><b>To develop a lifelong enjoyment for swimming</b></p> <p><b>To increase opportunities for extra-curricular activities</b></p> <p><b>To offer learners the opportunity to take supported risks appropriate to the environment and to themselves</b></p>	<ul style="list-style-type: none"> <li>Children in Year 4 to take part in three half terms of swimming lessons.</li> <li>Children in Year 5 to take part in three half terms of swimming lessons (lessons during Year 4 did not take place due to COVID-19)</li> <li>Children in Year 6 to take part in three half terms of additional swimming lessons.</li> <li>Continue to provide a wide range of sports clubs for KS1 and KS2 (when restrictions allow due to COVID-19)</li> </ul>	<b>£10,796.43</b>	<p>The number of children entering Year 4 who could swim was well below the average Nationally. Unfortunately, due to COVID-19 swimming did not take place properly from Autumn term-Spring 1. Year 5/6 and Year 6 have had a couple of lessons. They then continued in Summer 1 when the swimming pool was open again.</p> <ul style="list-style-type: none"> <li>More children to be able to swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>More children to be able to use a range of strokes effectively.</li> </ul> <p>Despite only having 4 lessons in the Autumn term, no lessons in the Spring term and only starting weekly lessons in the Summer term.</p> <ul style="list-style-type: none"> <li>More children are now able to swim comp swim competently, confidently and proficiently over a distance of at least 25 metres 58%</li> <li>More children are able to use a range of strokes effectively 43%</li> </ul> <p>Due to school's partial closure, any progress made with swimming during the Autumn</p>

	<ul style="list-style-type: none"> <li>• Children in Year 5 and Year 6 to attend an outdoor adventure day to Rock and River in the autumn term.</li> <li>• Activities during sports weeks to introduce and provide opportunities for children to try different sports/fitness activities.</li> <li>• Teacher trained in Forest Schools to deliver Forest school sessions to classes throughout school.</li> <li>• Children in Year 1-6 to have Forest school sessions lead by the Forest school's lead from school.</li> </ul>		<ul style="list-style-type: none"> <li>• All children to be able to perform safe self-rescue in different water-based situations.</li> <li>• More children to develop an interest in swimming as a sport outside of school.</li> <li>• Some children to improve their swimming to a standard to be able to try out for a swimming team.</li> </ul> <p>Unfortunately, due to Covid-19 extra-curricular clubs have not started again since the first lockdown. In November, children from Year 5 and Year 6 went to Rock n River for their outdoor adventure day. This was a fantastic experience for these children and enabled them to work on their team work skills, try out new activities and build self-confidence.</p> <ul style="list-style-type: none"> <li>• Children to try new sports or extra-curricular activities</li> <li>• Children to improve their outdoor adventurous activities skills.</li> <li>• Children to enjoy their experiences and create lifelong memories.</li> </ul> <p>Children to pursue similar</p>	<p>term was hindered and most children who were just beginning their swimming journey struggled to adapt back to swimming lessons.</p> <p>Next year, funding will be used again for Year 5/6 and 6 to boost swimming attainment. Year 3/4 and Year 4/5 children will go swimming for three half terms and Year 5/6 and Year 6 will go swimming for three half terms.</p> <p>Despite COVID, all the children who attended swimming lessons this year were able to perform safe self-rescue in different water-based situations. Also, more children have developed an interest in swimming as a sport outside of school. Hopefully, these children will be able to pursue this.</p> <p>Year 5 children will go again to Rock n River in the Autumn term. This will be subsidised by sports premium. The children who attended this year made memories for life, developed team work skills, tried out new activities and gained more self-</p>
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			<p>activities or clubs outside of school.</p> <p>During Spring 2 and Summer 1, each class had a Forest schools session. They were introduced to the concept and given the opportunity to take supported risks appropriate to the environment and to themselves.</p>	<p>confidence.</p> <p>Through the Rock n River trip and Forest schools, all children Year 1-6 were given the opportunity to take risks appropriate to themselves. This enables us as a school to develop resilience. Both Forest schools and the Rock n River trip will take place in the new academic year 2021-2022.</p>
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Key indicator 5: Increased participation in competitive 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?
<b>To encourage less competitive children to take part in sport</b>	<ul style="list-style-type: none"> <li>- Chorley Sports Partnership to provide competitions for children to attend</li> <li>- Chorley Sports Partnership to provide festivals for children to attend</li> <li>- Children to attend competitions and festivals</li> <li>- Chorley Sports Partnership to provide virtual competitions</li> <li>- Virtual competitions to be promoted via Class Dojo by PE lead and class teachers.</li> </ul>	<b>£1690</b>	<p>Due to COVID restrictions, in person competitions and festivals did not take place during the Autumn or Spring term.</p> <p>During the partially closure of schools from January until March, weekly virtual competitions and challenges were organised by Chorley SSP. As a school, we promoted these and encouraged participation in these by promoting them on Class Dojo, Twitter and the PTA Facebook page.</p> <p>290 Coach to competition</p> <p>During the Summer term, competitions were provided by Chorley SSP to encourage children to participate in competitions again.</p> <p>As a school we entered,</p> <ul style="list-style-type: none"> <li>• Y5&amp;6 Football Fun x2</li> <li>• Yr1&amp;2 Quads Kids Athletics</li> <li>• Yr3&amp;4 Quads Kids Athletics</li> <li>• Y3&amp;4 Mini Tennis Festival</li> </ul> <p>Three competitions took place after school and parents transported the children. The Quad kids took place during school time and a minibus was provided to allow children to</p>
			<p>Sustainability and suggested next steps:</p> <p>During the next academic year, children will be given the opportunity to enter as many competitions as we can facilitate with staff to make up for missed opportunities due to COVID.</p> <p>Festivals will be provided by Chorley SSP and ESPE to allow less competitive children to take part in sports, without the competition element.</p> <p>Competitions will be provided by Chorley SSP and ESPE to allow children who wish to take part in competitions to take part in sport.</p> <p>Transport will be provided (where possible) for those children who don't have access to transport. Either through a minibus or staff (with business insurance). Due to COVID, this has not been possible this year.</p>

			take part who usually can't take part due to transport issues or parents working.	
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Signed off by	
Head Teacher:	M Chambers
Date:	29/07/21
Subject Leader:	K Arkwright
Date:	11/07/21
Governor:	E Price
Date:	29/07/21