

Evidencing the Impact of the Primary PE and Sport Premium



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 2021** 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](#).

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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"> • Increased participation in competitive sport. • Broad range of activities and sports for pupils (over 30 sports were catered for including inclusive sports such as VX, Smite! and kurling). • Increased engagement in physical activity, with particular focus on EYFS and KS1. • Partnerships developed with a range of local sporting clubs and venues (over 30 community clubs/groups have been involved with the school in the last year). • CPD has led to staff becoming more confident planning and teaching PE. • PE is used to promote young leaders in school. • Improved provision at playtimes and dinner times due to funds allocated to playground development and new resources. 	<ul style="list-style-type: none"> • Implementation of new scheme of work, using PE to develop the whole child. • Close the gap between the percentage of pupil premium children meeting ARE in EYFS and KS2. • Improved provision of extra-curricular sporting opportunities in light of the COVID-19 outbreak. • Further increase participation of children of children in competitive sport (targets for 2019/20 include offering opportunities to 60% of children in the school, with 25% (80 different children) taking part in competitive events). • Further develop staff's understanding of the teaching and assessment of PE, particularly in dance and gymnastics. • Ensure that a higher percentage of children meet the national expectation for swimming.

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?	63.1%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	42.1%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
Schools can use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above national curriculum requirements. Have you used it in this way?	No

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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: 2021/22	Total fund allocated: £18,550	Date Updated: 15 th July 2021		
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: £9350 – 50.4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Provide a forest school learning environment incorporating the forest behind the school field. This will lead to an increase in physical activity as well as the development of self-confidence, self-esteem and a range of social and personal skills.</p> <p>Increased provision at dinner times and play times ensuring all children are able to achieve 30 minutes of physical activity within the school day.</p> <p>Engage more children in physical activity by providing opportunities for a wide range of inclusive sports.</p> <p>Provide holiday provision, through ATSA, to engage less-active children during time away from school.</p>	<p>Meetings with Local Authority to provide access to the forest behind school. Money allocated to cover the rent of the land. Money allocated to provide resources to be used during forest schooling. CPD offered to staff to ensure high quality provision of forest schooling.</p> <p>Purchase of new equipment to support provision at play and dinner times once children return to 'normal' routines in the post-covid environment.</p> <p>Through ATSA, provide sporting opportunities for children to participate in inclusive and competitive events. Build upon numbers from last year as we return to the 'new normal'.</p> <p>Utilise ATSA holiday provision to target children who may need extra physical activity to support in-school provision.</p>	<p>£5500</p> <p>£800</p> <p>£250 annual fee</p> <p>£2800</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:
				£3700 – 19.9%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase percentage of children participating in PESSPA through taster events and competitions.	By paying the ATSA annual fee, school will have the opportunity to enter children in over 80 sporting events across the year. 2021/22 targets: 500 different opportunities for children to participate in taster/teaching and learning sessions or competitive sports. 150 different children filling these places (50% of children).	See KI1		
Develop a range of inter-school sports based competitions to raise profile of sport and increase competition within school. (Potential to then compete against other schools in same competitions through ATSA).	Planning time given to arrange competitions which can take place between year groups and in house teams. Class based competitions set up to ensure competition throughout school year. Resources bought so that these competitions can take places.	£500		
Increase the engagement of children in PESSPA by offering opportunities for sports personalities and coaches to come into school.	Build upon previous successes and invite a range of professionals into school to improve the profile of PESSPA (such as athletes/ coaches/ successful past pupils).	£2000		
Implementation of REAL PE used to develop the whole child within PE lessons	Annual fee of REAL PE as well as CPD for staff in EYFS and KS1.	£1200		

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£1700 – 9.1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Specialised training for staff in EYFS and KS1 to improve the provision of PE in these areas – linked to the implementation of REAL PE.</p> <p>CPD to increase competence and confidence of teaching staff regarding high quality indoor PE lessons (with an emphasis on gymnastics).</p> <p>Partnerships with sporting professionals and high quality sports providers in order to work with staff to provide the best possible lessons for children.</p> <p>Development of new knowledge organisers and long term planning to ensure competence and confidence in the progression of skills across school.</p>	<p>Work collaboratively with designated REAL PE mentor to find specific EYFS and KS1 training for staff members. Provide planning and staff meeting time to deliver training through the school.</p> <p>Discussions with PE leads across local consortia. Research undertaken into best possible CPD for staff. Money allocated for training.</p> <p>Build upon previous successes and invite a range of professionals into school to improve staff confidence and competence (such as athletes/ coaches/ training providers).</p> <p>Planning time provided to build new knowledge organisers into the curriculum.</p>	<p>See K12</p> <p>£1200</p> <p>See K12</p> <p>£500</p>		

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £3000 – 12.2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure a wide range of equipment is accessible to teaching staff/play leaders for use during lessons and free time.	Audit current PE equipment. School council involvement in deciding which sports they would like to have access to during their free time. Order PE equipment and deliver CPD on use.	£1200		
Develop the range of extra-curricular clubs that children are able to join to cater for a range of sports.	Training provided to staff for extra-curricular clubs. Time given and money allocated for training of children in leadership roles.	£400		
Allow opportunities for children to participate in a range of inter-school sports.	Time given off timetable for Mr Cooke to plan and resource sustainable competitions between classes and key phases.	£400		
Extra swimming sessions provided to boost children who need increased confidence/ competence – particularly due to the disruption caused by COVID-19.	Discussions with Pelican Centre over extra swimming sessions. Money allocated to provide extra lessons for targeted children.	£1000		

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£800 – 4.3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Provide opportunities for children to participate in a range of competitive sports between schools in the local area.</p> <p>Provide opportunities for children to participate in a range of competitive sports between schools in the wider area, including the Wigan Borough and Greater Manchester County sports.</p> <p>Promote a sense of healthy sporting competition within school, where children are challenged and live by our motto, 'Never Settle for Less than Your Best.'</p>	<p>By paying the ATSA annual fee, school will have the opportunity to enter children in over 80 sporting events across the year.</p> <p>2021/22 targets: 500 different opportunities for children to participate in taster/teaching and learning sessions or competitive sports. 150 different children filling these places (50% of children).</p> <p>Enter specific School Games/ Wigan Borough events above and beyond ATSA competitions, presenting the opportunity for county competition. (Cover may be needed for staffing at these events.)</p> <p>Enter more 'B' teams into events in order to increase the proportion of children able to compete.</p> <p>Inter school competitions to take place between key phases (Euro 2020/cross country).</p> <p>School Games Day and separate school Sports Day to promote competition and boost the profile of PESSPA across school. New equipment to be bought for this.</p>	<p>See KI1</p> <p>£400</p> <p>£400</p>		

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