

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:

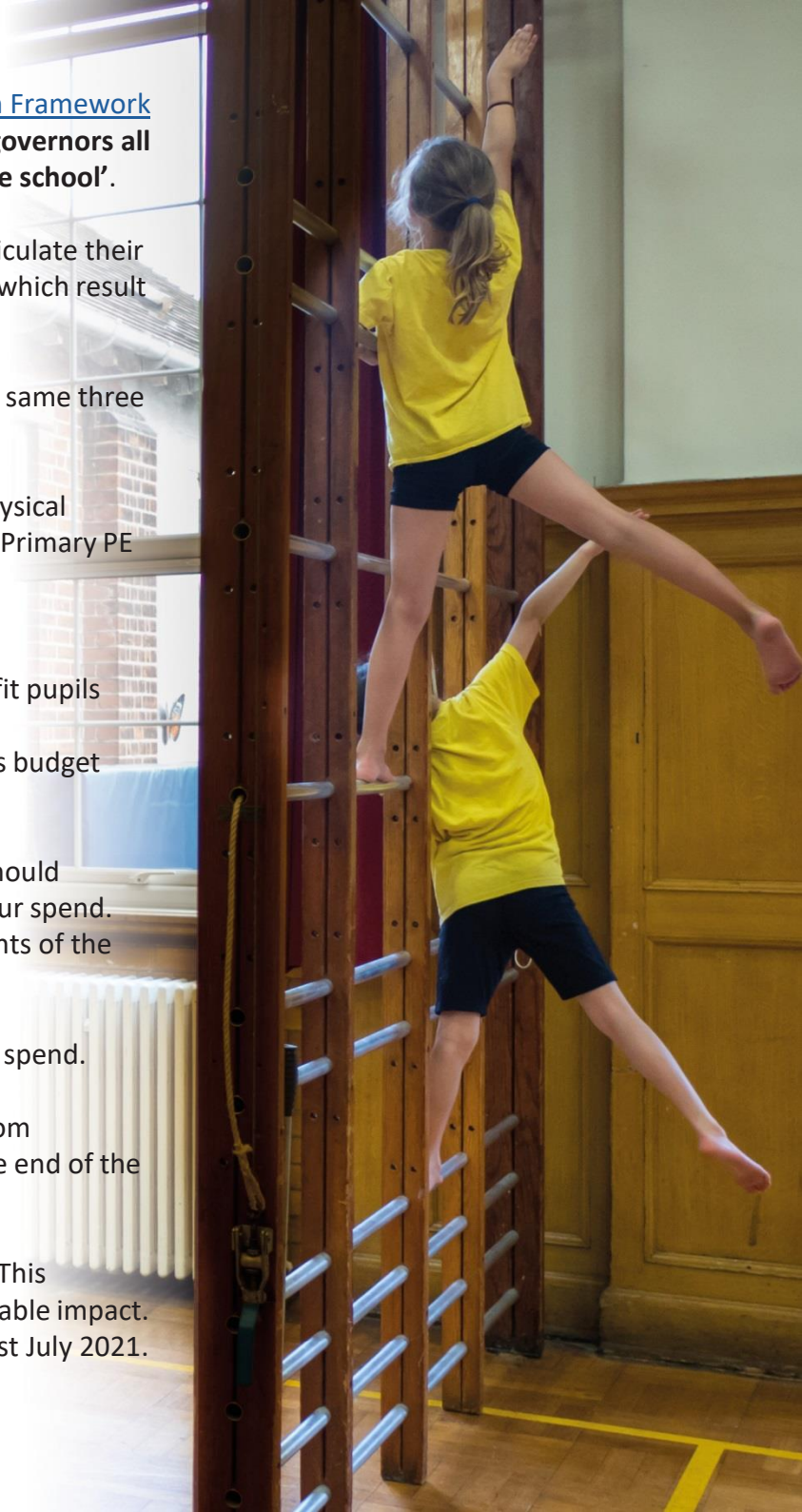
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.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 **31st 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:
- Increased number of children achieving 25 metres in swimming and performing a range of strokes at KS2 level. - Increase take up of girls at extra-curricular activities and clubs - Pathway provided for further development in boys and girls football with established links (BWFC in the Community) - High take up of KS1 after school clubs in summer with successful dance, ballet and multi-sports clubs. - Successful set up of house system for sports day - Successful trial in Y2 of PE assessment linked to whole school assessment tool (OTRACK)	- To improve the quality of teaching and assessment in PE through CPD - To ensure a high number of participants in extra- curricular activity - Increase range of competitions entered including interclass competition - To ensure all Y6 have participated in competition. - Raise standards of presentation in PE - Introduce a variety of taster sessions to increase physical activity in school and outside of school - To raise the attainment of reading across school through sports - Enhance provision of lunchtimes

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £.....

+ Total amount for this academic year 2020/2021 £.....

= Total to be spent by 31st July 2021 £.....

Meeting national curriculum requirements for swimming and water safety. 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. 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.	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021. Please see note above.	91.6%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	91.6%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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 pupils today and for the future.

Academic Year: 2021/22		Total fund allocated: £	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:
				%
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:
Children to make progress and accelerated progress in a range of skills as well as lead active, physical and healthy lifestyles and know how to maintain this outside of school.	Key PE Sports to deliver high quality PE sessions ensuring learning activities are matched to children's abilities, narrow the gap of attainment between pupils and challenge more able	£12'500	Children have shown excellent development across a range of skills that have been embedded across units of work. This can be seen in discussion with pupils.	Continue to develop PE planning and ensure staff have access to KO's and skill progressions.
Extra-curricular clubs are run regularly throughout the school year and offer opportunities for children in Key Stages 1 and 2 – a number of different sporting clubs are run throughout the year, aimed at different age groups	Ensure after school clubs are offered to all classes, check in previous year which clubs were the most successful.	£12'500	After school club registers have shown a high amount of children accessing clubs. Due to the range of clubs more children have taken part in a club and have even attended more than one club in the same week.	Pupil Voice to identify which clubs may be of interest to children in the future. Continue to monitor take up of clubs and identify those who don't.
To ensure high standards of presentation in PE	Buy into a bank of PE kits for each class to keep safe for children who do not have the correct kit.	£400	Children take pride in appearance and all children have been able to access a spare kit.	Restock extra clothes so that PE bank is well stocked and all staff and pupils know where to find kit if necessary in KS1 and

To ensure high standards of PE presentation for all staff.	To use PE kit provider Avec and ensure all staff has necessary clothing to deliver indoor and outdoor PE sessions.	£300	Staff have been able to deliver PE in appropriate weather conditions inside and outside. Staff feel appreciated and valued, including support staff who work 1:1 with children during PE.	KS2. Ensure new staff have appropriate clothing to teach PE.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Improved lunch and break time experience for children	BWFC in the community to train up Y4 and Y5 pupils in playground sports leaders to deliver fun and exciting activities to children across lunch times (Playmaker Award)	£450	More structured lunchtimes have allowed children to take up sporting activity and children take up leadership roles.	Ensure rota for playground pals. Train up (Year 3) to deliver activities on KS1 yard.
Sporting competitions, events and activities have a high priority in school and feedback and updates are regularly posted to school Facebook, match reports and Sacred Heart Herald.	To ensure sports calendar is checked regularly and feedback, match reports and results are updated to parents.	N/A	Children have taken part in a wide number of competitions which has enabled us to achieve the School Games Gold award. Parents know competitions happen regularly due to posts on FB, Herald and letters to parents.	Continue to work with School Games Organisers and enter a wide variety of competitions that ensures all children across different backgrounds are provided with an opportunity to compete.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase knowledge, confidence and skill level of all staff across a range of units of work and know how to support, differentiate and push more able/challenge more able and to make accurate use of assessment.	Dale Spencer to lead 6 PE training days (1 per half term) to up skill staff members based on staff questionnaire. DS to work alongside staff during PE lessons and MW	£12'500	Staff feel more confident in delivering units of work from PE Curriculum. PE lead knows which areas to target and which staff to work with further to support CPDF in teaching high quality PE.	Work alongside staff in PE lessons to ensure confidence and quality of teaching is there when teaching PE. Workshops/staff meetings to keep staff up to date with structuring PE lessons.
To enhance the evidencing of PE in floor books which will provide details as to Curriculum coverage and progression of skills across units of work. This will aid in identifying children who need more support and children who need to be challenged more.	MW (PE Lead) to support and lead staff meetings to enhance evidencing and provide WAGOLL opportunities to work with NQTs.	N/A	Staff meeting ensured that all staff are evidencing PE in appropriate way. KS1 using Ipad and KS2 displays. Knew in house assessment has allowed teachers and coaches to track and monitor SEN/PP and those not at national standard across units of work.	Ensure all evidence in logged on Ipad and that displays are up to date. Floor books for PE needed for when display has come down.

To provide additional resources to support delivery of PE across the school	Look at unit of work across Curriculum Map and prioritise equipment which is stored away and looked after by all staff.	£1500	Constant rigorous monitoring of PE stock throughout year has allowed staff to teach high quality lessons on time and ensured correct equipment is available at all times.	Restocked PE cupboard at the end of Summer 2022 for all units of work in 2022-23. Stock to be checked at end of each term.
To upskill a KS1 teacher and a KS2 teacher in PE to raise the standards of PE is KS1 and KS2 and ensure there is an expertise across school which will leave a legacy and lasting impact.	Teachers to access FA Primary PE award over 2 courses throughout the year.	£240	Not happened due to staff shortages at BWFC.	Identify a new programme to target these children that is cost effective.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Build on previous after school clubs that have been successful in previous years and add new clubs to engage more learners and target less active children. Ensure pupil premium children are offered a place at these clubs and camps and can take up [if parents wish.	Key PE Sports to deliver 3 after school clubs a week and use Sports Camps during the half term to offer a range of exciting new sports. Potential for less active children and pupil premium children to be given places on sports camps – Sports funding and PPG to subsidise.	£12'500	All children across KS1 and KS2 have been able to access a club at some point in the year. Lunchtime clubs at Wednesday dinner have allowed coaches to target children who are SEN and PP through tri-golf and multi sports.	Ensure whole school calendar is created prior to summer holidays so staff can sign up to clubs commencing in 2022-23 and sports coaches can identify which terms they want certain clubs on.
Identify less active children and ensure they have opportunity to try new sports and encourage participation such as Boccia, swimming, Penathlon and Aqua	Participation rates in sports and activities continues to be high. Less active children have been targeted and events attended to encourage them to participate – Boccia –	Factored into cost of competition-	Children who are less engaged have entered a variety of competitions such as multi-sports and rounders. SEN children have represented school in ¾	Ensure lunchtime clubs are available for those who cannot attend after school. Pupil voice children who are not accessing clubs.

splash (SEND)	inclusive sports – swimming. Competition calendar will support this	See indicator 5	competitions as well as represent Bolton in the Greater Manchester Games.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure maximum amount of children are given the opportunity to compete at all levels including Inter school competition and inter class competition as well as SEND festivals. To ensure all Y6 have represented school before they leave.	Use school games calendar to ensure a range of competitions are taken up and keep a register to monitor which children have been involved and which children need targeting.	£100	SEN children across KS2 all represented school in at least 1 competition throughout the year and given wider opportunities. SEN represented Bolton at the Greater Manchester Games competing in Boccia.	Ensure children who are SEN are continuing to be provided with opportunities to enter clubs and competitions.
Increase the level of take up in Girls Football and provide a pathway for future success at a higher level (academies)	BWFC coach (Poppy Haslam) to work with girls in KS2 after school and build on previous success in signposting further opportunities for girls in football.	£180	4 of the half terms saw girls Football with a BWFC coach working with them. High attendances across all 4 terms and more girls joining each half term. One girl qualified for trials with BWFC as part of BWFC coaching.	BWFC to work with girls across KS2 to ensure girls are provided with skills necessary. Continue to enter a wide range of girls football competitions to ensure there is a purpose to continuing girls football after school.
Within school, range of inter-house (intra-school) competitions are held for all children to engage with. Additionally, staff are encouraged to include an element of competition within lessons.	Continue to hold intra-school competitions for all children to take part in	N'A	Sports Day and class vs class competitions allowed children to develop resilience and perseverance and to compete against each other in a stress free environment.	Build in more interclass competition on PE Curriculum Map so more classes are given the chance to compete against each other across more units of work.

Signed off by

Head Teacher:	
Date:	28.6.22
Subject Leader:	Mr Marcus Walker
Date:	28.6.22
Governor:	
Date:	28.6.22