

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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 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. **All funding must be spent by 31st July 2022.**

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17790
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£17,760
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,500

17,200

Swimming Data

Please report on your Swimming Data below.

<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 then transfer to the pool when school swimming restarts.</p> <p>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</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>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 2020.</p> <p>Please see note above</p>	67%
<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>	67%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	67%
<p>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?</p>	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 pupils today and for the future.

Academic Year: 2020/21		Total fund allocated:		Date Updated:	
<p>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</p>					Percentage of total allocation:
					13%
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?:	
To develop our playground to enable children to be more physically active.	Membership to OPAL Play will help establish, and develop, our play grounds using a range of different items that will inspire and engage our pupils and allow them to discreetly improve their physical activity levels.		£2250	Pupils now have access to a high-quality play that is having a huge benefit on the well-being and physical activity levels of our pupils. Pupils have a range of activities that enable them to discreetly be active without them knowing: sledging, scooting, bike riding, climbing etc are now available on a daily basis and we no longer have wet play times. We go out no matter what and this is impacting the amount of time children have being active.	
Promote enjoyment in physical activity	Restructure lunchtimes for KS2 so children can be more active and have more time outdoors.		£0	All children at Broadway now get 1 hour and fifteen minutes per day for play. Play is now managed more by staff and is further impacting activity levels for all children.	
				To continue developing our playground and loose parts that we provide children. The overall cost in future for this will be negligible as most of the resources used currently have been donated. Our playground has become part of our ethos so will be sustained throughout the future and will continue to provide more active play for all of our children.	
				Continue allowing all children the hour lunch break slot.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 13%
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:
OPAL Governor who takes key role	Governor needs to be appointed so that our process of development is accountable. Governor will have an active role in decision-making process and visit school regularly to oversee.	£0	We have a governor in place (FM) who is part of the Play Committee and oversees what we as a school do. They challenge us and hold us accountable to ensure that what we are providing our children is timely, worthwhile and having an impact.	Continue developing the role of the governor to ensure that their 'hands-on' approach continues.
Improve children's confidence, resilience and raise aspirations.	Through 'risk-reward' in play, children will be encouraged to take risks with their play by staff supervision. Children will be asked to investigate and push boundaries in a safe manner which will then be celebrated in assembly.	£2250	Children have stated they are happier and that playtime helps account for this. A high percentage of children say they feel more confident with taking risks AND with failure through the activities provided and encouraged during playtimes.	Risk-reward play to continue to be encouraged in our weekly play assemblies. Staff to consider further training on how to reinforce these activities for all our children.
Achieve School Games Mark – Silver	Profile of sport to be raised within school through the application process for the schools mark: competitions, number of children attending clubs etc. MHA to be trained in accordance with	£0	Silver Mark is awaiting accreditation	N/A

Mental Health Ambassador training and development in partnership with RST.	RST. They will be made visible to rest of the school and will help Learning Mentor in their role with low-level counselling needs.	£0	MHA's have had a recognisable role in assisting and helping children on the playground. They are celebrated and they are visible at all times for all children to talk to.	MHA's to train the next set of MHAs so that the process can continue in the next academic year.
Participation in Baton Relay in preparation for Commonwealth	Whole-school celebration event to be carried out to welcome another Rossendale school as well as send our own children off. Pledges to be made and a day of celebrating to be carried out in preparation for the Commonwealth Games.	£0	School celebrated the Baton Relay and took part in the day. Awareness of Sport and celebration through sport was carried out whole-school.	N/A

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
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:
Purchased the PE Passport App which allows teachers to see example videos, access lesson plans and monitor and evaluate performance.	Purchase the App and give staff training on how to use it.	£1200	Staff are able to confidently use the app for assessing children, delivering sessions and up-skilling knowledge through the use of the videos provided.	The app will continue to be used as a moderation tool and lesson planning tool. Staff are aware of how to use this in future.
Specialist gymnastic coach employed through RST to work alongside staff and develop their skill-set.	Employ specialist gymnastic coach through RST to deliver sessions and CPD for staff.	£1170	Staff and pupil's have gained a lot from the coach. Gymnastics is an extremely technical area of the curriculum and staff are grateful of the knowledge the coach is helping them learn.	Gymnastics coach to continue being employed but to deploy staff within the session to lead groups to further develop their knowledge of teaching and assessing within gymnastics.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				38%
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:

Through membership of SSP, Broadway has access to range of different sports.	Membership to be paid for so that children have access to various inclusive sports, Level Two competitions and other specific sport.	£3825	Children have had access to range of different competitions such as glow in the dark dodgeball which wouldn't have been possible previously. Allowed different children to compete.	Continued membership with the RST for the next academic year.
Through use of PE App, develop PE Curriculum to provide range of activities across two hours of PE	Staff to help develop PE Curriculum that is broad and balanced and allows full coverage of skills that are required from the curriculum.	£480	Staff have developed a curriculum map which is diverse, progressive and covers all skills from within the curriculum	Audit of curriculum map at end of academic year to ensure staff are happy with it.
To develop after school provision so that range of sports and clubs are provided to ALL pupils across ALL age ranges.	After school clubs to be developed that increases participation from children as well as a range of different sports to engage our children.		We have had 200 children attend after school clubs throughout the year. This has been the best participation ever. More children attend clubs and enjoyment is high.	To establish our after school provision and what we offer. A year list to be created so we are aware what we offer and when.
Purchase equipment to enable access to range of sports and activities within curriculum-based PE and extra-curricular PE.	Equipment needs to be brought in to allow accessible curriculum and after school PE and Sport	£2500	Equipment was bought which allowed staff to deliver the sessions needed as well as offering a further breadth of clubs.	An audit will be carried out to ensure any gaps of depleted equipment is catered for a the end of the academic year.

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:
22%

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>To ensure Broadway is part of a competition pathway within the Rossendale region and can compete in Level 2 competitions.</p> <p>To ensure that children compete in Level One competitions at the end of a unit in their curriculum teaching.</p>	<p>Membership to RST will be paid and completed.</p> <p>Competition calendar will be analysed to think about which clubs to provide children within the academic year.</p> <p>Will ensure that a range of KS1 and KS2 children are able to access Level 2 competitions.</p> <p>Staff to be made aware about Level One competitions and how to deliver them at the end of a unit.</p>	<p>£3825</p>	<p>All children have accessed competition at some level due to Level One competitions being provided at the end of each PE unit.</p> <p>Broadway have attended dodgeball (x2), cricket (x2), football (x3), cross country, netball and glow in the dark dodgeball competitions (x2) throughout this academic year which has allowed over 60 children to compete for Broadway.</p>	<p>Continued development and embedding of Level One activities at the end of units. Further development of competition pathways in line with the RST membership.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Jim Fowler
Date:	6.6.22
Governor:	
Date:	