

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned



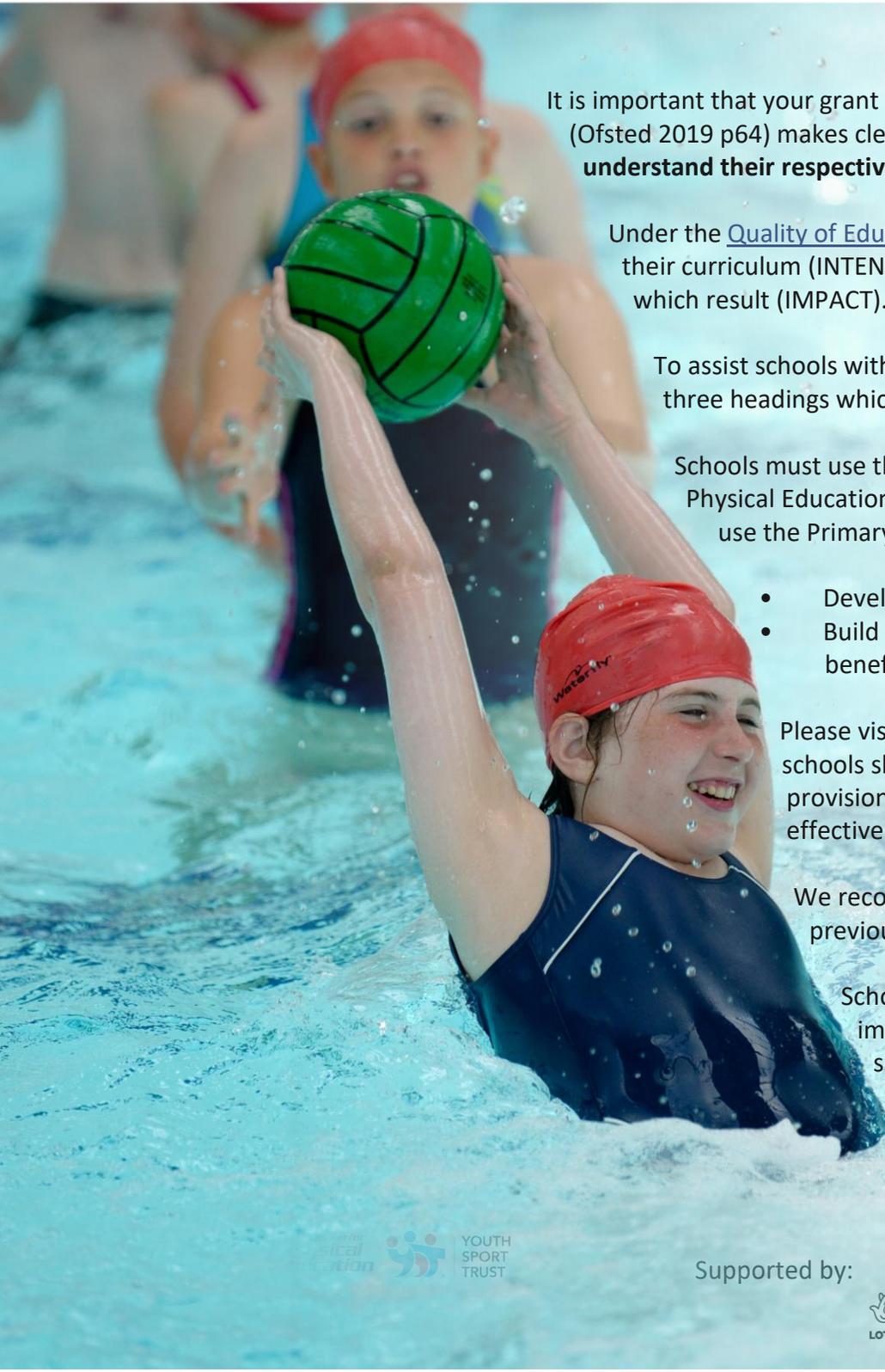
Department
for Education

Created by



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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

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 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 2020** 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 2020. 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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Orienteering course mapped out and a usable resource for cross curricular teaching and learning. The staff received training to make full use of the course. The course is now used by a variety of classes for outdoor adventurous activities and cross-curricular teaching. I have purchased a set of orienteering kites and markers to enable us to move the course around. • Staff have been given the opportunity to go on courses to develop their confidence and skills in particular sports and areas of physical education by working with the staff at Chorley School Sports Partnership which means the children are getting high-quality physical education sessions more often. • The Balance Bike Programme has been introduced in Foundation Stage. Bikes are used on a regular basis and the 6-week programme has seen the majority of children using them confidently. One of the teachers at Manor Road became employee of the year at the National Bikeability Awards. • More competitions have been entered and the school has become more successful. We have added B teams to specific competitions where possible. • We have continued to become more and more successful over the years. We have finished higher up the positions gaining bronze, silver and gold medals in cross country, gymnastics, Dance and orienteering. This meant we went to the Spar Youth Games in July 2017. We won have taken part in lots of competitions for football and we won the bottom-half of the Westholme competition. • We have ensured more Key Stage 1 children take part in extra-curricular activities. A wider-variety of clubs have been offered to ensure a wider uptake. The amount and range of sports and activities has increased which has increased the number of children in Key Stage 1 taking part. We have offered a wide-variety of clubs to ensure wider uptake. This is through the use of teachers, parents, Sportscool and Chorley Partnership. • We have taken Year 1 and Year 5 children swimming for half of the academic year to increase water confidence and swimming ability at a 	<ul style="list-style-type: none"> • Create a fixed mile around the field with the introduction of a path around the perimeter of the field to ensure all weather availability and access (CIL funding). • Buy a selection of larger balance bike 14" to ensure that all Key Stage 1 children can cycle confidently- the use of the new path will help this. • Gain a Gold Kite Mark again and strive to keep it. • Increase the number of children participating in competitions to include B-team participation. • Work with Chorley School Sports Partnership to develop teaching even further in targeted year groups.

younger age.

- The 95% of the Year 1 children have achieved the 1st award or beyond in the ASA School Swimming Programme.
- We have continued to take Year 1 and Year 5 children to swimming until the current Y1 cohort reach Y5. This year, Y1 and some of Y2 children who cannot swim confidently will go swimming to ensure a higher percentage of children are able to confidently swim 25m in a variety of strokes.
- In the last 3-year period of the National Child Measurement Programme, it was identified that 18% of our Reception children were considered overweight or obese against a Lancashire trend of 22% and a national trend of 22%.
- In Year 6, 29% were considered overweight or obese against a Lancashire trend of 33% and a national trend of 34%. This indicates as a school our results are not significantly different to that of the Lancashire or National averages.
- We have worked with Chorley Sports to complete the Year 2 assessments to ensure that the majority of children are able to complete the fundamental movements.
- We have maintained Gold Kite Mark for four years. However, due to staff illness, we were awarded Silver Kite Mark last year.
- We have incorporated dancing into two assemblies over the past year.
- We have arranged our own Sports Day and Health and Fitness Week where someone from the STA took part in a session.
- We regularly complete whole-school half-term walks around Cuerden Valley. This is a 50-minute round trip where parents are invited to come with the children.
- We have started to do dance/fitness classes in some classes to increase the children's activity levels using the Les Mills course.
- We successfully ran our own Sports Day which was a huge success.
- The children in Year Six complete ambassador training and have started to lead groups during playtimes.
- Every class does two hours of PE per week.

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.

Meeting national curriculum requirements for swimming and water safety.	
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 2020.	95%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	95%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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?	Yes

Academic Year: 2018/19	Total fund allocated: £16 000 + £2420 (£18 060) Total spent: £18 086.86		Date Updated: 22/04/20	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>				Percentage of total allocation:
				£4 771, 26.5%
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>Ensure all children have access to an adequate amount of PE and physical activity both in and out of the curriculum.</p> <p>A better understanding of fitness, health and well-being and the impact on mental health.</p> <p>Develop water safety and swimming skills at an earlier age</p>	<p>Sportscool – before and after school activities to continue.</p> <p>Children to do fitness and dance activities during the school day using Les Mills. Health and Fitness week to promote healthy living.</p> <p>Double the amount of swimming we can offer our children to be able to introduce the children to water at a younger age.</p>	<p>N/A - time</p> <p>£400</p> <p>£4371</p>	<p>Children engage in a wide-range of sports and physical activity. KS2 children to show more interest and involvement in sporting clubs, PE sessions and competitions.</p> <p>Improved physical fitness and stamina. Improved mental health and more engaged with work.</p> <p>Children are targeted younger to swim having a positive impact on the percentage that can swim competently by the end of Year 6.</p>	<p>Monitor participation-numbers, classes etc.</p> <p>Staff to regularly speak to their classes and keep a close eye on the fitness levels, interest and participation with in P.E. sessions.</p> <p>Staff to continue to develop the use of Les Mills to achieve thirty minutes of moderate activity.</p> <p>Introduce the daily mile so that all pupils undertaking at least 15 minutes of physical activity.</p>

				<p>Ensure staff deliver two hours of high-quality PE in the school per week.</p> <p>Continue to develop the role of PALS over dinner times to increase activity.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				<p>Percentage of total allocation:</p> <p>£0, 0%</p>
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:
Involve more members in staff in the running of clubs and attendance at competitions. Enter more competitions.	<p>KF to take over coaching the children in Y4/5/6 in preparation for the netball competition.</p> <p>JA to take over coaching the children in Y3/4 and Y5/6 Tag Rugby.</p> <p>Encourage the staff working in the Year group to support the teams in relevant competitions- transport, team management.</p> <p>All teaching staff to help out with at least one competition during the academic year.</p>	Time	<p>Parents feedback forms</p> <p>Assemblies</p> <p>Participation</p> <p>Sports Board</p> <p>Parental responses to newsletter.</p> <p>Pupil questionnaires</p> <p>Discussions with staff</p> <p>Minutes from meetings</p>	<p>Each class to have two equipment monitors.</p> <p>Ask staff which clubs they can do next year.</p> <p>Ask parents if they have any talents to offer for clubs.</p> <p>Ensure staff are made aware of competition dates and times so they can attend.</p> <p>Raise the profile of PE by posting on the website and</p>
Sports Councilors	Regular meetings and updates			

<p>Sports Board Assemblies/cross-curricular showcases</p>	<p>with the School Council, feedback information classes, conduct surveys/ questionnaires to consult the children about what they would like. Add information to the school newsletter of match reports, upcoming events, time changes. We also use the newsletter to celebrate any achievements both in and out of school time. Parents invited in to watch the children perform gymnastic routines and linked this to healthy eating and healthy life styles. Team achievements celebrated in achievement assemblies and certificates awarded. Teams are photographed and celebrated using ClassDojo. Website updated with team and class sporting news. Sports Councilors have designed a sport council logo to be used around school. Sports board educating children about the amount of exercise that is needed.</p>			<p>ClassDojo page.</p> <p>Continue to send staff assessment about the Year Two children. This year 3% were gifted and talented, 28% were secure and 69% were developing.</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:
				£9 890, 55.5%
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:
Increased confidence, knowledge and skills of all staff in the teaching of P.E. and Sport.	<p>Chorley Sports Partnership regularly deliver curriculum sessions to support staff in areas they feel less confident in. Show staff how to build competition into their teaching sessions.</p> <p>JA attend all PLT Days for updates and networking sessions to share good practice and to go to a primary health conference. Organise sport specific inset/ training sessions with planning and resources available for the staff to use.</p>	<p>£9 289 (not including £400 for Les Mills)</p> <p>£476 (previous academic year owed)</p> <p>£125</p>	<p>Photographs</p> <p>Video clips of routines/ sessions</p> <p>Staff confident to ask for support with areas they find more difficult.</p> <p>Recourses.</p> <p>Contact with other schools and staff.</p> <p>Certificates</p>	<p>Continue to buy into Chorley School Sports Partnership.</p> <p>Keep up to date of changes/ developments within the PE Curriculum, mental health statistics etc.</p> <p>Continue to attend PLT days.</p> <p>Send staff on CPD courses.</p> <p>Make sure that staff and anyone working in school knows what equipment is on offer.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£625.92, 3.5%
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:
Experts in coaching other sports such as archery, fencing, Boccia, curling etc. to give pupils a broader experience of sports that are on offer.	Employ coaches to deliver other sports i.e. Cricket, Judo, Balance Bikes, Fencing, Tennis Sports apprentice to research possible sports areas for development. This can be achieved through CSSP and Sportscool clubs. Create clubs to suit specific groups. Buy equipment so the staff can still deliver the sport after the coaches have been in.	Part of CSSP money as plan it into the curriculum or parental contribution Time Goodwill of volunteers	Photos of sessions Lesson registers New equipment, receipts videos	Ask parents and teachers what skillset they can offer for support and clubs. Continue to ask the coaches to come in and deliver the broader range of sports. However, this will be before school and afterschool – not during lunch times. Keep PE store cupboard up to date with equipment. Make sure this continues to be tidy and that things are put back in the right places. Use the Sports Leaders to achieve this. Create a list of resources and make sure that staff know what is available.
Dance Academy- for selected AGT children from Key Stage 2	Employ a specialist dance teacher to develop the children’s dance skills in a range of styles and enhance their choreography skills Enter the dancing competition which CSSP offers. CSSP to run a club linked to this. During health and fitness week			

<p>Ensure we have the equipment and it is orderly and in good condition to teach sports.</p>	<p>team up with a special school and use their expertise (their children) to coach our children.</p> <p>Employ a Yoga teacher who is able to train/ teach the children how to be more mind and body aware. How to relax and breathe. To understand it is important to relax as well as be achieve.</p> <p>Enlist the help of a parent with coaching skills.</p> <p>Sport Leaders help to check the PE stores are tidy. Order more if needed</p>	<p>£359.98 for two balance bikes</p> <p>£119.94 for twenty basketballs</p> <p>£90 for a mini tennis net</p> <p>£56 bike service</p>		<p>Continue to use gifted and talented assessments to inform teachers' planning.</p> <p>Develop bikeability to ensure all children achieve level 1 and 2.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14.5%
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:
Offer more clubs that are aimed at the competitions. Have extra practices when competitions are coming up. Whole school competitions termly or half termly	Ask other staff to help with the running of clubs which will then lead to more clubs, focus on competitions. Continue with sport admin so that everything runs efficiently. Increase staffing to undertake administration duties in order to facilitate increased participation in competitions. Lunch time practices for the teams. Intra competitions as a school or in classes so everyone is involved in competition at some level.	£2 671	Letters/ emails sent to parents regarding clubs. Registers Photos/video Chorley Sports Partnership end of Year report. Results from competitions School Games Mark	Continue to offer more clubs to all pupils. Ask staff to help out. As the intra competitions get going maybe offer more. Organize local festivals/ competitions between the alliance schools. Organise Sports Day for the whole school.

Signed off by	
Head Teacher:	Karen Marshall
Date:	01/07/20
Subject Leader:	Joshua Astley
Date:	01/07/20
Governor:	?
Date:	01/07/20