

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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.

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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Details with regard to funding

Please complete the table below.

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.**

Swimming Data

Please report on your Swimming Data below.

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](#).

Total amount carried over from 2019/20	£ 13,360
Total amount allocated for 2020/21	£ 19,700
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 15,628
Total amount allocated for 2021/22	£ 19,700

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Supported by:



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.

Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 19,700
<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>	Data below from July 2021.
<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. Please see note above</p>	55%
<p>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</p>	45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
<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

Academic Year: 2021/22		Total fund allocated: 19,700	Date Updated: November 25th 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:
				18%
Intent	Implementation		Impact	
Your school focus should be clear what you want the learners 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 learners now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Increase learners' activity levels throughout the day. • Increase afterschool and morning clubs offering a range of focused sports to both KS1 and KS2. • Continue swimming Lessons for Year 4 and additional booster swimming sessions for learners in Year 6 who have not achieved the required swimming objectives. • Promote high quality P.E lessons through purchasing new sports equipment to facilitate learning. • Introduce Key Figures (role 	<ul style="list-style-type: none"> • Provide staff with resources, equipment and training to support learners with fundamental skills, including gross and fine motor skills (Sport Bags). • Upskill lunchtime staff with the knowledge about fundamental skills so that they can set up key skill areas for learners to embed, practise and develop high value skills (encourage application / repetition from PE lessons). They can then oversee, support, direct Sport Leaders. • Provide additional swimming lessons for Year 	£3000 (equipment)	<ul style="list-style-type: none"> • All groups of learners will show a 'good' level of progress from their starting point. • Learners in EYFS will develop fundamental skills on which to build upon so that learning is layered and progressive throughout school with more learners at ARE • Learners will have chance to revisit, practise and embed skills beyond the PE sessions thus increasing activity across the school day. They will be 	<ul style="list-style-type: none"> • Continue to review and implement creative ways of increasing learners' activity levels throughout the day eg Morning Wake & Shake Up etc. • Promote and train School Sports Council to set up and deliver quality sessions at playtime to groups to utilise the use of the playground and equipment to support learners and target them in order to

models) throughout the year to promote positive attitudes towards P.E, sport, values and Equality.	<p>6 learners who cannot swim 25m and continue swimming for Year 4.</p> <ul style="list-style-type: none"> • Audit current equipment and replace where appropriate. • Purchase new equipment to build on current inventory and meet delivery needs of PE curriculum to ensure skills, knowledge, vocabulary gained in layered, progressive way. • Learners will have access to appropriate and safe equipment to support, scaffold and challenge their learning. • Providing a variety of equipment allows P.E coach to scaffold and challenge learning, 'peeling off' learners accordingly to support next step skill development and diminish the difference. Additional Intervention / provision for target groups. • Instil a sense of pride for the school which is in line with mission and vision through developing habits of mind (Learning Powers) 		<p>appropriately supported and directed by staff and Sport Leaders.</p> <ul style="list-style-type: none"> • More learners in Year 4 will be able to swim and be trained in swimming safety. This will also be the case for the identified Year 6 learners. • Learners will have access to appropriate, varied and safe equipment to support their learning (skills, knowledge and vocabulary). • Providing a variety of equipment allows P.E coach to scaffold and challenge in lesson and 'peel off' learners through intervention / provision to support next step skill development and diminish the difference. • The profile of sport and PE will be raised further across school and within the community through consistency in approach 	<p>practise and embed fundamental and high value skills.</p> <ul style="list-style-type: none"> • Continue with targeted interventions / provision to support learners' skill development to diminish the gap and enable them to 'keep up' with the PE SKV so that tea on term more learners are achieving age related expectations. • Work closely with EYFS staff to train and support them in securing fundamental skills – in particular gross / fine motor skills so that the foundation for SKV can be strong and built upon • Make strong links with athletes and sports people from a range of protected characteristics who can inspire learners
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	<p>through both lessons and extra curricular provision. Raise profile of sport / PE.</p> <ul style="list-style-type: none"> • Invite athlete mentors (from a range of protected characteristics) into school to provide positive experiences for all groups of learners. • Reflect and build on athlete experiences to think with a growth mindset towards physical education – develop learner voice through Sport Leaders / Council – this will impact choice of clubs for example. 		<p>linked to whole school focus on BLP.</p> <ul style="list-style-type: none"> • Learners will see sport as a healthy lifestyle choice through inspirational role models from a range of protected characteristics as well as a potential career. • Sports Coach will cover all strands of PE and skills, knowledge, vocabulary will be progressive within a year and across years due to high quality learning and teaching. Thus raising standards in progress and attainment in PE across school. • Sports coach will be confident in delivering a high-quality, bespoke PE curriculum with a focus on SKV and planned enrichment opportunities. • Learners will be able to talk confidently and positively about SKV and of their experience and 	<p>and deliver quality sessions. This will form part of the enrichment for the PE curriculum and raise profile of sport / PE.</p> <ul style="list-style-type: none"> • Develop range of clubs offered based on Learner Voice and Feedback (these may be influenced by experiences – visits and visitors)
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			love of a range of sporting activities.	
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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:

27%

Intent	Implementation		Impact	
Your school focus should be clear what you want the learners 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 learners now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • To continue to plan and deliver high quality P.E lessons through purchasing new sports equipment to facilitate learning and development of SKV. <ul style="list-style-type: none"> • Introduce key skill zones in the EYFS playground to promote Physical development of FMS, fine motor and gross motor skills. • To ensure that the bespoke curriculum is progressive within and across years in 	<ul style="list-style-type: none"> • Audit current equipment and replace where appropriate. • Build on current inventory and buy new equipment to create new experiences for learners and support scaffold and challenge as well as additional intervention / provision. • Train and model to EFYS staff how to develop fundamental skills – 	£5000	<ul style="list-style-type: none"> • Learners will be able to confidently talk about the skills, knowledge, vocabulary, habits of mind (Learning Powers). They will talk about prior learning and transferable skills they can use across the year and in other curriculum areas. • All learners will show a 	<ul style="list-style-type: none"> • Assessment data will inform delivery of the PE curriculum and review of SKV taught in each year group over this academic year and the next two years. Whilst SKV are being built up and developed from EYFS upwards the SKV in the bespoke curriculum will vary slightly according to

<p>terms of knowledge, skills, vocabulary and that these are acquired by all year groups at an age appropriate level through high quality sequenced delivery. Habits of mind (Learning Powers) also to be promoted throughout PE due to whole school focus on BLP</p> <ul style="list-style-type: none"> • Ensure enrichment opportunities are built into each unit to enhance experiences and make learning meaningful. • Progression of SKV across each year group unit to be displayed for learners to support learning across a unit and reflection on prior learning. • Encourage learners to 'think with a Growth Mindset' and widen experiences through working with external specialist coaches. • Invite a range of sports 	<p>including gross / fine motor skills</p> <ul style="list-style-type: none"> • Use bespoke P.E Subject Learning Progression maps to support layering skill, knowledge and vocab. • Review and develop assessment to ensure this identifies gaps and informs next step planning and interventions for the learners who have gaps in learning and specific needs. • Plan for enrichment beginning / end of unit which may include visits or visitors. Map this out, including use specialist coaches. • Keep website, newsletters and display boards up to date with achievements in Sport. • Develop display boards so they are accessible for learners to see what they have learnt in previous year group. Change these half termly as unit change • To provide training and 		<p>'good' level of progression from their starting points, with more learners at ARE term on term.</p> <ul style="list-style-type: none"> • Assessment will be ongoing and support identification of whole school, year group and individual next step needs to inform subsequent planning and intervention / provision. This will also support identification of learners at 'deeper learning' to challenge further or access clubs. • Learners will have access to appropriate and safe equipment to support their learning of SKV (scaffold and challenge). • Enrichment opportunities will provide a purpose for learning in PE and raise the quality of outcomes. Learners will showcase their learning to others and gain experiences as 	<p>needs of each cohort.</p> <ul style="list-style-type: none"> • Assessment will highlight groups of learners that can be targeted through provision / intervention. • Progress of all groups of learners will be tracked, including the SEN/d and most disadvantaged learners to ensure delivery and provision is timely and appropriate. Extra curricular clubs and activities will continue to be monitored for groups. Some clubs will be targeted at specific groups.
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<p>people into school to help encourage and inspire learners at Marsden through talks and provision.</p> <ul style="list-style-type: none"> Continue to celebrate / promote learners' achievements in sport via website, trophies, awards in Learner of the Week assemblies. 	<p>high quality teaching to improve teaching and learning of a specific sport.</p>		<p>well as access to role models through visits / visitors</p> <ul style="list-style-type: none"> The above point will ensure learners have a love for sport and a sense of pride in their progress and achievements. This is in line with the vision and mission of the school. Sports coach will cover full range of sporting areas and strands thus full coverage of SKV. Sports coach will be confident in delivering a high-quality PE curriculum and be able to scaffold and challenge each lesson to suit the next step needs of all groups of learners. Higher number of learners reflecting positively on their experience of P.E / sport through learner voice. Sporting achievements and effort will be celebrated and 	
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			promoted across school, to parents, Governors and the local community through the website, newsletters etc.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	8%

Intent	Implementation		Impact	
Your school focus should be clear what you want the learners 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 learners now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> The Subject Learning Progression Maps are followed, ensuring that SKV are layered/ sequenced over a series of lessons, ensuring positive outcomes for all groups of learners. These are adapted in line with assessment of starting skills in each area of PE. PE Coach to deliver PE curriculum to a high standard 	<ul style="list-style-type: none"> PE Lead to liaise closely with PE Coach to ensure that SKV is layered from current starting points in each year group (this may require tweaking of Learning Progression Maps initially until skills become fully embedded – annotations will show amendments / adaptations) 	£1000	<ul style="list-style-type: none"> P.E coach will be able to plan and deliver high quality P.E lessons which are progressive across a unit in each year group and across units in the whole school. Learners will make accelerated progress towards ARE with more learners term on term at ARE 	<ul style="list-style-type: none"> Lesson visits and ‘drop ins’ to continue to raise the quality of learning and teaching over time through constructive feedback and post lesson discussion External CPD to upskill PE Lead / Coach and ensure strong links are forged with network

<p>so that learners outcomes are 'good'.</p> <ul style="list-style-type: none"> Lesson observations and 'drop ins' monitor staff effectiveness and confidence and post lesson discussions provide next step feedback. Monitoring and review of the PE planning ensures progression of skills, knowledge and vocabulary. Activities are appropriately matched and adapted according to needs of all learnings with scaffold / challenge in resources, tasks, outcomes, LOs. Assessment supports and informs next step planning thus raising standards in PE and PE Coach / Leads knowledge in talking confidently about standards. EYFS staff trained in developing fundamental skills through provision 	<ul style="list-style-type: none"> PE Lead to support PE coach with planning / delivery through paired planning / delivery / 'drop ins' Rigorous monitoring of lessons, annotated planning, assessment and coverage in terms of highlighting Skills & Knowledge Document as well as Subject Learning Progression Maps to ensure that skills are layered and progressive within and across the year groups. PE Lead / coach to attend relevant external CPD sessions to ensure own subject knowledge up to date Liaise with other local schools within network to share knowledge and expertise as well as good practise and links with relevant organisations and role models. Timetable time to train 		<ul style="list-style-type: none"> EYFS learners will have a stronger foundation and grasp of fundamental skills on which to build on from Year 1 upwards. Learners will be able to confidently talk about the SKV gained in the lesson and over a series of lessons as well as prior learning (sticky knowledge- remember therefore learn more) Consistency in approach and understanding of what is being delivered when and why by PE Lead and PE coach so next step actions can be planned for PE coach feels more confident in the planning and delivery of progressive PE SKV. Rigorous monitoring will identify strengths, areas for development and support accurate next step action planning from a clear understanding of the current situation. This 	<p>schools. Resources and approaches / strategies used will be up to date and current</p> <ul style="list-style-type: none"> P.E coach will evaluate and adapt Learning Progression Maps so that planning term on term and year on year matches the needs of all learners in all year groups. Development of fundamental skills will continue to be focus in early years and throughout provision and PE sessions. Parents to be involved through Workshop provision
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and work alongside EYFS staff within provision to improve gross then fine motor skills over year

- Assessment to be reviewed and analysed to inform next step planning / provision and shared with PE Lead and teachers to support informing parents

will inform honest and accurate reports to Governors who can then ask appropriate challenge questions thus impacting on accountability

- P.E coach will be able to talk confidently about all groups of learners and standards in subject as well as additional provision / clubs ad purpose and impact of this.
- Teachers will be informed of standards in PE and report accurately to parents, talking confidently about the SKV gained in each unit.
- P.E coach will use assessment sheets to support their next step planning and inform future planning and needs for each year group and all groups of learners. Over time the bespoke curriculum will be able to be delivered in its entirety

			as less over learning or scaffolding will be required.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all learners				Percentage of total allocation:
				24%

Intent	Implementation		Impact	
Your school focus should be clear what you want the learners 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 learners now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Continue to offer additional before and after school clubs to promote participation in healthy physical activity and school sport. Track groups attending these and target some groups for certain clubs i.e QUG / DAPs / SEN/d (Covid Dependent) Establish links with BFC to work in partnership on projects linked to health and well being 	<ul style="list-style-type: none"> Variety of extra-curricular clubs running each week that vary each term. Attendance at these clubs tracked by group with all learners having access to a club if desired over the year. Subscription to the Pendle School sports Partnership and links BFC will support sport development and projects. 	£3000 £1620 (pendle school partnership)	<ul style="list-style-type: none"> Learners from all groups will be engaging in extracurricular sports additional to their PE lessons, including SEN/d, deeper learners and the most disadvantage. Target groups will receive bespoke clubs eg to tackle health issues of confidence / self esteem concerns Learners will work on projects with sport 	<ul style="list-style-type: none"> Listen to the Sports Council who will represent Learner Voice and influence possible clubs offered Strengthen links with BFC and other partnerships to gain funding and specialist teaching projects across school

<ul style="list-style-type: none"> All learners to have the opportunity to compete in a variety of different sporting competitions/ festivals(including SEN/d learners and the most disadvantaged learners as well as those at deeper learning). <p>(Covid Dependent)</p> <ul style="list-style-type: none"> Introduce Key Figures, from the range of protected characteristics, throughout the year to promote positive attitudes towards PE, Sport, Diversity and Equality. These are identified on Subject Learning Progression Overviews Bike-ability and Tot-on-tyres training to continue 	<ul style="list-style-type: none"> Sport role models in school and covering of key Figures in each unit will provide varied and positive experiences for the learners and reinforce sport as a potential career and life style. It will also support diversity and equality agenda. All groups of learners will have the chance to compete in organised competitions and festivals – these will be timetabled over year and will promote links with others schools 		<p>partners so gaining experience of the wider world and getting involved with the local community</p> <ul style="list-style-type: none"> Learners will have increased knowledge of a variety of sports. Key figures and sports people. Learners will develop greater self believe by competing against other schools and will rise to the challenge of competitive sports thus developing positive attitudes to sport. Learners will have improved social skills through being part of a team and representing the school. Learners will have the opportunities to broaden their social experiences with other diverse learners outside of school. Learners can develop new and existing technical and tactical skills linked to sport. Raise awareness of certain sports. Provide 	<ul style="list-style-type: none"> Increase range of competitions accessed and improve performance in these over time
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			aspirations for the learners to achieve and have a possible career in sport.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				23%

Intent	Implementation		Impact	
Your school focus should be clear what you want the learners 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 learners now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Continue to increase sporting opportunities for all learners through networks, partnerships and links with other schools through Pendle School sports Partnership. Sports Day in June for whole school to be arranged on Seedhill Athletic Course (Covid Dependent) 	<ul style="list-style-type: none"> Timetable opportunities to compete against other schools in a variety of sporting events / competitions both at home and away. Provide transport to different venues. Promote the key figures and role model visits throughout the year to raise the profile of competitive sport across 	£3500 £1000 (sports day)	<ul style="list-style-type: none"> Learners participate in competition and see the importance of playing by the rules and being a 'good' sport even in the face of failure. This will support 'thinking with a Growth Mindset' and Learning Power values Sports Day provides chance for team collaboration and celebration of skills covered over year in 	<ul style="list-style-type: none"> Be proactive in arranging competitions school to school – offering Marsden as a venue to further widen experiences (Cultural Capital – chance to experience / apply real skills in a community setting) Evaluate and

	<p>whole school.</p> <ul style="list-style-type: none"> Seed Hill Athletic Course booked for June and plan for team competitions with creative theme(Covid Dependent) 		<p>athletics</p> <ul style="list-style-type: none"> Parents/Carers attend Sports Day. Data collected of learners who have participated in competitions/ festivals (link to learner groups). Those at deeper learning directed to community clubs and external sporting opportunities and events to further develop skills Sport is recognised as part of a healthy life style, social experience, hobby and possible career 	<p>reorganise Sports Day 2022</p> <ul style="list-style-type: none"> Get parents more involved in attending competitions and offering their support
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Signed off by	
Head Teacher:	<i>N Delamere J Charlesworth</i>
Date:	17.9.21
Subject Leader:	<i>A Bland</i>
Date:	17.9.21
Governor:	<i>R Anwar</i>
Date:	22.9.21