

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

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](#) (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:

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 learners’ PE and sport participation and attainment by the end of the summer term or by **31 July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 learners 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:
<ul style="list-style-type: none"> Increased the number of learners attending a before and after school club. Ensured a progressive PE curriculum of skills, knowledge and Vocabulary has been implemented across the school. Provision is inclusive with appropriate scaffold / challenge from starting points. Those with SEN/d – in particular those with a medical need or disability - have additional support or resources provided. Those at 'deeper learning' are challenged. All groups of learners, including the most disadvantaged learners, had access to a range of before / after school clubs. Role models/ Key Figures from all protected characteristics are displayed, referred to and celebrated in lessons to inspire and excite. Gender Equality is promoted through lessons / clubs. This contributed to Marsden gaining the Lancashire Gender Equality Award 	<ul style="list-style-type: none"> Provide opportunities for learners to engage in additional exercise outside of their PE lessons. Provide increased opportunities for all learners to take part in competitive sport. (COVID 19 dependent). Raise the profile of our 'Key figures', providing learners with good role models they can aspire towards. Introduce the range of extra-curricular PE clubs on offer to all learners. (COVID 19 dependent). Provide equipment that promotes active play during break times and lunch times. Increase staff confidence in teaching P.E To provide the EYFS team with resources and skills to confidently plan and deliver the P.E new scheme of work. To have an assessment system in place which provides accurate/detailed information about standards in P.E

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

If YES you must complete the following section

If any funding from the academic year 2019/20 has been carried over you **MUST** complete the following section. Any carried over funding **MUST** be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £13,360.75	Date Updated: September 2020	
What Key indicator(s) are you going to focus on?			Total Carry Over Funding:
Key indicator 1: Engagement of all pupils in regular physical activity.			£13,360.75
Key indicator 2: Profile of P.E and sport is raised across the school as a tool for whole-school improvement.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			
Intent	Implementation	Impact	
<ul style="list-style-type: none">•To increase learners activity levels throughout the day.•Increase afterschool and morning clubs offering a range of focused sports to both KS1 and KS2. (Covid dependent)•Continue swimming Lessons for Year 4 and additional booster swimming sessions for learners in year 6 who have not achieved the required swimming objectives (covid dependent)<ul style="list-style-type: none">• To promote high quality P.E lessons through purchasing new sports equipment to facilitate learning.• To introduce Key Figures throughout the year to promote positive attitudes towards P.E, sport, values and Equality.	<ul style="list-style-type: none">• To upskill lunchtime staff with the knowledge about fundamental skills so that they can set up key skill areas for learners to practise at playtime.• Provide staff with resources and equipment to support learners with fundamental skills.• Provide additional swimming lessons for year 6 learners who cannot swim 25m and continue swimming for Year 4. (covid dependent)• To assess current equipment and replace where appropriate.• To purchase new equipment to build on current inventory.• To provide new netball and athletics kit.• Pupils will have access to appropriate and safe equipment to support their learning.• Providing a variety of equipment allows P.E coach to differentiate and peel off learner accordingly to support skill development and close the gap.• Gives them a sense of pride for the school and matches the school logo.• To invite athlete mentors into school to provide positive experiences for the pupils.• To reflect on athlete experiences and grow pupils positive mindset.	<ul style="list-style-type: none">• Learners will be more engaged in other lessons.• Learners will be able to talk confidently about how exercise helps them.• Increase knowledge of the chosen sport and key vocabulary.• Pupils will have developed greater self believe by competing against other schools.• Pupils will have improved social skills through being part of a team and representing the school.	

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 learners today and for the future.

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.	
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 learners may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: 2020/21		Total fund allocated: £19,700		Date Updated: September 2020	
Key indicator 1: The engagement of <u>all</u> learners in regular physical activity – Chief Medical Officers guidelines recommend that primary school learners 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 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 increase learners activity levels throughout the day.• To provide learners with equipment to promote FMS.• To allow learners to practice fundamental skills during playtimes led by teachers during covid restrictions initially then sports councillors.• Increase afterschool and morning clubs offering a range of focused sports to both KS1 and KS2. Currently clubs include games, fitness, basketball, dance, boxing, football, netball, athletics and NFL flag. (covid dependant)• All learners to be active for	<ul style="list-style-type: none">• Continue the daily mile in Key stage 1 and Key stage 2.• Provide staff with resources and equipment to support learners with fundamental skills.• Change the resources termly for play/lunch times to coincide with the current PE unit to allow learners the opportunity to practise skills learnt.• provide additional swimming lessons for year 6 learners who cannot swim 25m. (COVID dependent)• Meet with another school to plan a regular sporting event during the year (COVID dependent)	£3000 allocated (Equipment) (£2000 spent on Equipment	<ul style="list-style-type: none">• Learners will be more engaged in other lessons.• Learners will be able to talk confidently about how exercise helps them.• A chance to embed new and existing skills in a different environment.• Percentage of learners being able to swim 25m will increase.• Learners will be actively involved in sporting competitions/ activities with other schools (COVID dependent)• Learners will have access to a wide range of extra-	<ul style="list-style-type: none">• Continue to find ways of increasing learners activity levels throughout the day.• Continue to utilise the use of playground to support learners and target them using skill areas to embed skills.• Continue with Daily Mile• Forest school to continue after Covid-19 restrictions lifted.• Additional swimming lessons didn't take place due to Covid -19.• Parents in to talk about the importance	

<p>at least 30 minutes daily in school. For example through: Daily mile, Joe wick workout, Wake and shake, Active literacy and Fundamental skill zone.</p> <ul style="list-style-type: none"> Swimming Lessons for Year 4 (COVID dependent) Add additional booster swimming sessions for learners in year 6 who have not achieved the required swimming objectives (COVID dependent) To develop links, organise and implement sporting events with other schools (COVID dependent). 			curricular sporting activities.	<p>of swimming and supporting their child didn't take place due to covid-19.</p> <ul style="list-style-type: none"> Next steps swimming to take place once Covid restrictions are lifted. To develop links, organise and implement sporting events with other schools (COVID dependent).
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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:

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 promote high quality P.E lessons through purchasing new sports equipment to facilitate learning. Introduce the 5 under 5 and 	<ul style="list-style-type: none"> To assess current equipment and replace where appropriate. To purchase new equipment to build on 	<p>£5000 allocated</p> <p>(£5000 spent)</p>	<ul style="list-style-type: none"> Learners will be able to confidently talk about the skills and knowledge and how it links across 	<ul style="list-style-type: none"> Pupil's progress data will highlight groups of learners that can be targeted.

<p>set up key skill zones in the EYFS playground to promote Physical development and FMS.</p> <ul style="list-style-type: none"> • To ensure that the layout of the curriculum clearly demonstrates how the knowledge, skills and understanding will be delivered • Ensure high quality PE lessons are delivered and understand how skills need to be layered and that there is progression in units and across year groups. • Enrich learners growth mindset and widen experiences through working with external specialist coaches. • Invite famous Sportsman into school to help encourage and inspire learners at Marsden (covid dependent) • Continue to celebrate learners' achievements in sport via website, trophies, celebration assemblies. 	<p>current inventory.</p> <ul style="list-style-type: none"> • To provide new netball and athletics kit. • To use Marsdenised P.E subject progression maps to support skill, knowledge and vocab development. • Continue to develop our own assessment tool. • Progress will improve due to learners having more opportunities to practise and embed the skills taught in P.E Lessons. • To provide high quality teaching to improve teaching and learning of a specific sport. • Specialist coaches to work with P.E coach and P.E Lead to improve teaching and monitor regularly. (covid dependent) • To keep website/ PE noticeboard up to date with achievements in sport. 	<p>254.97- Sports for School</p> <p>£95 Jenna Downing</p>	<p>the year and how they can embed it in other curriculum areas.</p> <ul style="list-style-type: none"> • All learners will show a 'good' level of progression from their start point. • Learners will have access to appropriate and safe equipment to support their learning. • Providing a variety of equipment allows P.E coach to differentiate and peel off learner accordingly to support skill development and close the gap. • Gives them a sense of pride for the school and matches the school logo. • Sports coach will show full coverage of skills and sports taught. • Sports coach will be confident in delivering a high quality PE curriculum. • Higher number of learners reflecting positively on their experience of P.E through Learners voice. 	<ul style="list-style-type: none"> • Data will teach the progress of SEND and Pupil Premium learners.
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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 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 progression maps is followed, ensuring that skills & knowledge are layered/ sequenced over a series of lessons, ensuring positive outcomes for all groups of learners PE Coach to deliver PE curriculum Lesson observations to monitor staff effectiveness and confidence. To monitor and review the use of the PE planning ensuring progression of skills, knowledge and vocabulary. To have an assessment system in place which provides accurate/detailed 	<ul style="list-style-type: none"> PE lead used to upskill PE Coach through supporting, team teaching, helping with planning and observations. <ul style="list-style-type: none"> Look at unit planning and observations to ensure that skills are layered and I can see that progression through the unit and across the year groups. To provide CPD sessions to PE coach and others to improve teaching standards. Attend local CPD courses – report back to staff to share. Liaise with other local schools to share knowledge and expertise. <ul style="list-style-type: none"> Assessments will take the key knowledge from the 	£1000	<ul style="list-style-type: none"> P.E coach will be able to plan and deliver high quality P.E lessons. Learners will be able to confidently talk about the knowledge gained in the lesson and over a series of lessons (sticky knowledge- remember therefore learn more) PE coach feels more confident in the teaching of PE. PE coach practice improves (observations.) <ul style="list-style-type: none"> P.E coach will be able to talk confidently about the learners and also feedback to Teachers. Learners will also be able to confidently talk about 	<ul style="list-style-type: none"> Lesson observations to monitor teaching and learning. Staff to develop confidence, knowledge and provide CPD. P.E coach will evaluate and adapt learning and planning to match the needs of the learners. Assessments grid to be developed to provide detailed information. Continue celebration assemblies next year to celebrate achievement in sports.

information about standards in P.E	Subject progression maps to assess against for each unit. These have been chosen as they are the 3 most important piece of knowledge that we want learners to gain and retain.		<p>the knowledge gained in each unit.</p> <ul style="list-style-type: none"> P.E coach will be able to use assessment sheets to support their next steps and inform future planning and needs for each year group. This will allow Skills and Knowledge to be build up across the units and year groups to show progress and attainment of all groups of learners. 	
Key indicator 4: Broader experience of a range of sports and activities offered to all learners				Percentage of total allocation:
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 physical activity and school sport. (covid Dependent) All learners to have the opportunity to compete in a variety of different sporting competitions/ festivals(including SEN learners). (covid Dependent) To introduce Key Figures throughout the year to promote positive attitudes towards P.E, sport, values and Equality. Continue Bike-ability and Tot-on-tyres training 	<ul style="list-style-type: none"> Have different extra-curricular clubs running each week that vary each term and that are highly attended across Key stages 1 and 2. To subscribe to the Pendle school sports partnership. To invite athlete mentors into school to provide positive experiences for the learners. To reflect on athlete experiences and grow learners positive mind-set. 	<p>£3000</p> <p>£1624.75 – Pendle school sports partnership. spent</p>	<ul style="list-style-type: none"> More learners will be engaging in extracurricular sports additional to their PE lessons. Increase knowledge of the chosen sport and key vocabulary. Learners will have developed greater self believe by competing against other schools. Learners will have improved social skills through being part of a team and representing the school. Learners will have the opportunities to broader their social experiences with other learners outside of school. Learners can develop new and existing technical and tactical skills linked to the sport. Raise awareness of certain sports. Provide aspirations for the learners to achieve. Learners will have positive experiences of new role models and can talk positively about them. 	<ul style="list-style-type: none"> Increase opportunities for all children. To continue to use key figures throughout the year to support P.E values and equality To continue with clubs once restrictions allow.
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Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
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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?:
<ul style="list-style-type: none"> Learners to be able to participate in a range of sports at different venues. To facilitate events happening. To provide an opportunity for the whole school to take part in the annual sporting showcase. 			<ul style="list-style-type: none"> Provide learners with opportunities to compete against other schools in a variety of sporting events. Provide commute to different venues. Promote the learning powers and key figures throughout the year to raise the profile of P.E, school sport through the whole school. 	£3500 – £1000 (sports day) allocated	<ul style="list-style-type: none"> Learners can participate in the school sports day Parents/Carers attend sports day. After school club registers Data collected of learners who have participated in competitions/ festivals. Learners to attend fixtures, tournaments, festivals and competitions – record kept of who has represented the school in a sporting activity. An opportunity for learners throughout the school to learn the learning powers and apply to their own performance.
					<ul style="list-style-type: none"> Further, widen opportunities for pupils to take part in competitive sporting events. Evaluate and organise sports day 2022

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	