

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:

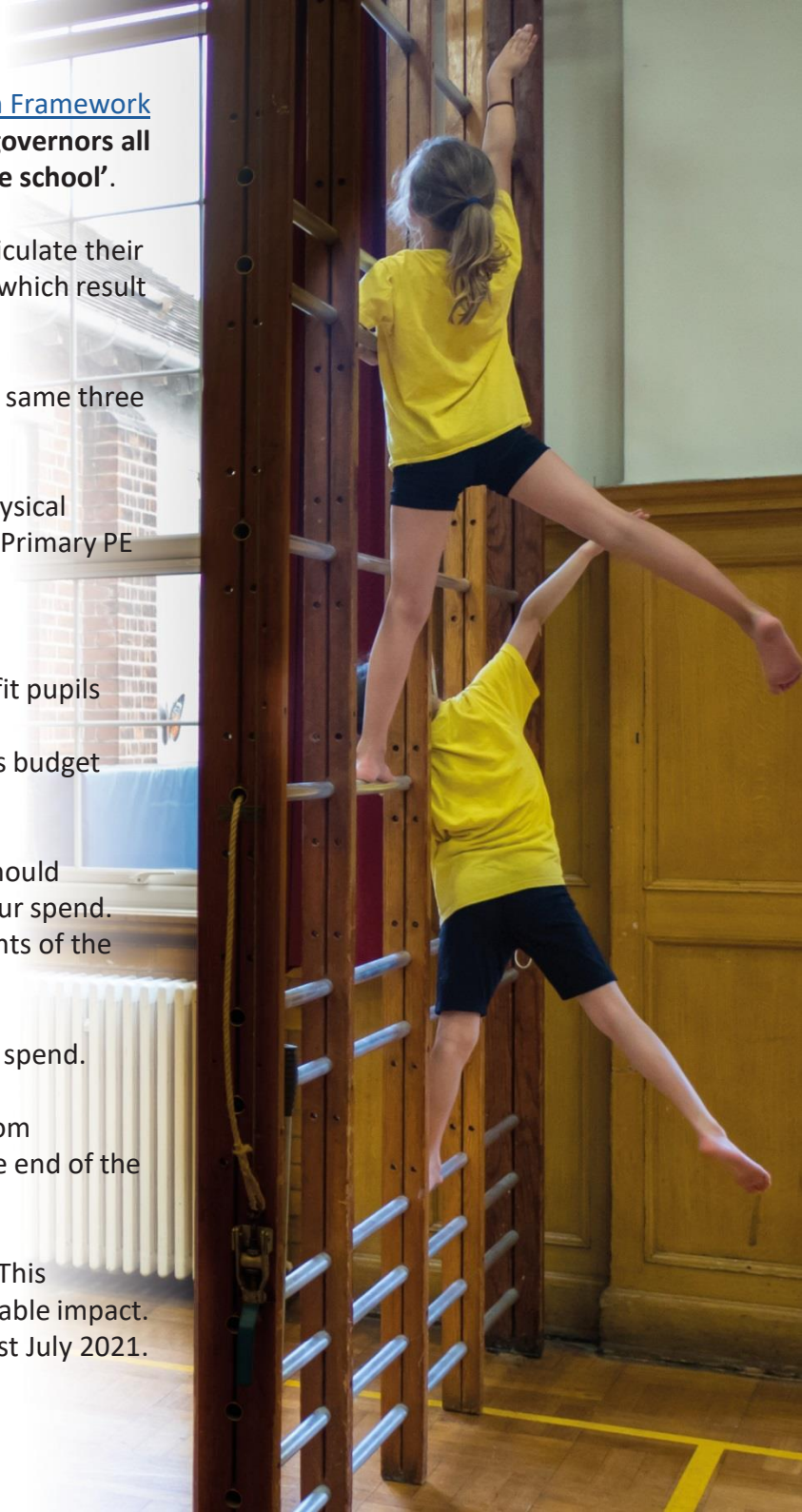
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Children were provided with a range of sporting experiences despite the restrictions of Covid-19. More intra school competitions took place within 'bubbles' to ensure that PE lessons had an end result to aim for and so that competition was still available. Our Inter House Netball and Football tournaments were able to take place (within bubbles). We adapted the team requirements and group sizes to ensure that it could still take place. Sports Day was able to go ahead, so that children did not miss out on this experience. We had a new track installed in September, so many classes have made the most of using this for additional opportunities for physical activity. Due to staggered break times and a restriction on space, more classes have made use of online resources such as 'Just Dance' and 'Koo Koo Kangaroo' to enable them to brain breaks and exercise in their classrooms. As a school we hosted a socially distanced Cross Country event for other local Primary Schools – Overton finished first place in this event. 	<ul style="list-style-type: none"> To re-establish swimming sessions. To ensure that children continue to receive high quality PE lessons so that their fitness improves. Establish clubs and extra-curricular activities to an increased number of children. To try and fill gaps in skill level that have occurred due to periods out of school time.

<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 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 2021.</p> <p>Please see note above.</p>	68%
<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>	25%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	25%
<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>	Yes/ No

- Overton St Helen's C. E. Primary School has used an allocation of the School Sports Funding to join the Heysham School's Sports Cluster Group and the Lancaster School Sports Network. This provides a wide range of services including coaching, competitions and staff CPD. The services provided in this buy in have a beneficial impact on all of the 5 Key Indicators. The total cost of accessing this provision was £2, 195.00 for the 2019/2020 academic year.
- Lancaster and Heysham School Sports Network: **£2195.00 (12.5% of allocation)**
- Bay Leadership Academy SGO: **£1,150.00 (6.6% of allocation)**

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:	
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					
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none">To ensure that all children access high quality curriculum PE each week.Provide as many opportunities during the school day to enable children to be active.To establish the ‘Daily Mile’ in every class.		<ul style="list-style-type: none">Staff to use Lancashire PE Curriculum to ensure that the lessons they deliver are active and engaging.Renew Lancashire PE membership.		<ul style="list-style-type: none">Success in the delivery of good PE sessions can be linked to the high percentage of children performing at and above age-related expectations according to the school assessment tracker.PE membership provides up to date schemes of work and assessment APP.‘Koo Koo Kangaroo’ and ‘Just Dance’ added to classroom based resources.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					
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:
<ul style="list-style-type: none"> To encourage all children to be fully engaged and motivated in order to take part in PE and sport. To develop children who are excited by sporting opportunities and are aware of what is available to them. Provide staff with PE kit to wear during the delivery of PE lessons. Use the 'Life Education Bus' to raise profile and awareness of healthy lifestyles. 	<ul style="list-style-type: none"> Sporting achievements to be celebrated weekly in our school 'Celebration Assembly'. Both achievements from sports connected to school events and those external. To keep the 'School Games' notice board up to date. Engrave any trophies won with the school's name. The organization of an active and inclusive Sports Day, including stickers for achievement and participation. Encourage and organize for visitors to come into school who have connections with sport. PE Subject Leader to have time allocated to manage PE budget and organization of curriculum and opportunities. Order new T-shirts and hoodies from Uniform and Leisure. Life Education bus. 		<ul style="list-style-type: none"> Children will be encouraged to celebrate their success. Participation in PE and sports will be valued and praised. This will encourage other children to try new sports. Financial documentation is updated regularly. Children are motivated by their teachers during PE sessions as staff kit allows teachers to fully engage and even participate in lessons where appropriate. All children participated in a session led by the Life Education organisation. 	<ul style="list-style-type: none"> Continue with celebration assembly. Encourage staff to share information on their own sporting involvement. Continue to update and develop School Games notice board. Publish information about PE and sport in school newsletter.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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:
<ul style="list-style-type: none"> Improved quality of children's physical education in Key Stages 1 and 2 to ensure they are competent and confident. Using coaching hours for SSN to work with Year 4/5 class. Teachers to work alongside coach in order to gain CPD. 	<ul style="list-style-type: none"> Staff to attend appropriate course available through SSN, or book on to any specific training that is requested or required. 	<ul style="list-style-type: none"> Included in SSN. 	<ul style="list-style-type: none"> Member of staff who delivers PE in KS1 and EYFS attended the most recent training based on the most updated curriculum. This has had a direct effect on the delivery of lessons. PE Subject Leader has conversed with new members of staff about PE curriculum and lesson delivery. 	<ul style="list-style-type: none"> PE subject leader could organize team teaching session for any staff who would feel it would be of benefit. Continue to look out for and send teaching staff on appropriate training courses. Speak to the school council about their views on PE lessons and how they could be improved.

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

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:

<ul style="list-style-type: none"> To provide children with extensive and different sporting opportunities and activities. 	<ul style="list-style-type: none"> Provide afterschool provision suitable for KS1 pupils. To offer Outdoor and Adventurous Activity day trips. Employ a range of coaches to deliver sessions to classes within curriculum time (this will also provide CDP to class teachers) Update school PE equipment to replace and enhance old stock. 		<ul style="list-style-type: none"> Morecambe Football Club provision of Multiskills for KS1 (after school). Morecambe Football Club provision for afterschool football session for KS2. Oak Class had an Outdoor Day, led by Outdoor Education North West. New equipment purchased. 	<ul style="list-style-type: none"> Consider different clubs for the next academic year. Look for alternative OAA provision for KS2 due to the fact that Morecambe High School provision is no longer available. Purchase bikes for EYFS and Year 1.
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Key indicator 5: Increased participation in competitive sport

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:
<ul style="list-style-type: none">To continue the high level of participation in local school competitions.To encourage more children to take part in competitive opportunities.Engage children who have not previously represented the school.Organise more intra school competitions.	<ul style="list-style-type: none">Engage with competitions set up by SSN.Keep a record of those children who take part in competitions.Ask children and school council if there are any events that they would like to take part in specifically.	<ul style="list-style-type: none">Competition entry and medal cost included as part of the SSN buy in (as detailed above).	<ul style="list-style-type: none">Overton St Helen's took part in and hosted a local Cross Country Competition.Children in Beech and Oak Class were able to take part in Intra school football and netball competitions.	<ul style="list-style-type: none">Looking forward to academic year 21/22:To become full participants in competition opportunities when events can once again be organised.

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