

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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:

- 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 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 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> -Developed multiple opportunities for children to be physically active throughout the school day, in addition to the PE curriculum. - School Games Mark Gold Level achieved. -Developed a wide and varied curriculum/extra-curricular program and provided all children to be able to access as many opportunities and experiences as possible. -Provided a range of competitive opportunities for all children with a particular focus on a group of vulnerable children from Yr5. - Worked closely with the local SSP, accessing all that is on offer. -We are continuing to provide a large provision for swimming across the school. -A successful couch to 5k team and competition achieved. -All staff working and assessing from PE Passport APP -Adapted PE and sport to coincide with COVID restrictions. 	<ul style="list-style-type: none"> To provide a wide range of sporting/health opportunities for children across the school both within the curriculum and extra-curricular. To adapt PE and sport due to COVID restrictions To improve wellbeing in and around the Whittlefield family due to the effect of COVID To embed a ‘healthy body, healthy mind’ approach to school life. Incorporating the whole Whittlefield family. To sustain a high-quality curriculum using the knowledge and skills received from CPD. Identify any gaps within the school that need addressing. Provide experiences for children outside of the core curriculum. To continue to provide a range of opportunities for all children. With a particular focus on pupil premium. Develop a strong relationship with a wide range of partners including SPS, BFC, Shuttleworth, and Burnley Leisure.

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 NO, the following section is **not** applicable to you

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: £	Date Updated:26/5/21
What Key indicator(s) are you going to focus on?			Total Carry Over Funding: £221
Intent	Implementation		Impact
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Increasing the quality of resources available to children</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Order more sports equipment to cater for different bubbles.</p>	<p>Carry over funding allocated:</p> <p>£221</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils' re-engagement with school. What has changed?:</p> <p>All class bubbles can have their own equipment in class to ensure quality first teaching with new and improved equipment.</p>
			Equipment ready and to be used for years to come.

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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	86% 25/29
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86% 25/29
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86% 25/29
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

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:	
			%	
Intent	Implementation	Impact	50	
<p>To ensure all children are getting more than 30 minutes activity a day.</p>	<p>-Active Families Intervention. Follow ups in school... Door to door physical activity intervention targeting certain families.</p>	<p>£0</p>	<p>Sustainability and suggested next steps: To continue to liaise with Action for Children to support vulnerable families.</p>	
	<p>-Extra activity sessions set up on the SEESAW app daily.</p>	<p>£0</p>		<p>Continue to use SEESAW for daily challenges and to report back on physical activity success both in and out of school.</p>
	<p>-Morning breakfast club ('fit and fill') Target 10 children per week 4 x week sessions 24 weeks</p>	<p>£500</p>		<p>Numbers reduced due to COVID Children taken part in morning activity as well as</p>

	<p>-each term a selected group of children take part in a knowledge and skill based programme aimed at making healthy changes to their lifestyle. Once a week the group meet for an hour and take part in cooking, gardening and physical activity. 1 x teacher and 1 x TA with food resources and equipment to be purchased as necessary. COVID RESTRICTIONS prevented this from happening last year.</p> <p>-Full time TA 3 covering PE The employed member of staff will lead PE across all year groups ensuring delivery of sessions, planning, assessment and feedback to the teachers and the progress the children make. -This person will also lead activities before school and after school. Their contracted hours will be 37.</p>	£6439	<p>-COVID restrictions have stopped the start of this proposed plan. Parents have been given advice via the SEESAW app with regards to living an active lifestyle. This includes signing up to Action for Children (providing free sporting/fitness equipment for families, fitness/game cards and meal vouchers), Burnley Leisure's activity videos online and Staff fitness videos via SEESAW.</p> <p>TA.... Has set up tracking and assessment app in KS1 for PE lessons on IPADS. Before and after school activity. -TA coordinates FIT and FILL activities. -TA oversees KS1 progression and reports to PE coordinator.</p>	TA to continue to be employed in the next school year.
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: %</p>
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Intent	Implementation		Impact	27%
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>To embed a 'healthy body, healthy mind' ethos into the Whittlefield family.</p>	<p>Support from Burnley School Sports Partnership.</p> <p>-Introduce and embed Sports values to children so they understand the effect of sport on their personal development. These values to be instilled during PE lessons.</p> <p>-Active break time. Fundamental skills in ks1 and games in ks2.</p> <p>-Food banks</p> <p>-Bikeability sessions for all year groups</p>	<p>SSP-3695</p> <p>£0</p>	<p>Children to use the values learned in everyday life for them to become better humans. Children can identify the values and use them across the curriculum.</p> <p>Assessments made by class teachers.... Details shared with all adults working with children with particular gaps in FMS worked on in PE and play times. Improvements made in years 1, 2 and 3 (gaps from last year). This then helped the children to develop the skills needed to make progress within the PE curriculum as they move through the school.</p> <p>Links to Burnley food banks where we have signposted 30 families to get help from Burnley food bank.</p> <p>Bikeability has taken place for all children in year 4,5 and 6. 90 children so far. COVID restrictions has limited availability for other year groups.</p>	<p>Continue to buy into the SPP for support.</p> <p>Sport values to continue to be embedded into the curriculum.</p> <p>Active break times to continue into the new school year.</p> <p>Food bank support to continue for vulnerable families.</p> <p>More Bikeability sessions to continue for next school year. Provisional bookings already made.</p>
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	<p>-Walk to school initiative-SEE ABOVE</p>		<p>Year 4- 70% level 1 certificate Year 5- 65% Level 2 Year 6- 70% Level 2 32% Level 3 This has increased the proficiency and confidence of the children who took part on their bikes.</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:
				%
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:
To ensure staff are confident and upskilled in teaching PE and Sport	-Staff audit of skills to identify upskilling. -Regular meetings with staff via zoom (COVID RESTRICTIONS)	£0	CPD courses taken up virtually including: -Young Mental Health Champions -Play leader training -FMS CPD -Covid PE guidance and advice Assessment -Curriculum Planning	-Courses to be sent out via SSP. Course sent out to certain staff who require training.
	-CPD programme from SSP, BFC, Lancashire CC, and external companies including: -FMS -IPAD TRAINING FOR PASSPORT	£% OF ssp COST	-PE Passport update training -FMS UPDATE training for 2 members of staff	FMS and PASSPORT training for more staff in the next school year.
	-Coaches and specialist staff helping with CPD in particular weakness.	£% OF ssp COST	-FMS TRAINING to improve skills in teaching FMS. The impacted the children by allowing them to have quality first teaching and therefore make progress within the PE curriculum.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	15%
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:
To offer a wide range of sports to children ensuring swimming and cycling are prioritised.	-Increase the amount of swimming to ensure 25m by year 6 is achieved. Extra	£1600	-Year 5 and 6 have been the only classes swimming due to the covid lockdown. We have endured year 6 have been given every opportunity to complete the national curriculum objectives. -86% of the children left year 6 being able to swim 25m and achieved water safety.	Year groups 2-6 to access swimming next year.
	-Bikeability sessions for most year groups to improve proficiency in cycling SEE ABOVE	£0	SEE ABOVE	SEE ABOVE
	Sources opportunities for children to experiences other	£435	-Year 6 Outdoor adventure trip gained so many skills in the extra sports as well as the skills of	-Year 6 trip provisionally booked albeit COVID restrictions. More extra-curricular activities planned in to help children access activities they may have

	<p>sports/activities e.g. martial arts, climbing, fishing, cycling. COVID RESTRICTIONS prevented this from happening last year. Enrichment.</p> <p>Bronze ambassadors representing the school and helping to encourage activities within the school day.</p> <p>COVID RESTRICTIONS prevented this from happening last year. SEND competitions and clubs (COVID PENDING)</p> <p>Pupil premium children to access enrichment activities set up by</p>	<p>£0</p> <p>£0</p> <p>£0</p>	<p>confidence, teamwork and setting goals ready for the transition for year 6.</p> <p>Working with year groups encouraging play and FMS at play time. This helped develop the children's sporting values including leadership.</p>	<p>missed out on due to COVID.</p> <p>Continue to set up and support in the next school year.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	8%
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:
To continue to provide a range of opportunities for all children. With a particular focus on pupil premium.	-Access current SSP programme Inter-schools.	£% OF SPP	SEE ABOVE	SEE ABOVE
	-Friday Finals (level 1 competitions) INTRA ... COVID RESTRICTIONS prevented this from happening last year.	£0	COVID RESTRICTED	Set up in the next school year COVID pending
	-SPP Intra school competition...virtual competitions each term set up for children to complete in PE lessons.	£0	Completed some competitions in school. Time restricted some being completed and COVID impacted.	To set up intra school competitions next year.
	-Focus on Pupil Premium children accessing extra-curricular activities. SPS opportunities.	£0	NO EXTRA CURRICULAR DUE TO COVID	Continue next year
	-Young leaders to provide personal best challengers. -C4L events -SEND festival -Intra SEND festival -Maintain School games mark GOLD. COVID RESTRICTIONS prevented these from happening last year.	£0	COVID RESTRICTED	Continue next year

	<p>-Broadening the range of resources (kit and equipment) to allow children to access the particular sport. ---Including enough equipment for each bubble. New activity tables for the yard.</p> <p>-Links with Shuttle worth to use Minibus for Transport.</p>	<p>£1,100</p> <p>30</p>	<p>New equipment provided for all year group and bubbles. This helped with the delivery of quality first teaching and allowing the children to have active break times. This therefore increased the access to more Physical activities during the children's day,</p>	<p>A review of equipment to be made in Summer 2 and a new equipment order to be placed ready for Autumn of the new school year.</p>
<p>To incorporate ALL of the Whittlefield family and external partners in decided the best outcomes for a healthy school</p>	<p>Actions to achieve:</p> <p>-Zoom meetings with governors and the head teacher.</p> <p>-Looking into external funding for the school through our funding lead.</p> <p>School Sports Partnership support programme including:</p> <p>-Over 120 competitions and festivals (includes 22 free SG events SSCO support – specialist PE teacher who will work with school to support the PE lead and upskill teachers CPD courses Play leaders training, young ambassador training and C4L champions training Gifted and Talented provision School Sport Coaching programme (35 hours)</p>	<p>£0</p> <p>£0</p> <p>PART TA 3</p> <p>Part SSP</p>	<p>-Sports premium plan presented to the head teacher and SLT and then presented to governors for their approval.</p> <p>-Playground improvement funding applied for.</p> <p>SEE ABOVE</p>	<p>To continue to use SPP for the support of quality competition, support and CPD for the school into next year.</p>

	<p>Tots on Tyres Cycling programme for Early Years</p> <p>Network support for PE leads and Head Teachers</p> <p>YST Membership enabling school to link with national network</p>			
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Signed off by	
Head Teacher:	M Hume
Date:	15/7/21
Subject Leader:	A Booth
Date:	15/7/21
Governor:	P Lucarz
Date:	16/7/21