

# 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](http://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. **All funding must be spent by 31st July 2022.**

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](#).



## Details with regard to funding

Please complete the table below.

|   |            |
|---|------------|
| Total amount carried over from 2019/20  | £9838.00   |
| Total amount allocated for 2020/21  | £17,320.00 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £0.00      |
| Total amount allocated for 2021/22  | £17,200.00 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £17,200.00 |

## Swimming Data

Please report on your Swimming Data below.

|  |       |
|--|-------|
| <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><b>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</b></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><b>N.B.</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>  | 38.8% |
| <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>  | 22.2% |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 11.1% |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>   | No    |

## 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.

|  |  |                                      |                    |   |   |
|--|--|--------------------------------------|--------------------|---|---|
| <b>Academic Year: 2020/21</b>  |  | <b>Total fund allocated:17200.00</b> |                    | <b>Date Updated:15/07/2022</b>  |   |
| <b>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</b> |  |                                      |                    |   | Percentage of total allocation:<br>14.6%  |
| <b>Intent</b>  | <b>Implementation</b>  |                                      | <b>Impact</b>      |   |   |
| 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:  |
| Sports equipment purchased to enhance swimming lessons, classes structured playtimes and movement breaks alongside enhancing the curriculum offered and encouraging structured playtime activities that engage and excite children   | Sports equipment required for swimming lessons, classrooms to ensure that activities can be undertaken through structured playtimes and movement breaks encouraging physical activity through the school day |                                      | £515.25            | Pupils have been engaged in active and structured games at playtime, such as basketball, football at simple throw and catch ball games, this equipment has also allowed for meaningful movement breaks for some children who can focus on a short activity between lessons. The impact is measured by use of equipment and skills acquired within the curriculum, alongside encouraging engagement and active play. | To purchase resources for playtime activity clubs and to work together as class groups to provide a variety of activities / clubs to engage children in different sports through the week eg: multi sport, Basketball, Football, Badminton, Tennis. |

|   |  |  |   |   |
|---|--|--|---|---|
| Celebration of Children's university including providing transport and use of gowns for school event.   | To recognise children who take part in clubs during school hours with a nationally recognised award and graduation ceremony  | £2000.00                               | The development of children's skills with a variety of clubs during and after school hours enabling them to progress skills, take part in activities with a supportive environment, contributing to 30 mins of physical activity a day.   | To develop clubs on offer, during the week, allowing children a variety of activities that engage and interest our young people, this aiming for further development of skills, more physical activity, and progression through the children's university levels. |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>   |  |  |   | Percentage of total allocation:<br>62.2%  |
| <b>Intent</b>   | <b>Implementation</b>  |  | <b>Impact</b>   |   |
| 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 part fund a Forest Schools Instructor to deliver a curriculum with links to the Outdoor Adventure Activities (OAA).<br>Within this specialist equipment is to be purchased to enable specialist activities to take place:<br><br>Forest School Flint and Strikes<br><br>Forest School Large Army Parachute | Forest Schools instructor to deliver specialist sessions linked to OAA such as taking part in OAA challenges as an individual and as a team, developing team building, trust and problem-solving skills. | £10145.05<br><br>£84.95<br><br>£465.25 | The children will develop skills linked to OAA for example, exploring the environment around them, succeeding at a challenging / physically demanding task, exploring and participating in a range of increasingly challenging situations, taking part in OAA activities as an individual or within a team, following a map and understanding 'safety' aspects of Forest Schools. | To continue working with Forest Schools to develop skills within OAA and enabling the children to transfer these skills to other aspects of PE and the wider curriculum within Lansbury Bridge School.  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |                    |   | Percentage of total allocation:  |
|--|---|--------------------|---|--|
|  |   |                    |   | 0%   |
| 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:   |
|  |   | £                  |   |  |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |   |                    |   | Percentage of total allocation:  |
|  |   |                    |   | 17.4%  |
| 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 employ a Dance specialist to run dance sessions for the children, and speak with staff on how to plan a dance session and deliver it for the needs of their children. | To allocate a block of 6 weeks to each primary class to learn dances, develop dance skills and for teachers to observe and learn about dance lessons to implement within their classroom and PE lessons | £3000.00           | Pupils will gain knowledge and skills within dance and teachers will gain knowledge and experience in dance that they can use within their classes and pe lessons this will be assessed via the school assessment framework and progress identified alongside teachers feedback on dance sessions and how they have implemented their learning. | To observe teachers delivering dance sessions with the classroom or pe lessons and check progress and learning outcomes through school assessment framework. Continue to embed dance within the LBS curriculum at primary level. |

| Key indicator 5: Increased participation in competitive sport  |  |                    |  | Percentage of total allocation:   |
|--|--|--------------------|--|---|
|  |  |                    |  | 5.8%  |
| 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 celebrate sporting achievements with a sports presentation alongside recognition for representing school in competitive sporting matches / activities.<br><br>Sports day medals | To provide every student in the school with a certificate and sports day medal for participation with sports day activities after the completion of their events.  | £169.50            | The children participated in a sports day with a focus on the Commonwealth Games, including opening and closing ceremonies. Participation was high, with a clear focus, engagement and commitment from all. The students were aware of the countries within the commonwealth games and the commonwealth sporting values. | To continue to recognise the sporting achievements of the students within Lansbury Bridge School on a more regular basis when competing in sporting activities and representing the school. |
| To ensure all sporting equipment is safety inspected and meets the required criteria for use.<br><br>Outdoor Goal Inspection   | To get the sporting equipment regularly serviced to ensure it is safe to use within the curriculum and for extra curricula activities.   | £70.00             | This impacts the use of the goals and the curriculum ensuring they are safe to use enhances the safety of the students when participating in PE Lessons and extra curricula clubs.   | To continue to regularly service the sporting equipment to ensure that it is safe to use within the curriculum.   |
| To increase the range of sporting events accessed during the academic year, developing sporting skills, competition skills, confidence, self-esteem, behaviour and responsibility. | To join other schools within St Helens and Merseyside to participate in inter school tournaments and galas through St Helens School Games and the Merseyside disability programme including Panathlon and PMLD events. | £750.00            | To develop links with SEND schools and to offer sporting opportunities to all children within Lansbury Bridge.<br><br>Intra school competitions should be made fun and enjoyable and should be made available for all students to take part in.  | To continue to offer sporting competitions, which allow all children including those who are gifted and talented with targeted, expert coaching and competition / events.                   |

|                 |            |
|-----------------|------------|
| Signed off by   |            |
| Head Teacher:   |            |
| Date:           |            |
| Subject Leader: | V.Gilbody  |
| Date:           | 15/07/2022 |
| Governor:       |            |
| Date:           |            |