

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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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:
<p>2019-2020</p> <ul style="list-style-type: none"> • Sports coaches and children’s engagement in a variety of different sports. • Sports equipment suitable for classes and outside areas to engage children in the minimum of 30mins activity per day • Successful completion of Children’s university through lunchtime and afterschool clubs <p>2020-2021</p> <ul style="list-style-type: none"> • Sports equipment suitable for classes and outside areas to engage children in the minimum of 30mins activity per day • Successful completion of Children’s university through lunchtime and afterschool clubs • Independent group activity through the use of the Daily Mile and class bubble PE lessons <p>Due to Covid-19 we have been unable to spend on services to support the children of Lansbury Bridge School for example sports coaches and school games as sessions were suspended – we have made alterations to the forecasted plan and have implemented where possible an alternative outdoor education provision to meet the needs of the curriculum and the children of Lansbury Bridge School</p>	<ul style="list-style-type: none"> • PMLD and children with Sensory needs to be able to access additional activities that interest, stimulate and encourage physical activity • PMLD children to access the MOVE curriculum during PE and additional lessons to support muscle and educational development.- Staff training required for this to be completed • Active clubs or structured sport / game based activities during lunchtimes. <ul style="list-style-type: none"> • PMLD and children with Sensory needs to be able to access additional activities that interest, stimulate and encourage physical activity especially competitions or events • Outdoor low level OAA play equipment in the school grounds to provide access to achieve 30mins activity a day, to enhance the OAA curriculum and outdoor PE activities alongside Sensory Diets and Sensory Circuit sessions. • Purchase of further equipment to enable classes to meet the PE needs of there groups while home learning and key worker children are in school without having the share equipment with others.

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

Total to be spent at end of year 2021 : £27158.00

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: £9838.00	Date Updated: 11.02.2021	
What Key indicator(s) are you going to focus on? Target 1: The engagement of all pupils in regular physical activity				Total Carry Over Funding: £9838.00
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Sensory Diet, Movement break, Physical development, Outdoor Adventure and PMLD areas in the quad and sensory garden to develop activity and skills of all children in Key stage 1 & 2 to promote OAA curriculum, Physical Development, Fundamental movement skills, alongside Sensory Circuits.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Quote for permanent sensory and movement activity areas within the quad and the sensory garden.</p>	<p>Carry over funding allocated:</p> <p>£9838.00</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>Observation of use, Staff report to PE lead regarding the use and development, use within PE lessons as a link to OAA curriculum and measured against Bsquared targets set for the term.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>This is sustainable as the use will continue into the future for all primary children to access. Next steps are to work alongside Lansbury Make it Happen (LIMH) design an OAA curriculum that encompasses the equipment and to ensure it meets the needs of the Pscapes and the national curriculum levels to ensure that PE progress can be measured via the Bsquared tracking system. Linking to this year's target to provide the PMLD students with similar equipment to allow equal access to the curriculum.</p>

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 2021.	13.63% 3 out of 22 pupils in year 6
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	18.18% 4 out of 22 pupils in year 6
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	13.63% 3 out of 22 pupils in year 6
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?	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.

Academic Year: 2020/21		Total fund allocated: £17,320.00		Date Updated: 11/05/2021	
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:
					%
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?:	
Sports equipment purchased to enhance to curriculum offered alongside lunchtimes and after school clubs – encouraging structured playtime activities that engage and excite children	Sports equipment required to replace old stock alongside developing the curriculum content.		£1,789.50	Pupils can develop their knowledge and skills around sports such as Basketball, Football, Badminton, Tennis and Multi Sport with new and safe equipment. The impact is measured by use of equipment and skills acquired within the curriculum measure by Bsquared	
				To purchase resources for lessons and lunchtime / afterschool clubs to provide a variety of lessons / activities eg: multi sport, Basketball, Football, Badminton, Tennis	

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 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 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:
Staff to receive appropriate sports training where available	Staff to access the training provided through the Four Boroughs CPD scheme unless specific training is deemed necessary EG –	Total spend: £1010.00 Broken down to cover the following:	The impact within CPD is measured by feedback and reports from staff of CPD courses and how they implement and enhance their curriculum delivery or accessibility	
	Pool Plant Operators Training	£670.00	By training staff in Pool Plant the swimming pool and hydrotherapy pool run safely and effectively ensuring that they are open and available to be used meeting the children needs within school times alongside being taken care of by qualified staff.	
	Lifeguard Renewal /Training	£340.00	Lifeguard renewal and training of new lifeguards is essential as it makes the swimming pool a safe environment alongside being able to offer swimming as an after-school club activity and inviting family's in for a Family Swim as they may not get opportunities within the community.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Sensory Diet, Movement break, Physical development, Outdoor Adventure and PMLD areas in the quad and sensory garden to develop activity and skills of all children in Key stage 1 & 2 to promote OAA curriculum, Physical Development, Fundamental movement skills, alongside Sensory Circuits.	Quote for permanent sensory and movement activity areas within the quad and the sensory garden.	£13,613.00	Pupils will gain experience of Playground equipment alongside develop skills in OAA through equipment at their ability level. The impact is measured by staff reports to PE lead regarding the use and development of skills and behaviour for sensory circuits or movement break activities, use within PE lessons as a link to OAA curriculum and measured against Bsquared targets set for the term.	This is sustainable as the use will continue into the future for all primary children to access. Next steps are to work alongside Lansbury Make it Happen (LIMH) design an OAA curriculum that encompasses the equipment and to ensure it meets the needs of the Pscapes and the national curriculum levels to ensure that PE progress can be measured via the Bsquared tracking system. Linking to this year's target to provide the PMLD students with similar equipment to allow equal access to the curriculum.
Wheels for all and Bike Ability school bicycle maintenance and annual service by Ryde Liverpool to enable the children to use the bikes safely to provide a broad and balanced curriculum which allow the children to learn a relevant skill and develop bike riding skills within a structured and supported setting	Quote for annual service on all school bikes to ensure they are ready for the next 12 months	£907.50	Pupils will gain new skills and develop existing skills such as riding a bike, riding over different terrains alongside linking into a lifelong learning skill, enabling them to access outdoor exercise.	This is sustainable as the bikes are in a good maintained condition each year and we know they are safe for our children to access as and when they need to. This links to the OAA curriculum alongside developing lifelong learning skills and promoting outdoor health and exercise.

Key indicator 5: Increased participation in competitive 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:

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	V.Gilbody
Date:	18/06/2021
Governor:	
Date:	