

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Full staff training in Real PE In September 2020. • PESSPA review completed by PE Lead and Headteacher. • Support from Forge School Partnership throughout a very challenging Covid affected year. • Audit of PE equipment completed and PE plans costed for 21/22. • Girls after school football school in Y3 - 6. • Developing orienteering in school grounds. • Travel to Tokyo was engaged in in all year groups with Y6 arriving in Tokyo. • All Year groups engaged in Beat the Street. 	<ul style="list-style-type: none"> • Follow up training in Real PE and Real Gym. • Staff, parent and pupil surveys to be regularly completed at least yearly. • Further training for new staff as appropriate to need following INSET CPD. • Further support from the Forge School Sport Partnership for the Being Healthy and Safe team. • Complete School Games Mark in its new format from 2021/2022.

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 **£3,074**
+ Total amount for this academic year 2020/2021 **£19,404**
= Total to be spent by 31st July 2021 **£22,478**

<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>	92%
<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>	92%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	92%
<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>	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: £	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				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:
Charnock Hall Primary Academy will support children to undertake at least 30 minutes of physical activity a day in school. Continue Travel to Tokyo in school in addition to PE. Increased participation in sports clubs, active lunchtime activities and competitive intra sport competitions. Extra equipment has been purchased, i.e. PE mats, further EYFS activity play resources.	All pupils have received at least 2 hours of PE a week in school up to school closure due to Covid-19.	£8,000	Increased engagement with lunchtime activities across the school week.	Increased competitions within LEAD schools.
Travel to Tokyo in school is in addition to PE.	All pupils are active in school every day.	£1000	Through monitoring, pupil interviews and conversations with parents, pupils show greater enthusiasm for PE and are able to talk confidently about their lessons	Training and after school clubs to continue into the next academic year through peer support and training overseen by staff.
3 year membership to Forge SSPartnership and additional CPD bolt-on sessions to provide staff and pupils with access to ongoing support.	Staff and pupils to have access to high quality support to develop knowledge, skills and understanding in PE.	£4120	Improved subject knowledge and skill and understanding for teachers and pupils. Continuing support from highly skilled professionals.	The purchase of this as a 3 year membership supports CHPA access to this support in the event of PE funding being withdrawn by

				DfE.
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:
Children take part in high quality first quality teaching.	Accessed relevant materials. More children have joined after school clubs.	£600	Children and staff have been given feedback about PE lessons.	Additional staff training in September.
Orienteering to be introduces into school in September 2021.	Y3-Y6 to take part.	£484		Training in September from British Orienteering Society. Staff work together to become support network resulting in increased opportunities for pupils

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 be more confident in the teaching of PE.	All year groups have a scheme through Real PE to ensure an understanding of previous and next steps in learning. This is broken down into key areas of PE.	£2000	The curriculum is being followed with a range of activities to support the teaching and learning within the subject via REAL PE with some Cornerstones activities that link the topic specifically into this subject.	REAL PE training in September to update and refresh staff on REAL PE.
To ensure progression in the teaching of PE.	Enrichment opportunities also provided opportunities to apply PE knowledge and understanding to activities.			Ensuring curriculum is embedded and progression documents used to implement the intended outcomes. Through monitoring, ensuring planned learning is delivered effectively.

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:
Additional achievements: Children to be lifelong advocates for healthy lifestyles and PE. To provide a varied diet of PE. Whole school sports day June 2021.92 To provide a wide range of extra	Children are positive about PE in pupil interviews. After school clubs including Karate,	£200	Data showing that most children accessing PE at the expected standard. Pupils enjoy PE at our school. This has been shown in Pupil Voice surveys. Visually most children in school are active and not obese.	Pupils need more progression of core PE to avoid repetition and build more competitive culture. To gain experience of competition and opportunities for this competition to understand that sport helps them to become more social, apply fair play and know

curriculum activities.	flag football and boys and girls football.			how to win and lose. Continue to introduce a wider range of activities as wider connections are made.
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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:
School Sports Mark LEAD Academy Y6 athletics. Increased completion between LEAD schools e.g. Y4 football v LEAD schools. Purchase uniform/kit for children to wear when representing the school	Stronger links towards schools. Increased completion between schools at different ranges of ability. Give children the opportunity to feel a sense of pride represent the school	£2000 £1000	Increased participation. By the time we can compete in academic sports.	As soon as Covid safe arrange competitions between schools. Calendar of competitions clearly mapped out and planned to see how this fits into current curriculum overview and extra-curricular clubs offered. Staff offering pupils opportunities to be competitive or take part in performances at the end of the unit of work. 100% of pupils taking form in some form of competitive situation in the school.

Signed off by	
Head Teacher:	P. Burgess
Date:	16.7.2021
Subject Leader:	B. Stevens

Date:	16.7.2021
Governor:	
Date:	