



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

Sports premium sheet
for the academic year
2022/23

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 2020/21, 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 2022** 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 2022:	Areas for further improvement and baseline evidence of need:
<p>Children accessing Go Noodle to increase levels of activity</p> <p>Children achieving at least 30 minutes of Physical activity throughout the school day.</p> <p>All Year 4 children still have access to a 1 hour swimming lesson each week for the whole academic year, we now have the majority of the year group swimming 25 meters by the end of year 4.</p> <p>Platinum Sports Mark maintained showing a continued commitment to sport and competition in school.</p> <p>Over 30 clubs were offered to children from Reception to Year 6 over the year including: football, netball, cricket, tennis, rugby, running and dodgeball. We also focused enrichment on alternative activities such as Boxing and Fitness clubs.</p> <p>Alternative clubs offered to targeted children with low self-esteem and girls (Archery/Yoga). The children showed improved confidence, focus and self-belief as well as enjoying themselves.</p> <p>C4L club run for a targeted group of least active children focus on activity and healthy living. Children changed some of their eating habits and became more active generally at playtimes</p> <p>Higher number of children attending competitions through participation events organized through School Sport partnership.</p>	<p>-Further the provision for structured physical activity throughout the school day. Maintain the current levels of activity working towards the 30 minutes a day target. Towards the end of the academic year the children will be pushing for 60 minutes activity.</p> <p>-Encompass children taking part in the Daily Activity with an emphasis on personal best development. Trying to create an intrinsic lifestyle to health and fitness. Key Focus groups are the classes who will be using the Moki Bands to see if this has an improvement on their physical activity in the time they are using the bands, and more importantly, whether they continue to be active when they don't have the bands any longer.</p> <p>- Ensure that ALL children within school are confident & competent in performing Fundamental Movement Skills. KS1 children are able to master those skills before moving into KS2 who are able to apply and adapt those skills into more specific sporting situations.</p> <p>- Lower KS2 children to focus on sport specific skills throughout the year to create a building block to progressing to tactical sides of games in upper KS2.</p> <p>- Increase staff knowledge to be able to deliver a wide and varied curriculum. A particular focus on developing staff skills teaching Gymnastics and Orienteering.</p> <p>- Continue to provide opportunities for all children to access competitive activities and events. Target specific groups within the school cohort including Pupil Premium children.</p>

<p>Inter school friendlies organized via close links with neighbouring schools such as St Johns.</p> <p>Inter Trust fun events organized termly at the three primary sites within the trust.</p> <p>Community links established with Burnley Leisure and Burnley Fc with their climbing wall club at the Leisure Box.</p>	<ul style="list-style-type: none"> - Buy into local SSP to ensure continuity and growth of local infra-structure. Universal offer for pupils and coordinated support package -More alternative provision for the children to access (Boxing, Climbing, Ballet) through the use of enrichment funding allocated. -A push on children of higher ability being given the chance to progress their skills at higher levels. Potentially provide exit routes for children showing key sports specific skills -Work alongside local clubs of all sports to provide exit routes for all levels of children who show an interest in taking part in sport outside of school. <p>Use Go Velo to enable all children in year 5 and 6 to have access to bike ability and at least attempt to achieve their level on in being able to ride a bike.</p>
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<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>	62%
<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>	38%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	45%
<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

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: 2021/22		Total fund allocated: £19,310		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?:
Further the provision for structured physical activity throughout the school day. Maintain the current levels of activity working towards the 30 minutes a day target.		-Increase the amount of structured lunchtime clubs on offer. - 4 clubs (cricket/football/OAA/Basketball) in KS2 with 80+ children participating each day. - KS1 have play areas now where the children are divided on a daily basis to access new activities.		N/A	We have had an increase in the number of children continuing their excitement of the lunch activity and signing up to afterschool clubs. Some of which have progressed onto partaking in activity at a club outside of school.
Increased Afterschool Delivery		Ensure that all children receive access to an afterschool club throughout the academic year. Particular focus on those affected through lockdown		N/A	Over 82% of children have attended at least one sports club this academic year. This has given them the confidence to thrive in PE lessons and in their own time on the yard

	Introduce C4L Clubs for children recognised as disengaged or obese. Key focus to engage children through Boxercise and fitness	N/A	This is an area in which we need to focus next year as we only ran two clubs which were not very successful.	A big focus for next academic year to increase clubs that are target driven.
	-Interventions for children who need Gross motor skills work on a weekly basis. Children predominantly from KS1	N/A	Children who needed the extra catch up sessions have now completed all their baseline assessment criteria.	Continuation throughout the year to enable all children to leave KS1 and EYFS with the key skills to develop further through school.

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:
Ensure that ALL children within school are confident & competent in performing Fundamental Movement Skills. KS1 children are able to master those skills before moving into KS2 who are able to apply and adapt those skills into more specific sporting situations.	Continue to use FMS baseline assessments across school. Use the collected data to inform planning, teaching and curriculum mapping. Use Pupil Voice to gather information on childrens views and what they want for school moving forward	N/A In House N/A In House	Children can identify the 10 key areas to their baseline and use these moving forward into KS2 and more sport specific game situations Children feel that they are now heard within school and we have a regular committee off members who speak to children concerning thing's they would like to see improved or things that are working well.	As above Need to encourage more children to speak to ambassadors about the ideas that they want within school. Suggestions have been put in place and some have worked fantastically.

	-Establish playground buddies to work with identified children who need extra support in particular skills. Create a working rota so all the year 6 children have access to working and enhancing their skills with the infants	N/A In House	Our KS1 children have really thrived from having the older children on the yard supporting them with playtime games. Some of our previous year 6 children have now gone on to become sports leaders in High school which is fantastic.	The use of the buddies has enabled the KS1 children to develop more skills in terms of communication and turn taking. The Buddies have become good role models for the children in KS1
	Ensure that all equipment is of high quality and each child is able to use their own equipment for higher level learning	£1800	All children have access to high quality equipment in their sessions.	N/A
	Ensure that the higher ability children are given the potential to be pushed further within the curriculum and externally through afterschool clubs aimed at gifted and talented	N/A In House	Another key area to focus on as we are slowly building a gifted and talented intervention to push those children and hopefully provide adequate exit routes into local clubs.	The use of Coach Henry to push on the gifted and talented children in KS2 will have a positive impact. As a result of this we are looking to establish a few links with local clubs to signpost children to.

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:

<p>Increase staff knowledge to be able to deliver a wide and varied curriculum. A particular focus on developing staff skills teaching OAA.</p>	<p>Staff audit to be completed by all staff highlighting their strengths and weaknesses. From this data the curriculum lead will look to post staff to the relevant CPD or look to upskill the staff within school using team teach techniques. Particular focus around Gymnastics, Dance and Orienteering</p> <p>Gymnastics CPD booked in for this academic year to all school staff</p>	<p>N/A In House</p>	<p>All staff delivered their own Gymnastics sessions over the academic year. Upon feedback the staff now feel much more confident in delivery of the scheme of work.</p>	<p>Staff are feeling more and more confident in all aspects of delivery within PE. In house recaps are given by PE leads to those less confident.</p>
	<p>Utilise sports coaches through SSP to work alongside staff: Burnley Leisure/Rugby/Netball/Rounders/Handball/Cricket</p>	<p>£900</p>	<p>High quality afterschool clubs have been delivered throughout the academic year.</p>	<p>Conitnued throughout the years to enable children to receive high quality coaching</p>
	<p>-Buy into Burnley FC premier league all stars package and have Kris in one day a week to work with identified children for Gross motor skills. Kris will target 30 children (who are identified through baseline assessments and EHC plans) to focus on specific Gross motor skills.</p>	<p>£3600</p>	<p>Our coach has provided excellent support in providing extra interventions within our KS1 groups for not only baseline but also those who are identified as lacking in social skills. This has had a profound impact on their attitude and behaviour on the yard on play and lunch times.</p>	<p>Henry has provded excellent coaching across all Key Stages. He had taken on the role of leading in the Bikeability for the EYFS children which is having a huge positive impact.</p>
	<p>All KS and EYFS schemes of work including FMS and Key steps for year 3 have been attended by relevant teachers to allow them to get the best out of the sessions they deliver.</p>	<p>N/A Buy in to SSP (See Below)</p>	<p>All staff feel fully qualified to deliver high quality PE Lessons.</p>	<p>Children now receive high quality delivery from PE coaches and teachers.</p>

	secure buy in for PE passport for the next 5 academic years (ring fenced in for 5 years)	£1000	Allows high quality assessment structures for our children	
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: Continue to enrich the curriculum and the extra-curricular program within school. Focus on exposing the children to 'alternative' activities with an opportunity to continue outside of school.	<p>Access Tots on Tyres, Learn2Ride and Bikeability program. Focus on the year 5 and 6 children learning to ride through level 1 and 2</p> <p>Look to offer further alternative after school club Through adult volunteers of the school: Ballet, Knitting, Baking. (improvement of gross and fine motor skills as well as healthy balanced lifestyles. Utilise staff within school who have particular skills to run enrichment.</p>	<p>Through SSP Buyin</p> <p>N/A Parental support system</p>	<p>88% of our children from reception class can now ride a pedal bike without support. This has now been incorporated to their daily provision time. It has also been noted that a lot of parents have purchased bikes for their children for outside of school</p> <p>Due to restrictions this is now something that we are continuing to progress with next academic year.</p>	<p>Continuation through Coach Henry. Children have now learnt to ride efficiently and two children now ride to school with their parents in a morning.</p> <p>No longer continuing with this due to the involvement of school staff in afterschool delivery.</p>

	Continue to fund additional swimming provision (extra half hour for our existing year group)	£1500	As with every years top up to the swimming we have seen a huge increase in our children achieving 25 Metres, simply due to the fact that they have more time in the water.	Continue to fund the extra 30 minutes of valuable swimming time for year 4 children which in turn allows a such higher percentage of children to achieve 25 metres
	Provide externally run clubs looking at alternative activities such as Martial Arts and scooting clubs. Try to provide our children with greater enriched Afterschool activities	£4000	This is something that we are carrying over into next year. We have successfully ran scooting clubs,Hula Hooping Clubs and are plaaning martial arts clubs for the next academic year.	Scooting club has really taken off and children are seeing a huge benefit as they then continue this at home (for those who have scooters)
	Work alongside other agencies such as Action for Children to ensure that our vulnerable and Deprived families can access sports. Children who take part receive free equipment to take home and use. Work alongside HAF to allow children to access extracurricular activity in the school holidays.	Free Access through SSP	We were only able to run two clubs this year due to the restricted funding for the providers in coming into school. We have managed to begin holiday provision based at our school which gives first refusal to our children through the HAF programme and also through paid sessions.	No longer continuing for next academic year due to funding

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:
Continue to provide opportunities for all children to access competitive activities and events. Target specific groups within the school cohort including Pupil Premium children.	<p>-Transition Pupil Premium children into competitions and events accessed including: Access cluster competitions delivered by SSCo to give “new” participants opportunity to represent school.</p> <p>Maintain present inter school competition programme</p> <p>Participate in B and C team events</p> <p>Try to engage all the year 6 children in some sort of event that represents school.</p> <p>Attend developmental festivals including C4L (now called active 60) and inclusion events to engage least active children and children with SEND</p>	<p>All through previous</p> <p>SSP Buyin of \$4600</p>	<p>We have attended over 30 events throughout the academic year which has given lots of children access to a competitive situation against other children from other schools. We have notice that within these children they have increased their resilience through competition which has helped them in all aspects of school life.</p>	<p>Aiming to attend more events to enable children from all key stages to be able to represent school in some form.</p>

	<ul style="list-style-type: none"> - Implement 'My Personal Best' challenges on a daily basis at playtimes/lunches led by the young leaders. -Small Level 1 competitions to be run in EYFS continuous provision -In summer term look at restarting a weekly one mile run. This could be timed and therefor give a focus for children to achieve better results each time they take part. -Access academy trust competitions. -Focused PE lessons around school games values -Reward scheme for those showing personal best efforts throughout PE lessons Access meaningful competitions in the academic year which focuses on our key targeted children. Continue to access professional development and new resources that will help staff to competently deliver high quality PE As a school we need to ensure that all staff feel fully confident in delivery of PE. 		<p>Goals have been set in PE lessons so far for children to try and accomplish within their warm ups. We are now expanding this to playtimes for children to set themselves personal goals.</p> <p>To begin next academic year as a whole of an active school ethos.</p> <p>We entered 2 events throughout the year which lead to fantastic cohesion between the trust primary schools.</p>	<p>Looking at an overhaul for the next academic year so that all classes implement active classrooms throughout the school day.</p> <p>Children will take short breaks of activity to enable them to remain focused rather than have a set time within the day to do a daily mile or a go noodle.</p> <p>Each class will monitor the activity rates on their heat maps and see if this has a positive impact on the learning and behaviour overall</p> <p>N/A</p>
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Signed off by	
Head Teacher:	Paul Whaling
Date:	6/2/23
Subject Leader:	Mark Dutton
Date:	6/2/23
Governor:	R. Browning
Date:	6/2/23