

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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](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 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 **31<sup>st</sup> 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Barrow URC Primary School has achieved the Bronze Award for the School Games Award.</li> <li>• Continuation of 'Balance ability' Program to further enhance EYFS Physical Development provision.</li> <li>• Increase participation for all children which needed additional, social emotional and well-being support. in enhanced PE and sporting provision through the use of outdoor learning and Forest Schools</li> <li>• Opportunities identified for for all pupils with SEND to take part in competitions and evaluate.- summer Term inter-schools day 2019</li> <li>• P.E. subject leader to deliver further training on safe practice in PE using AFPE guidance during staff meetings.</li> <li>• CPD and Training opportunities to be identified through Sports partnership offers.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase participation in a range of sporting activities across the school through the effective introduction of inter house sports competitions.</li> <li>• Provide a multi use games area to enhance the teaching of physical education.</li> <li>• Ensure that every child has access to at least 30 minutes of activity per day through the delivery with a particular focus on classroom activity.</li> <li>• Effective implementation of the Primary PE Passport throughout the school, including assessment.</li> <li>• Ensure staff are confidence and competence in delivering and teaching new sports in line with the Primary PE Passport</li> <li>• Provide effective CPD to address the staff need.</li> <li>• Introduction or virtual intra schools sporting fixtures</li> <li>• School Games silver level to be gained.</li> <li>• Increase participation for ALL pupils in enhanced PE and sporting provision through the use of outdoor learning and Forest Schools</li> <li>• Sports premium funding to be used to provide new equipment e.g. nets, balls, kit.</li> <li>• Ensure pupils with poor gross motor skills are given equipment and apparatus that helps them develop physical development in outdoor learning including EYFS</li> <li>• Identify and implement opportunities for pupils to attend additional intra-school competition during Spring/Summer Term through the Schools Sports Partnership (SSP)</li> <li>• Pupils to be given the opportunity to participate in one off more unusual sporting activities such as skiing/ curling/ archery etc</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

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? <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 2020.	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	89%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	35%
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?	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: £17230.00		Date Updated: 26 <sup>th</sup> November 2020	
<p><b>Key indicator 1:</b> 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:
					<b>16%</b>
Intent	Implementation		Impact		
<p><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:</b></p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		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><b>Ensure that every child has access to at least 30 minutes of activity per day through the delivery with a particular focus on classroom activity.</b></p>	<ul style="list-style-type: none"> <li>Implementation of GoNoodle. Children will take part in Go Noodle on a daily basis to be used as a brain break, to start the day and to use before or after break times.</li> <li>We will measure the progress of the classes, by monitoring the minutes taking part. Classes not taking part will be encouraged to do so.</li> <li>Weekly awards presented to the most active class and recorded on the newsletter.</li> </ul>		n/a	<p>The children now engage in more physical activity. This had to be conducted in bubbles due to COVID 19 restrictions. All classes took part in daily GoNoodle activity and wellbeing sessions. This was closely monitored by the PE Lead and rewards given for increased activity.</p>	<p>To continued to use GoNoodle as a daily activity. To look and investigate further ways of children engaging in daily activity, possibly to start a daily mile initiative? Or classes to engage in a daily mile on the days that they do not engage in curriculum PE.</p> <p>To looks at the possibility of installing a trim trail to engage children in regular activity. To investigate costing from Playdale.</p>

<b>Ensure the needs of all pupils and all abilities are met with a focus on those with poor gross motor skills.</b>	<ul style="list-style-type: none"> <li>Children in EYFS to take part in Balancability course to enhance gross motor skills (Autumn Term)</li> <li>Purchase new equipment to support the needs of all children's physical development for both PE lessons and playtimes.</li> <li>Create class bubble Playtime resource boxes, which promote a healthy life style.</li> </ul>	<p>TBC</p> <p>£132 (Equipment)</p> <p>TBC</p>	<p>EYFS children have improved their balance and gross motor skills.</p> <p>New equipment has been purchased for children to use to increase physical activity at playtime, however this has not been used to the full extent due to COVID restrictions</p>	<p>Rebook balancability for EYFS children.</p> <p>Review equipment to check it is fit for purpose and purchase more if needed.</p> <p>The wellbeing warriors and playground leaders are to introduce the new equipment for playtime to increase physical activity.</p>
<b>Introduction of school swimming lessons for ALL Key Stage 2 pupils.</b>	<ul style="list-style-type: none"> <li>Swimming to be timetabled into the curriculum for Years 3 to 6.</li> <li>Coaches to be booked for travel to and from pool.</li> <li>Swimming lesson to be provided by Ribblesdale and Edenfield Swimming Pool</li> </ul>	<p>£1150 (Swimming lessons)</p> <p>£1500 (Coaches)</p>	<p>Due to restriction only being lifted in the Summer term, we were only able to offer swimming for one term (summer Term). Therefore both Year 5 and Year 6 pupils attended a short 6 week swimming course at Ribblesdale Pool.</p>	<p>Ensure that all Key Stage 2 pupils have access to swimming lesson.</p> <p>Year 3/4 to attend in the Autumn Term.</p> <p>Year 4/5 to attend in the Spring Term</p> <p>Year 5/6 to attend in the Summer Term.</p> <p>Extra funding for staffing to be provided next year.</p>
<b>Implementation of the Barrow URC School Termly Marathon.</b>	<ul style="list-style-type: none"> <li>Year 5 to trial the Barrow URC termly marathon initiative.</li> <li>If successful, this may be implemented across all year groups.</li> </ul>	n/a	<p>The children in Year 5 ALL completed a marathon in the Autumn Term. Due to the closure of bubble in January, we were unable to roll out this scheme to the whole school.</p>	<p>To possibly to start a daily mile initiative? Or classes to engage in a daily mile on the days that they do not engage in curriculum PE.</p>

			We did however encourage and reward home learners to run a marathon during lockdown.	
<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:
				<b>17%</b>
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:
<b>Provide a multi use games area to enhance the teaching of physical education.</b>	<ul style="list-style-type: none"> <li>Ensure all year groups implement an effective timetable for access.</li> </ul>	n/a	New MUGA installed and timetable to ensure full usage.	To improve the MUGA are by adding basketball and netball nets
<b>School Games silver level to be gained.</b>	<ul style="list-style-type: none"> <li>Enrol in the School Games Mark for this academic year.</li> <li>Subscribe annually to the School Sports Partnership Lancashire</li> </ul>	n/a	Due to COVID the usual School Games mark scheme was not running. A new account was made and is now running for the school Games mark and relationship have been developed with Jane Johnson from	To once again aim for to gain the School Games Silver Award.
<b>Sports premium funding to be used to provide new equipment e.g. nets, balls, kit.</b>	<ul style="list-style-type: none"> <li>Audit current equipment.</li> <li>Dispose of old/poor equipment</li> <li>Organise the sports storage areas.</li> <li>Purchase equipment needed to enable teachers to teach</li> </ul>	£3336.36 (Sports Equipment)	High quality PE equipment has been purchased so that all subjects taught as part of the long term plan has suitable and appropriate equipment to ensure that high quality lessons can be delivered.	Netball posts to be ordered for autumn term ready for PE lessons

	all sports on the Primary PE Passport.			
<b>Introduce Sports House Captains (RESPECT) to promote healthy lifestyle, well-being and physical activity for the pupil in their house, raising the profile of sport in the school.</b>	<ul style="list-style-type: none"> <li>• Allocate all children to houses.</li> <li>• Introduce House system to children</li> <li>• Elect house captains from Year 6 and provide badges.</li> </ul>	£40 (Sports Captain Badges)	Sports house captains were allocated. However due to restrictions have had a limited whole school role in raising the profile of sport.	New sports house captains to be allocated for this term and will form a part of the Junior Leadership team lead by the head. Along with this, the PE lead will lead the team in raising the profile through various sporting activities/events.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				<b>3.5 %</b>
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:
<b>Effective implementation of the Primary PE Passport throughout the school, including assessment.</b>	<ul style="list-style-type: none"> <li>All staff to have access to Primary PE Passport and pads provided.</li> <li>Long term plan developed to ensure a broad, progressive and balanced sporting curriculum, which includes a range of sports.</li> <li>Pupil profiles created to ensure effective assessment for learning.</li> <li>Monitoring of assessment by subject leader and head teacher.</li> </ul>	£599 (PE Passport)	<p>All staff have been trained in using Primary PE Passport and are confident in delivering high quality lessons using it.</p> <p>New long term plan has been developed that ensures a balanced curriculum across all year groups ensuring that all areas are covered at least once over a 4 year cycle.</p>	Monitoring of PE lessons will take place this year as well as further training in using the assessment area of PE Passport.
<b>Ensure staff are confident and competent in delivering and teaching new sports in line with the Primary PE Passport</b>	<ul style="list-style-type: none"> <li>Audit staff PE skills and competences.</li> <li>Provide in-house INSET to develop knowledge, skills and understanding.</li> <li>Monitoring of PE lessons by subject leader.</li> <li>External CPD provided by LCC</li> <li>Subject leaders to attend School Sports Partnership training and feedback to staff.</li> </ul>	n/a	<p>All staff have been trained in using Primary PE Passport and are confident in delivering high quality lessons using it.</p> <p>Course attended by PE lead on delivering high quality dance and gymnastics lessons as this was an area that staff felt less confident with.</p>	PE lead to redeliver dance and gymnastics training to staff in autumn.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				53%
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:
<b>Additional achievements:</b>  <b>Increase participation for ALL pupils in enhanced PE and sporting provision through the use of outdoor learning and Forest Schools</b>	<ul style="list-style-type: none"> <li>Children with additional needs to be referred by teacher/SENCO for weekly forest school experience off-site.</li> <li>All year group from Reception to Year 6 to attend a half term Forest School course onsite.</li> </ul>	£6300 (Forest School)  £2470 (Transport to Forest School)	All children in school have gained outdoor educational skills in free-play activities within school grounds.  Weekly forest school for SEND children has allowed children to develop confidence, independence resilience and creativity as well as motor skills.	In 2021/22, all children will attend specialist lead forest school off site.
<b>Pupils to be given the opportunity to participate in one off more unusual sporting activities such as skiing/ curling/ archery etc</b>	<ul style="list-style-type: none"> <li>Children to take part in whole school triathlon provided by TriKidz.</li> <li>Children to attend a introductory skiing lesson at Pendle Ski Club.</li> </ul>	FREE  £300 (Ski-ing)	All children completed a mini triathlon with TriKidz being awarded with certificates of completion and best effort/achievement.  Other external activities have not been possible due to restrictions.	Ski lessons to be introduced this year (lead by HP).  External clubs to be started including Yoga and multiple sports clubs for KS1 and KS2.

<p><b>School residential including Robinwood and Patterdale Hall for Year 5 and 6 pupils</b></p>	<ul style="list-style-type: none"> <li>• Year 6 children to attend a three-day residential at Robin Wood to develop skills including team work, effective communication and independence.</li> <li>• Year 5 children to engage in a range of outdoor experiences including open water canoeing, gorge walking, paddle boarding, archery, orienteering and high ropes course.</li> </ul>	<p>n/a</p>	<p>All year 5 and year 6 children attended a three-day residential. Children were able to develop their independence, teamwork, problem solving and communication skills through outdoor activity.</p>	<p>To once again take Year 5 to Patterdale Hall for a 3-day residential.</p> <p>Take Year 6 for a extended residential to Scotland in the Summer Term.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6.5 %
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:
<b>Increase participation in a range of sporting activities across the school through the effective introduction of inter house sports competitions.</b>	<ul style="list-style-type: none"> <li>Develop a programme of sporting activities to be included in the inter-house completion scheme.</li> <li>Diarise the competitions throughout the year to correspond with the sports taught in the Primary PE Passport</li> <li>Points to be awarded to each house within that year group. These will add to the whole school totals.</li> </ul>	n/a	Due to COVID we were unable to develop the programme fully. However we conducted a inter house skipping competition and a inter house sports day.	<p>Develop a programme of sporting activities to be included in the inter-house completion scheme.</p> <p>Diarise the competitions throughout the year to correspond with the sports taught in the Primary PE Passport</p>
<b>Identify and implement opportunities for pupils to attend additional intra-school competition during Spring/Summer Term through the Schools Sports Partnership (SSP)</b>	<ul style="list-style-type: none"> <li>Sign up for the School Sports Partnership for Lancashire</li> <li>Distribute the range of competitions to staff to encourage engagement throughout the school.</li> <li>Attend virtual or face to face competitions when possible and/or safe to do so.</li> </ul>	£1100	Due to the ongoing pandemic we were unable to attend intra school competitions.	<p>To enter a range of sporting competiotosn to promote excellence in sports across the school.</p> <p>To host a dance off and to perform at Burnley Mechanics – November 2021.</p>

Signed off by	
Head Teacher:	Mrs Sue Taylor
Date:	November 2020
Subject Leader:	Mrs Helen Porter and Miss Gemma Walker
Date:	26 <sup>th</sup> November 2020
Governor:	Mr Richard Upton
Date:	November 2020