

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:

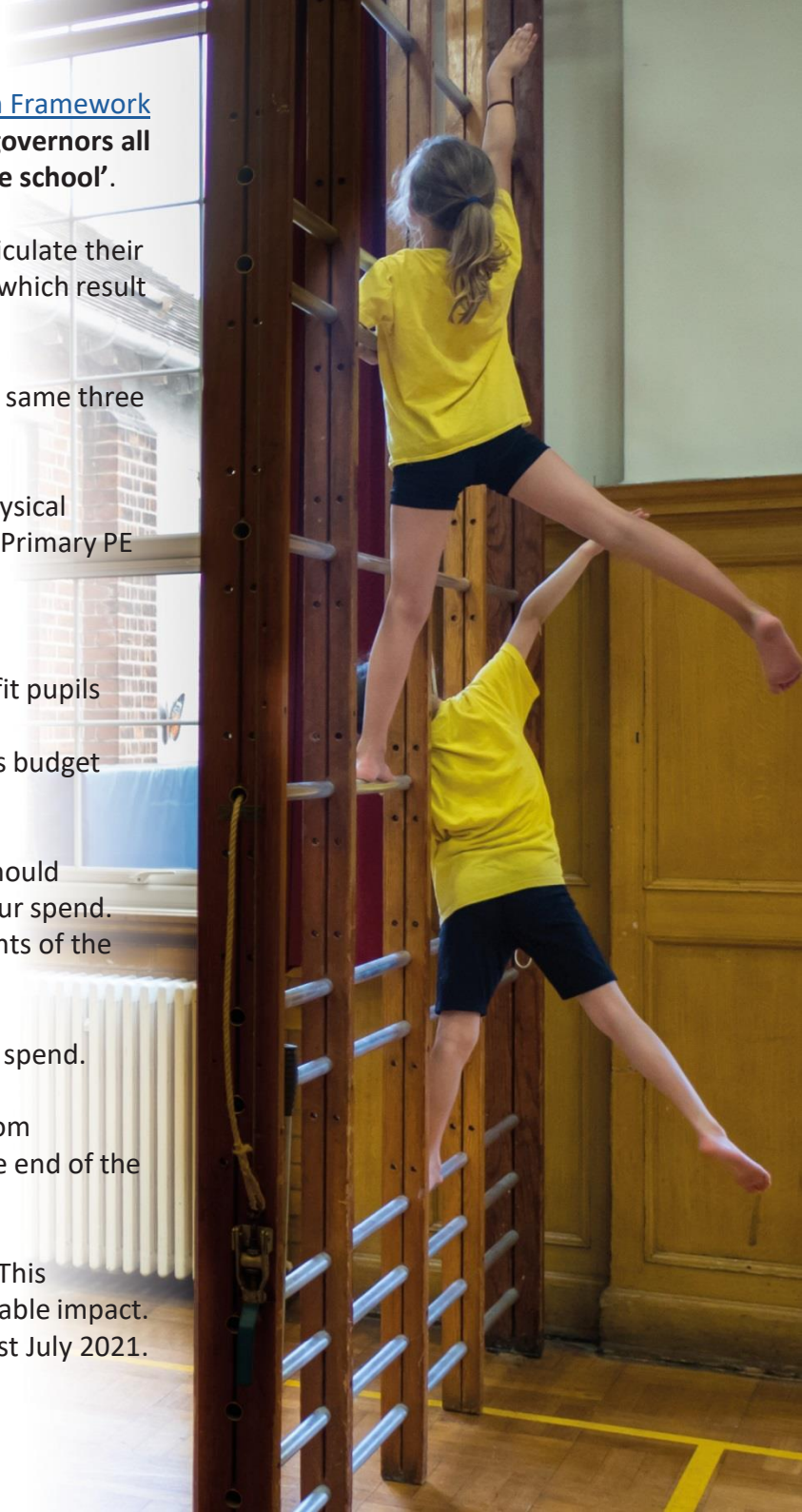
- Develop or add to the PESSPA activities that your school already offer.
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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:
<p>Prior to National Lockdown and reduced numbers of pupils in school</p> <ul style="list-style-type: none"> All staff have access to the Lancashire scheme of work and PE passport has been introduced across the school to support planning and assessment. This is an incredibly positive step as we now have a system of monitoring the pupils throughout their school career in PESSPA. Staff will, however, need a reminder once pupils return to school in September. Active 30 minutes has become well established across the school with all year groups having received support from ESPE to inspire ideas, develop ideas in how to set up and deliver the daily minutes effectively. Staff have taken notes, pictures and been provided with resources that can be used in future. We have had numerous opportunities to invite parents into school for pupils to share learning in PESSPA. This has included healthy lifestyles workshops, exercising with their children, eating lunch with their children and watching performances in dance and cheerleading. As a result, our parents feel included in our PE provision and we receive positive feedback after every visit. The pupils always enjoy the opportunity to share their learning with their parents (we often have grandparents taking part too!) SLT are supportive of PE and the benefits of all areas of PESSPA and as such promotes this across the school, providing the subject leader with support and opportunities to develop the provision further. Bikeability and balance bikes continue to be delivered in school and are always successful and enjoyable for our pupils. Staff continue to be well supported through our CPD support from ESPE and CSSP. We audit the staff to ensure that they receive support that is relevant and look to provide new opportunities to offer a more diverse curriculum, for example the introduction of cheerleading in all year groups has been a huge success. JG as subject leader has attended courses, meetings and training to ensure that she is well equipped to lead the subject. The opportunity to have 	<ul style="list-style-type: none"> Consider how to promote the daily active minutes and healthy lifestyles in light of Covid and bubbles not being able to mix, staggered break and lunch times and periods of isolation that has come about due to further lockdowns or bubbles popping. Continue to provide opportunities to develop gross motor skills in our pupils to enable them to be more active. Professional membership of AfPE to promote PESSPA across the whole school. Also update Safe Practice in PESSPA book to ensure that staff are up to date with current knowledge for safe practice. Implement the whole school planning and assessment tool using PE passport. This app will allow us to access the scheme of work, view updates and assess the pupils much more easily. In addition, the subject leader has a thorough overview of all areas of PESSPA through the app. Revisit PE passport training with staff once pupils return to school to ensure that all staff feel confident in using the planning and assessment functions. Continue to audit staff and provide relevant in school CPD to all staff as requested. This will be particularly important upon the return to school in September. Staff will need support in delivering engaging PE lessons whilst abiding by the guidelines in place. This area may vary over the year depending on restrictions at the time. If guidelines and restrictions allow once we get to the summer term we would like to deliver health week again. The pupils missed out on this last year and it is such an enjoyable and inspiring week for our pupils. They have the opportunity to try our so many new activities that are not possible to deliver during curriculum PE lessons. Purchase equipment and resources to allow teachers to teach a broad and balanced curriculum under the guidelines and restrictions in place. We will audit equipment and plan how we can best support staff in light of the most

the CPD in our own school for a full unit of work is highly effective for our staff.

- We have also provided some of our TA's CPD to further enhance their skills, particularly in supporting physical activity at lunchtimes and developing FMS in less able children. As a result, they feel more confident to intervene and support children and provide a wealth of opportunities for pupils at lunchtimes.

National lockdown and Covid-19 (March 2020)

- Subject leader has continued to prioritise PE, school sport and physical activity throughout the whole school and the academic year of 19-20, despite the challenges that Covid and the lockdown provided. This has been through
 - Weekly communication with parents via Dojo to share activities and initiatives for children and families to take part in whilst in lockdown including setting mini challenges and tasks to share back with staff and fellow classmates, including making "videos" of every class member to then share with everyone, helping them feel part of the class and school community.
 - Promoting Lancashire School Games weekly challenges and competitions to take part in "virtually".
 - Liaising with ESPE and our cluster school to take part in a virtual sports day, including the key worker children in school and all pupils at home.
 - We achieved first place in the virtual sports day and had extremely high numbers of pupils taking part.
- We achieved the "Virtual School Games Mark" for the above commitment to providing PESSPA opportunities for our pupils despite the restrictions brought about by Covid.

recent guidelines.

- Consider how we can best provide clubs and competitions to our pupils with the restrictions that are in place at the time. This will change over the year depending on government guidelines.

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	£1910.80.
+ Total amount for this academic year 2020/2021	£17780
= Total to be spent by 31st July 2022	£19690.80

<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 atleast 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat the end of the summer term 2021.</p> <p>Please see note above.</p>	86%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]?</p> <p>Please see note above.</p>	86%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100%</p> <p>Pupils were also provided with land-based water safety sessions as part of health week to reinforce the messages and practice shared at the swimming lessons.</p>
<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>	<p>Yes/No</p> <p>Unfortunately, we were not able to take the 4 year 6 pupils for catch up swimming due to not being able to cross bubbles. Their parents were offered the opportunity to have swimming lessons paid for from the Sports Premium funding, however, did not take us up on this offer. £900 allocated, however unspent due to being unable to mix bubbles. This will be carried over to next year.</p>

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: £19690.80 £1901 unspent to carry over to 2021-22		Date Updated: 14 th July 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: 12%
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:
<ul style="list-style-type: none"> Consider how to promote the daily active minutes and healthy lifestyles in light of Covid and bubbles not being able to mix, staggered break and lunch times and periods of isolation that has come about due to further lockdowns or bubbles popping. Encourage pupils to be more active and promote physical activity for 60 minutes each day. Through the use of activity trackers individual pupils and classes will be able to monitor their daily activity levels, as well as compete against each other and other classes to promote daily activity. 	<ul style="list-style-type: none"> Research daily activity trackers to look at the best available for our needs. Consider how to roll out across school depending on what we buy (logistics). Purchase the relevant trackers. Share ideas with staff on how to roll out across school. Share with pupils' expectations, appropriate use etc. plus letter to parents. Allocate trackers to classes and set up timetable. Set pupils, teachers and classes up on the Moki system. 		<p>Moki bands chosen. £1623 broken down to</p> <ul style="list-style-type: none"> 2 starter packs @ £132 per pack - consists of 4 bands and 2 readers each. 1 class set of small bands and 1 class set of large bands @£672 each. Each set consists of 34 bands 	<p>Initially it was intended that a class in EYFS/KS1 and a class in KS2 will use the trackers for a period of time and challenges for them to complete with a focus on achieving 60 active minutes. There is evidence to show that this approach can inspire and motivate pupils to be more active. This will be monitored closely, and success and achievement regularly shared. The activity trackers have been received across the year groups in school. The competition element has really inspired pupils to try and increase their physical activity. It has also been hugely supported by the staff in each class who all wanted their class to win. Teachers have also been wearing the trackers</p>	<p>Sustainability The purchase of the trackers and readers is a long-term investment that can be used throughout the school for years to come. By purchasing 2 additional starter packs gives us back up in reserve as needed and will make the logistics in the classrooms easier. The message regarding 60 active minutes and promotion of positive behaviour will become embedded in the pupils lifelong learning. Next steps Roll out the programme fully next year and continue to monitor the impact.</p>

	<ul style="list-style-type: none"> Organise competitions between classes. Monitor which pupils have which trackers to ensure safe return and all accounted for. Engage pupils and staff with the daily activity and challenges. Raise awareness through Dojo of the use of Moki and the benefits of daily physical activity. Consider rewards for the most active classes to encourage competition, for example an active reward trip. 	<p>and 1 reader. £15 delivery for Moki bands £75.82 supply for JG to research options/plan logistics.</p> <p>£300 for prizes for competition between classes (not yet spent so will carry over to next year)</p>	<p>to contribute to total. As a result, class teachers and pupils have all acknowledged that their activity level has increased, particularly in completing more daily active minutes. One teacher stated “we (including the teacher) all spent the first five minutes of break time running so that we could get more steps in.” This was also beneficial for the pupils as their teacher was being a superb role model for physical activity. The benefit of the Moki is that the pupils only know how many steps they have done when placed on the reader and it is therefore less embarrassing for pupils. Further monitoring will be needed as this year has been quite segmented due to a national lockdown in January and subsequently bubbles popping. This meant that some classes only had the trackers for 3 or 4 weeks instead of a full half term as originally intended. We will look to roll this out fully next half term and continue to monitor impact.</p>	
<ul style="list-style-type: none"> Continue to provide opportunities to develop gross motor skills in our pupils to enable them to be more active 	<ul style="list-style-type: none"> Book sessions for Bikeability and balance bikes after liaising with class teachers. Inform parents and gain consent. Delivery of sessions Bikeability ensure that all pupils have bike and helmets. 	<p>£50 Bikeability</p> <p>£260 Balance bikes</p> <p>£34.99 skipping ropes for Y6</p>	<p>Balance bike sessions were delivered in April to the children in reception. Children thoroughly enjoyed the sessions and their ability improved dramatically over the two sessions. By the end all of the pupils were confident in riding the balance bikes.</p> <p>Bikeability training was delivered to all pupils in Y6 in June. 28/29</p>	<p>Sustainability</p> <p>Cycling is a life skill that will remain with the pupils for their life. Being able to cycle opens up more opportunities for physical activity. We have witnessed that pupils who have ridden balance bikes transition to pedal bikes much easier. Additionally, the pupils enjoy the sessions and may seek out this form of activity out</p>

			<p>pupils successfully completed level 2. Our pupils look forward to this training every year. Coppull has some busy roads and so it is imperative that our pupils are safe when travelling on bikes.</p> <p>We chose to purchase skipping ropes for Y6 as they lacked fitness and gross motor skills. The Y6 teacher was very keen to rectify this and after discussion she felt confident in using skipping to address both of these issues. Many of the pupils in the class could not skip at the beginning, however by the end all pupils could skip. Many pupils went on to try various tricks.</p>	<p>of school. The skipping ropes will remain in school for future classes and the Y6 pupils have learnt a fun new skill that they will have for life.</p> <p>Next steps Consider purchasing our own balance bikes and a member of our own staff complete the training to make this more accessible for our pupils instead of just 2 morning sessions. Possibly roll out the skipping programme to all year groups.</p>
<p>Addition due to lock down.</p> <p>Support our pupils to be active during the second national lockdown. Unfortunately, school was closed for a second time to all pupils except key worker children. All staff were determined to maintain physical activity levels in children despite the poor weather and winter months.</p>	<ul style="list-style-type: none"> • ES record and share weekly PE Lesson videos and daily challenges. • ES and class teacher share PE lessons with key worker children and pupils at home. • Class teacher to share the video and encourage participation. • Share after school club videos from CSSP twice a week for children to join in at home. • Send positive messages through Dojo to promote the activities and encourage participation – subject leader and class teacher. 	<p>Included in total for KI3.</p>	<p>ESPE provided two PE lessons weekly and a daily challenge video through the lockdown period. In a questionnaire at the end of the year, several parents commented that they had enjoyed these videos at home and all of the family had joined in with them. Many pupils talked about the daily challenges upon the return to school. The plank bottle flip challenge was a big hit, along with seeing Mrs Smith's farm on some of the daily challenges. This made the videos a little bit different and interesting for the pupils. ES also continued to teach the key worker children in school, which was shared with the children at home. It was</p>	<p>Sustainability On the whole parents were hugely supportive of PE and daily physical activity. This has been a shift in attitudes for some of them. Many of our parents and families joined in, which will provide positive role models and encourage the pupils to continue physical activity. Through taking part in the videos parents have also stated that they have more ideas on how to keep their children active whilst having fun.</p>

			<p>lovely for both pupils in school and those at home to be able to join together for a PE lesson.</p> <p>CSSP provided “after school club” videos that were also shared with pupils and parents through Dojo.</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>3%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Professional membership of AfPE to promote PESSPA across the whole school. Also update Safe Practice in PESSPA book to ensure that staff are up to date with current knowledge for safe practice.</p>	<ul style="list-style-type: none"> • Consider professional association membership and benefits to our school. • Purchase appropriate membership. • Purchase safe practice book. • Share resources, membership details and safe practice book with staff • Ensure that staff are using the up-to-date Safe Practice and the old version is removed. • Monitor use of the professional membership and use by staff especially PE lead. 	<ul style="list-style-type: none"> • £160 AfPE membership • £51.98 Safe practice in PESSPA book 	<p>Staff are up to date in the safe teaching of PESSPA and are aware of the current guidance and where to find further information as needed.</p> <p>Subject leader will utilise the membership to enhance the role of PESSPA in school and consider how to share this with staff to promote this.</p>	<p>Sustainable</p> <p>The Safe Practice book will be available to all staff until an update replaces this one.</p> <p>The AfPE membership will be shared with staff to promote development of PESSPA across school to ensure that our high standards are maintained. The membership will also provide high quality resources that will be develop the knowledge of the subject leader and staff for years to come.</p> <p>Next steps</p> <p>New subject leader to familiarise self with the AfPE resources. In particular the webinars. Share resources with staff as appropriate.</p>

<p>Subject leader support to raise the profile of PESSAP including updating our scheme of work and assessment tool through subscribing to the Lancashire PE passport app. This app will allow us to access the scheme of work, view updates and assess the pupils much more easily. In addition, the subject leader has a thorough overview of all areas of PESSPA through the app. Staff will need support with this as we introduced it last year but then went into National Lockdown, therefore staff had not had the opportunity to familiarise themselves and practice using it. This will be the basis of our whole school PE assessment system.</p>	<ul style="list-style-type: none"> • JG to subscribe to PE passport. • JG/new subject lead to be aware of updates and share with staff. • PE passport to be available on all iPads. • JG, FB and ES consider how best to implement the assessment system. • Refresher training for staff • Support staff individually as required. 	<ul style="list-style-type: none"> • £285 PE passport renewal 	<ul style="list-style-type: none"> • PE passport is now being used by all members of staff, who find that the updates to the planning tool and availability of the app on a PC to be a useful development. Staff have shared that they are now able to view the plans online, as well as print, save and annotate the plans. This has been much better for our staff as it is easier to use and much more accessible. It has been agreed that the iPads are much better to use for the assessment. • DR (supported by ES) provided staff training for PE passport in Summer 1 during a staff meeting. Feedback following the staff meeting. "Good to keep up to date in staff meetings, trained on PE passport and be reminded of good practise in teaching PE skills, keeping teaching skills fresh" (HL) • We already have evidence available, and this remain with the pupils throughout their time at Coppull Parish. Staff understand how to assess and can use PE passport for planning, 	<p>Sustainability SLT support the use of PE passport and can see the benefit for both planning and assessment. Staff know how to use the app and are now prepared and knowledgeable in effective use of the app for the academic year 2021-2022. JG and DR as subject leaders are confident in the information and data to inform whole school planning.</p> <p>Next steps Support and provide guidance for staff in using PE passport in 2021-2022. 2 members of staff have requested further support with this which will be provided in 2021-22, we also have new members of staff that will need to be introduced to PE passport.</p>
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			recording evidence and assessment in PE.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				45%
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>Continue to audit staff and provide relevant in school CPD to all staff as requested. This will be particularly important upon the return to school in September. Staff will need support in delivering engaging PE lessons whilst abiding by the guidelines in place. This area may vary over the year depending on restrictions at the time.</p> <p>There are also three new teachers in 2020-21. JC will be in reception, HJ will be in Y4 and PPA cover, DR will be in Y3 and take over as PE subject leader and LD will also be teaching in reception (whilst not new to the school has not taught reception PE for several years).</p>	<ul style="list-style-type: none"> All staff to complete audit prior to Autumn term. JG and ES to analyse staff questionnaires and plan support as required. JG book CSSP for Thursday and ESPE on Wednesday mornings. ES to provide lesson plans and resources to staff for the lessons taught. Staff to complete audit at the end of the year to consider effectiveness of support in lessons. Re-evaluate curriculum map throughout the year in response to Covid-19 and share updates with staff. 	<p>£5500 ESPE £3516.19 CSSP £120 EYFS SOW</p>	<p>The end of year staff audit showed that 7 out of 8 staff feel confident to teach PE across the areas of activity. Some staff did highlight aspects of the curriculum where they would benefit from further support or new ideas. One person who felt less confident is new to the school. All staff provide their classes of 2 hours of PE without fail and all follow the Lancashire scheme of work for their planning.</p> <p>Support provided included Athletics (Y2, Y4, Y5, Y6), Dance (YR,1, 2, 5), Net and wall games (Y3,4,5,6) and Basketball (Y3,4,5,6)</p> <p>In January, the country went into National Lockdown for all of Spring 1 and most of Spring 2. Our pupils were very well supported throughout this time. The CSSP taught Yoga in school to the key worker children and pupils at home joined in online as</p>	<p>Sustainability The knowledge skills and confidence gained by staff, Edge Hill students and pupils during the units of work will remain with them. Staff were provided with lesson plans and resources to allow the teachers to teach the lessons again in future.</p> <p>Next steps Complete staff audit to consider where support is needed in the next academic year.</p>

their home learning PE lesson (Y1, Y2, Y5, Y6). ESPE taught YR Gymnastics, Y1, Y4 and Y5 Healthy Lifestyles and fitness, during which the pupils at home were thoroughly involved in the lessons. In addition, ESPE also provided 2 weekly PE lessons on FMS and gymnastics for all classes to follow, along with daily fitness videos (as discussed in KI1).

“PE lessons 'live' during lockdown were great.” Parent survey

ES delivered a staff meeting in the summer term to support staff in providing the 30 active minutes whilst maintaining bubbles with ideas for how to integrate into daily routines/lessons along with reinforcing the importance of daily physical activity, particularly post Covid. ES also provided ideas for further developing FMS in all year groups, pushing the MA and supporting the LA.

Feedback from staff during the staff audit follows.

“All training I received was really helpful and is helping me develop as both PE lead and a PE teacher. Very good FMS and daily fitness ideas”

“Being in lessons with Elaine and the support she offers is fantastic and really helps me. Her staff meeting was also great and Dominic's

			<p>refresher on PE Passport was useful too. Thank you.”</p> <p>“I would love to continue to get support from Elaine but in different areas than this year. More support with assessment and PE passport wouldn't do me any harm as this is my first year back in EYFS in 6 years so, although I am confident there are things that I am still getting used to again.”</p> <p>“Very good FMS and daily fitness ideas”</p> <p>“Every time I watch a CSSP person/other member of staff, I learn something new! It makes me realise how much I don't know...!”</p> <p>The staff audit showed that all staff felt confident in teaching PE, but many identified that they would appreciate support in various areas. 8/9 staff surveyed felt confident or very confident in teaching Athletics and FMS, which is where support has been put in place over the last 2 years.</p>	
<p>Continue subscription to Imoves, particularly in light of the current restrictions in place and opportunities for physical activity in the classroom through Imoves.</p>	<p>Purchase subscription to Imoves Ensure that all staff, especially new staff have access and aware of the content. Encourage staff to use Imoves to support planning, especially in dance and daily active minutes.</p>	<p>£997</p>	<p>Imoves is a well-used resource across the school. Staff are familiar with the content. We will need to monitor impact of this more closely next year.</p>	<p>Sustainability</p> <ul style="list-style-type: none"> • Staff will have the knowledge an experience of using the Imoves platform to refer back to during their teaching career. <p>Next steps</p> <ul style="list-style-type: none"> • Ensure new staff access

				and are aware of content. <ul style="list-style-type: none"> Monitor impact more closely
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 17%
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:
If guidelines and restrictions allow once we get to the summer term, we would like to deliver health week again. The pupils missed out on this last year and it is such an enjoyable and inspiring week for our pupils. They have the opportunity to try our so many new activities that are not possible to deliver during curriculum PE lessons.	<ul style="list-style-type: none"> JG and SC to consider most recent guidelines to decide if health week can take place. Source providers for providers during the week with a particular emphasis on new activities and activities that will support and improve our links to community clubs. Book activities if appropriate Promote health week to parents and pupils. Logistics associated with health week, such as risk assessments, timetabling, informing staff and parents. 	£225 football development £90 Basketball £240 Tri Golf £150 fitness £135 dance £350 skateboarding £360 forest school Total - £1550	All pupils took part in health week and enjoyed the opportunity to try new activities. This has been a welcome return to physical activity and sport for our pupils. Whilst we had slight difficulties in planning without mixing bubbles the pupils had access to a wide range of opportunities given the circumstances. Activities on offer included. Mental health and self-care, forest schools, dance, football development, crown green bowls, Tri-golf, athletics, water safety, orienteering, basketball, skate boarding, handwashing machine, fitness and managing emotions. Feedback from parents "My son loved health week, he looked forward to every single day". "We are very impressed with the sports offered."	Sustainability Health week is incredibly popular and well supported by our parents. Many of the activities were free or part of our existing delivery with CSSP and ESPE. Club providers promoted their clubs during health week and gave details of how children can access the activities. Next steps Continue to look for opportunities to engage with community clubs and establish pathways for future participation.

			<p>“Health and Fitness week was fab - you provided lots of fun and educational events throughout the week. My child has tried lots of new sports and mental health strategies.”</p> <p>Quotes from pupils “The skateboard lessons were so much fun, and it was good to try something new.”</p> <p>“I have never done skateboarding before, and it was lots of fun. I will definitely try it again”.</p> <p>A lot of the pupils commented on the PT doing tug of war against the teacher as being their favourite.</p> <p>Year 5 and 6 had the opportunity to go to the crown green bowling pitch which they really enjoyed as it was a lovely day, and they were able to walk there and back.</p> <p>There was a huge focus on mental health as well as physical health throughout. For example, during tri-golf the coach talked about being resilient, breathing before you take your shot and positivity even if the shot does not go in. Our pupils responded really well to this.</p>	
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<p>Purchase equipment and resources to allow teachers to teach a broad and balanced curriculum under the guidelines and restrictions in place. We will audit equipment and plan how we</p>	<ul style="list-style-type: none"> • Audit of PE equipment • JG and ES liaise to consider what equipment to order to support learning during the pandemic and also to offer new opportunities within the 	<p>Howlers £44.97 Cones – 1 set for each class £97.93 Balls 1 for each pupil £83.97</p>	<p>JG and ES considered best options in September to facilitate PE upon return to school under strict guidelines with regards to the sharing of and cleaning of</p>	<p>Sustainability Post Covid the equipment can be returned to the PE cupboard and/or given to the welfare staff at lunchtimes to promote FMS.</p>
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<p>can best support staff in light of the most recent guidelines.</p>	<p>curriculum</p>	<p>£192 Play sound £2246.95 Gymnastics equipment</p>	<p>equipment. JG ordered each class their own stack of cones and set of balls to be able to teach basic skills without the need to clean and worry about sharing equipment across bubbles. Staff found this very reassuring and helpful as they could cover a wide range of lessons with the equipment provided, particularly on the initial return to school and when teaching fundamental movement skills. The teaching of FMS proved to be an essential part of the return to PE to remind pupils of expected standards and to give them the opportunity to develop their confidence through practising these crucial building blocks. FMS also allowed PE to be safe through limiting the sharing of equipment. The KS2 FMS assessment at the end of the year showed very positive results with the class average of 25/30 across 10 fundamental movement skills. 7 pupils achieved over 28/30.</p> <p>The new gymnastics equipment has allowed us to update our existing provision. Additionally, the old equipment can be taken outdoors for PE lessons without worrying about damaging the only equipment. This has been especially important when outdoor PE has been prioritised.</p>	<p>The pupils have had the opportunity to practice these skills to build a solid base for future PE areas of activity.</p> <p>Next steps</p> <ul style="list-style-type: none"> • Continue to consider how best to support our pupils after the summer holidays, considering restrictions that may or may not be in place at the time.
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			3%	
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Consider how we can best provide clubs and competitions to our pupils with the restrictions that are in place at the time. This will change over the year depending on government guidelines.</p>	<ul style="list-style-type: none"> • Keep up to date with covid guidelines. • Reintroduce clubs when permitted. • Enter competitions when permitted. • Support ST in his role to develop club and competitions opportunities. 	<p>£600 intra school competitions</p> <p>£1000 inter school competitions (carry forward to next year as unspent due to no competitions between schools</p>	<ul style="list-style-type: none"> • Competitions did not restart during the academic year due to Covid restrictions. • Clubs restarted in Summer 1 and 2 with opportunities for pupils in some bubbles to take part in basketball and tennis. • The clubs were well attended, and pupils enjoyed the opportunity to take part in PE and sport after school. We also received positive feedback from parents on the parent survey. • Despite covid we were able to take part in virtual competitions. Results are Reception came 10th out of 23 school in the Christmas competition. We have taken part in 3 reception competitions with CSSP, one at Christmas, one at Easter and one in summer. <p>We entered the Level 1 Sports Hall pentathlon for KS2 in November and May. Pupils received certificates for exceeding expected standard. We have continued to promote</p>	<p>Sustainability Clubs and competitions are a big part of school life, and we look forward to being able to offer more next year. We have a huge amount of support from parents and clubs are always well attended under normal circumstances.</p> <p>Next steps Consider restrictions and guidelines that may or may not be in place in September and plan clubs and competitions accordingly.</p>

		online competitions from Lancashire School Games om the whole school class Dojo. EC Y5 won Amazon vouchers for taking part in a Yoga competition.	
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Signed off by	
Head Teacher:	Frances Bird <i>F Bird</i>
Date:	16.07.21
Subject Leader:	Dominic Raby <i>Dominic Raby</i>
Date:	16.07.21
Governor:	Danny Bromilow <i>Danny Bromilow</i>
Date:	16.07.21