



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) 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 2020** 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 2020. 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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Gold kitemark achieved for the 4<sup>th</sup> consecutive year.</li> <li>• Following the success of the Health and Fitness week in 2018, we continued this in June 2019, offering new opportunities for the children. This was again a hugely successful week for pupils, staff and parents. Pupils were exposed to a wide range of opportunities; fantastic role models and the profile of PE was raised across the whole school. “Thanks for a wonderful, fun, educational week. What lucky children to have so many opportunities – well done to you all so glad and proud that my children got to be part of this” Beatrice H’s mum. “Thank you for this week. They have both tried new things they haven’t done before; and I have had two children looking forward to the next new adventure in school. The wall was a massive hit.” Niamh G’s parent. “Thank you so much for organising another fantastic sports week. Our daughter has loved every minute, it is great to see the school teaching our children the importance of good mental and physical health from such an early age in a fun and interactive way. Well done Coppull Parish” Sophia W’s mum</li> <li>• Extracurricular clubs continue to be exceptionally well organised and attendance remains excellent with 97% of KS2 children attending at least one sports club in the school year. This has been achieved by offering a large variety of activities, rigorous monitoring and lots of encouragement from school staff to attend.</li> <li>• KS2 fitness is now an integral part of the school day. Staff and pupils expect to complete this daily and as a result we have seen increased fitness levels of the children, both in school and at competitions e.g. cross country.</li> <li>• We hosted the first ever cluster Gymnastics competitions across three different age groups, Y1/2, Y3/4 and Y5/6. All were hosted in our school hall. We did very well in the competitions, achieving second place in the team and a gold in the individual for the y1/2 competition. 1<sup>st</sup> place in the team and 1<sup>st</sup> and 2<sup>nd</sup> in the individual competition at y3/4 and 1<sup>st</sup> place team</li> </ul>	<ul style="list-style-type: none"> <li>• Whilst the 30 active minutes has been successfully introduced at KS2, this needs to be supported and resourced further at EYFS and KS1. Staff have identified logistics and appropriate activities as a barrier.</li> <li>• Work with play leaders to ensure that they continue to be motivated throughout the year. Termly check in with ES to ensure accountability/address problems/maintain interest. They are all very keen at the start of the year but tend to drift off over the year.</li> <li>• Involve current play leaders in training future leaders to further develop leadership characteristics and raise the profile of Play Leaders in school.</li> <li>• Educate, promote and engage families in healthy lifestyles outside of school. Parent workshops have been very successful where we have had the opportunity to provide them, so we will look at further provision to provide these for all year groups. We will also look at further ideas to educate parents in their responsibility of 30 active minutes.</li> <li>• Look at opportunities to encourage active travel to school to increase physical activity. As part of this we will continue to encourage cycling to promote activity outside school through Bikeability and Balance bike sessions in school. This has been beneficial to our pupils and will be ongoing to ensure that all pupils get this opportunity before leaving school.</li> <li>• Introduce new opportunities to teach healthy, active lifestyles through PE. We will be looking at a focus on nutrition as part of the schools Healthy Lifestyles Curriculum driver. Examples include “Come dine with me” where parents eat lunch with their children in school and “Healthy Lifestyles” sessions run by class</li> </ul>

in y5/6 and 1<sup>st</sup> and 3<sup>rd</sup> in individual. Prior to the competition we ran a gymnastics club to properly prepare the children, as this was new for our school. There was a great buzz around the school as children were selected to attend the club of 36 pupils and then for the competition itself. It really has raised the profile of gymnastics in the school and highlighted the pupils who are exceptional at gymnastics, allowing them to shine. This has really increased the self-esteem of these pupils who are normally who are very quiet in school.

- Sports Day was a huge success this year with many positive comments from parents. We have a giant carousel of activities followed by races at the end in which all pupils participate. “It was a fantastic afternoon, all the children did so well!!! Thank you so much to all the teachers for organising it.” Tommy’s mum. “Well done to all, I saw some lovely sportsmanship today” Layla and Freya’s mum.
- Parents are becoming much more involved in extra-curricular activities. Class Dojo has been well used to share achievements and photos of success with families. There has been much more engagement from parents as a result.
- Parents from various classes have also been invited into school to take part in healthy lifestyles sessions and to watch dance performances. These have been well attended and enjoyed by pupils, staff and parents.
- Due to using the PESS premium funding we have been able to provide further swimming lessons to those children not meeting the end of Y6 expectations, as a result of these additional lessons all Y6 left the school being able to meet the minimum requirements.
- The introduction of cheer leading and buying pompoms to facilitate this new activity has been a big hit. Children have enjoyed learning in these new activities, as well as having their parents in to watch the final performance. This has also helped to eradicate stereotypes, especially in Y4 regarding the sport. We open this up further to more year groups next year, especially Y6.
- Over the year we have enjoyed taking part in a wide variety of competitions and have achieved some good results. In summary we have won gold medals in 17 different competitions, 7 silver and 7 bronze medals. We are particularly proud of achieving a gold in rounders as this is a team sport and we don’t tend to do as well in team competitions.

teachers.

- Investigate and consider opportunities to introduce new activities in school to create a more diverse curriculum, for example Cheer Leading to classes who have not yet done it, Ultimate Frisbee and TGFU.
- Further to an introduction to mental health in PE last year we would like to look at further opportunities to enhance pupil’s mental health in school. This links directly to our whole school curriculum drivers and PESS provides an ideal place to further enhance this. This ties in with our Healthy Lifestyles units.
- Re-evaluate the curriculum map to add more detail and focus for staff to ensure that the curriculum is progressive throughout the school. This will also tie in with the new Lancashire Scheme of work, assessment and app.
- Share new Lancashire SOW and assessment with staff and train staff in using the new PE app.
- Finalise the PE progression documents to use alongside Curriculum map and PE passport
- Continue to use feedback from staff to prioritise CPD for next year. Staff moving year groups will require support in their new year group, as well as introducing new activities to the curriculum.
- Interventions to support and develop children that are below ARE
- Utilise HA older children to increase their skills in coaching others.
- Continue to look for opportunities to engage community clubs and establish pathways for future participation.
- Liaise with other schools in the area (through ESPE) to organise, host and participate in competition.
- Host different cluster competitions and ensure that staff are involved in competitions to ensure sustainability.
- Enter more festivals to encourage less active pupils to participate in competitions/sports activities outside of school.

Meeting national curriculum requirements for swimming and water safety.	
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.	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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?	<b>Yes</b> Our school swimming is for our Y3 children. We paid for 3 children from Year 6 and 7 children from Year 5 to attend weekly catch up lessons for 22 weeks alongside the current Year 3. Further details in KI4

## 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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £17,700 <b>Actual spend</b> £15,789.20 leaving £1910.80 to carry over due to COVID-19		<b>Date Updated:</b> 13 <sup>th</sup> July 2020		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 14%	
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?		
<ul style="list-style-type: none"> <li>Whilst the 30 active minutes has been successfully introduced at KS2, this needs to be supported and resourced further at EYFS and KS1. Staff have identified that the main barrier is how to set up activities that engages pupils and is appropriate for the 3 year groups.</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with EYFS and KS1 teachers on how best to facilitate the 30 active minutes during the school day.</li> <li>ES to work with classes and deliver suitable activities for the pupils to complete during their fitness slot.</li> <li>Staff to attend sessions with pupils to learn how to set up and run the sessions</li> <li>Timetable this during ES sessions</li> <li>KS2 30 active minutes to continue weekly as last year to allow further variety in</li> </ul>		£1525 ESPE	<ul style="list-style-type: none"> <li>During Spring 1 ES delivered a variety of sessions for outdoor fitness to all pupils in EYFS, Y1 and Y2.</li> <li>Pupils enjoyed these sessions and were keen to talk about their favourite.</li> <li>Over the weeks, pupils got used to the routines and sessions and demonstrated improvements. Pupils know the expectations of them, how to keep safe and why it is important to do lots of physical</li> </ul>		<p><b>Sustainability</b> We have made a good start with the 30 active minutes at EYFS and KS1. Staff have developed their knowledge in how to set this up and deliver effectively. Notes were taken with photos and videos for future reference. This can be used in future years regardless of PESS funding and SLT support the Active 30 mins whole school.</p> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>Due to COVID-19 we</li> </ul>

	<p>activities. Delivered by ES</p>		<p>activity.</p> <ul style="list-style-type: none"> <li>• We have established a good routine and pupils and staff know what to do. Due to COVID-19 this will need to be revised next year as pupils have had a long break.</li> <li>• ESPE demonstrated how to use Y2 children and different groupings to facilitate different activities. This ensured that all pupils were active throughout the session, but also allowed the Y2 pupils to practice and demonstrate their leadership skills. Many of the pupils were brilliant at this and benefitted from this opportunity.</li> <li>• Teachers, TA's and welfare staff all attended each of the sessions to increase their confidence in setting up these activities to such large groups – this has been identified by staff as a barrier to the 30 active mins being delivered previously. 100% staff now feel confident that they know how to deliver an outdoor fitness session</li> </ul>	<p>were only able to complete 6 weeks of activities for KS1 and welfare staff for KS2, so in order for staff to have a wider range of resources available we may look to do another block during the next academic year.</p> <ul style="list-style-type: none"> <li>• It will be useful to establish a way to measure improvements, although this is visible to staff it may be worth formalising this, particularly for the pupils to see their progress and to further monitor impact.</li> </ul>
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			<p>across these year groups. “I now feel like I can set up an activity for the pupils during the 30 active minutes, I didn’t really know how to get started, but I observed each of the sessions that Elaine did and made lots of notes that I can use in the future” (Y1 class teacher). “I love doing fitness with the other children, it is so much fun, I showed my mum how to do it” (Y2 pupil)</p> <ul style="list-style-type: none"> <li>• From Spring 1 KS2 fitness was delivered by welfare staff so emphasis changed from supporting teachers with ideas to supporting welfare staff. This was only able to happen for 6 weeks due to COVID-19 and therefore requires more work to support the welfare staff next year.</li> </ul>	
<ul style="list-style-type: none"> <li>• Educate, promote and engage families in healthy lifestyles outside of school. Parent workshops have been very successful so we will look at opportunities to provide these for all year groups. We will also look at other</li> </ul>	<ul style="list-style-type: none"> <li>• Identify staff who have not received CPD and support with ES in the delivery of Healthy, active lifestyles (Y2 and Y3).</li> <li>• Timetable these staff to work with ES</li> <li>• Parental workshops for</li> </ul>	<p>Part of ESPE as above</p>	<p>Pupils really enjoyed the unit of work and ES reported that pupils were always keen to come to PE and asked what they were going to learn about next. Pupils especially enjoyed the mental health and Yoga sessions, many went home and practiced the</p>	<p><b>Sustainability</b> Five members of staff have now received in school CPD to deliver the six-week healthy lifestyles unit of work. All lesson plans and resources are on the school Drive and therefore available for future</p>

<p>opportunities to educate parents in their responsibility of 30 active minutes. We will also introduce new opportunities to teach healthy, active lifestyles through PE. We will be looking at a focus on nutrition as part of the schools Healthy Lifestyles Curriculum driver. Examples include “Come dine with me” where parents eat lunch with their children in school and “Healthy Lifestyles” sessions run by class teachers.</p>	<p>classes who did not do this last year – Y2 and Y3 following the Healthy Lifestyles unit and staff CPD.</p> <ul style="list-style-type: none"> <li>• Also invite parents in to observe pupils in dance and Cheerleading units.</li> <li>• Summer term – invite parents for various whole school sessions on healthy, active lifestyles.</li> </ul>		<p>Yoga salutation, showing parents and were able to remember and repeat the following week. Following the session on sleep and relaxation, parents and pupils were keen to report back on the challenges set by ES, particularly with regards to screen time before bedtime. Staff reported that they really enjoyed the sessions and felt that they would be able to deliver the unit in the future. ES has also provided lesson plans and resources to facilitate this which are all on the school One Drive. The parent workshops were incredibly well attended with at least 25 family members at both the Y2 and Y3 session. This was linked to “Come Dine with me” in which the pupils ate their lunch with their adults and made a really worthwhile experience for all involved.</p> <p><b>Parent quotes:</b>  <b>Mrs Taylor</b> ‘It was so lovely to see how enthusiastic the children were showing the parents would they have been learning and the physical activities they had been practising. Thank you for arranging this!’  <b>Mrs Williams</b> ‘Thank you for a lovely morning, it was great to see all the learning about healthy</p>	<p>use. Pupils (and many parents) have gained a valuable insight of the importance of healthy, active lifestyles which they will take with them throughout school life. Pupils enjoyed teaching their parents and SLT are very supportive of this approach. There is little cost involved and is therefore sustainable.</p> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Continue to reinforce key messages to pupils to ensure that they are retained by pupils</li> <li>• Unfortunately, the summer term activities were not able to take place due to COVID-19 and so will need to be rescheduled.</li> </ul>
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			<p>lifestyles the children have been doing, and for them to share it with us, along with a lovely lunch altogether. Thank you!’</p> <p><b>Ms. Parkinson</b> ‘What a lovely idea to have lunch with the children and for them to teach us all about being healthy. It was fabulous, thank you!’</p>	
<ul style="list-style-type: none"> <li>• Promote Active Travel to school.</li> <li>• Continue to encourage cycling to promote activity outside school through Bikeability and Balance bike sessions in school. This has been beneficial to our pupils and will be ongoing to ensure that all pupils get this opportunity before leaving school.</li> </ul>	<ul style="list-style-type: none"> <li>• JG to timetable Bikeability and balance bike sessions.</li> <li>• CSSP to deliver two full days of Bikeability training to Y6 and two morning of Balance Bike training to reception.</li> <li>• Staff and pupils to be informed.</li> <li>• Letters to parents and logistics.</li> <li>• Look at options to promote active travel in Summer Term.</li> </ul>	<p>£50 CSSP Bikeability £260 CSSP Balance Bikes</p>	<ul style="list-style-type: none"> <li>• All reception children enjoyed and benefitted from the sessions. Teaching staff saw huge improvements in confidence in many children from the start to the end of the final session. It also gave the opportunity for some quieter children to shine and demonstrate their wonderful skills, which boosted their self-confidence enormously. Parents were very appreciative of the sessions and very complementary. ‘Oh wow, this looks so good.’ ‘James loved doing this, thank you!’</li> </ul> <p>2 LAC children in the class who were identified as weaker in this area, then had balance bikes purchased for them from</p>	<p><b>Sustainability</b> Bikeability takes place at minimal cost and would continue regardless of PESS as SLT see a great value in this.</p> <p><b>Next steps</b> Look at further options to promote active travel. Unfortunately, as this was due to take place in the Summer term this has not happened.</p>

			<p>their PEP money after JG spoke with the LAC Lead.</p> <ul style="list-style-type: none"> <li>Y6 Bikeability in Summer 2 has managed to take place despite COVID-19 and the pupils that were in school successfully completed the two days training. Due to COVID-19, 50% of Y6 accessed the training while they were at school in the Year 6 bubble. Due to the session having to be re-arranged to the very end of school we have been unable to promote active travel as we had planned to do in the Summer term.</li> </ul>	
<ul style="list-style-type: none"> <li>Work with play leaders to ensure that they continue to be motivated throughout the year. Termly check in with ES to ensure accountability/address problems/maintain interest. They are all very keen at the start of the year but tend to drift off over the year.</li> <li>Involve current play leaders in training future leaders to further develop leadership characteristics and raise the profile of Play Leaders in school.</li> </ul>	<ul style="list-style-type: none"> <li>Timetable play leader training and follow up sessions with ES.</li> <li>Select (JG) and train (ES) play leaders</li> <li>Involve relevant staff, including JL and KH welfare to ensure that they have the knowledge to support play leaders during lunch times.</li> <li>Speak with play leaders regarding equipment/resources/barriers (ES/JS/JL)</li> </ul>	<p>Part of ESPE as above</p> <p>£660 KS2 and KS1 netball posts</p>	<p>Play leader training delivered Autumn 1 to Year 5. This class are very keen and we have had excellent reports from welfare staff regarding their leadership skills.</p> <p>JL and KH state they have benefitted from being involved in the training and are well equipped to support play leaders.</p> <p>Play leader follow up sessions and further development sessions took place in Autumn 1 and for the first 3 weeks of Spring 2, this was scheduled to</p>	<p><b>Sustainability</b></p> <p>JL and KH well equipped to support play leaders at lunchtimes. They have developed their knowledge and confidence in this area.</p> <p>Play leaders remain an integral part of lunchtimes and this will continue as current play leaders inspire future years. Pupils expect play leaders to happen and look forward to becoming a play leader when they reach y5.</p>

		<p>continue for the whole of Spring 2, but unfortunately this was not possible. During the follow up sessions in Autumn 1 pupils found it helpful to discuss any problems they encountered that week with ES, for her to support and advise. JL and KH also found this beneficial in helping pupils overcome barriers and to provide support in the initial stages of leadership. All play leaders that started in September have continued through to Spring 2, which is fantastic to have 100% retention in play leaders. It would have been interesting to see if this approach was successful for the whole year, but we will re-visit this next year. Pupils are very active at lunchtimes and are always seen taking part in activities delivered by the play leaders. Our younger pupils, who find lunchtimes difficult actively seek out play leaders.</p> <p>We bought netball posts for KS1 and KS2 as this was requested by play leaders and welfare staff to support lunchtime activity as an alternative. These have been ordered but not delivered in time for pupils to use this year but will be available for pupils to use on their return to school.</p>	<p><b>Next steps</b> Consider replicating the more consistent play leader support over the year for a whole school year to monitor retention and impact as this was showing signs of success for the first 2 terms. Unfortunately, the current Y5 play leaders have not been in school to train the new play leaders for next year, but this could happen when they are in Y6 if timetabling allows.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				11%
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"> <li>Subject leader support to develop PE policy, new school curriculum map, curriculum development and introduce an assessment system. This support will enable the subject leader to effectively lead PE across the school to give pupils the best experience possible for positive PE and lifelong learning. As an EYFS teacher JG feels that she would like more support in developing PESS across the whole school to increase her knowledge and confidence. JG is a relatively new to leading PE and would like support in specific subject knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>JG to attend CPD with Lancashire PE advisor to develop subject leadership and introduce new SOW, app and assessment system in line with Lancashire PE Passport.</li> <li>JG to attend two PLTs day and the Lancashire PE conference.</li> <li>JG and ES to timetable slots for ongoing subject leader support in school.</li> <li>JG/ES to continue work started last year to further develop the curriculum map and complete skills progression document.</li> </ul>	£200 Lancashire PE offer £500 CSSP £500 ESPE £500 cover for JG to attend training	JG attended course and continued to learn from both Lancs PE advisor and also through networking with other schools and sharing ideas. JG and ES developed the PE curriculum map to create a clearer picture for staff of what they should be teaching and when. It also ensures that the curriculum is broad and balanced by ensuring that pupils get the opportunity to experience the full range of NCPE. Staff have commented on how much clearer it is and ensures that they are teaching a broad curriculum and not replicating previous years. "The new curriculum map is so clear as I can see exactly what has been done in previous years and what the children need to learn. I use it with the progression document. I am sure that the pupils will benefit from this approach over time as everyone knows what has been	<p><b>Sustainability</b></p> <p>As subject leader JG is growing in confidence to ensure that pupils get the best experience possible whilst at Coppull Parish. JG has worked hard to develop her knowledge and confidence across all year groups, especially KS2. This knowledge will remain with JG throughout her career. As a result, staff and pupils are offered a wide range of opportunities and feel well supported. PE is well established and will remain so as pupils and staff are aware of the high standards expected so that everyone has the opportunity to have positive experiences in PESS.</p> <p><b>Next steps</b></p> <p>Continue to develop the use of the PE app. We may need to revisit this upon return in September.</p>

			<p>done before and what to expect the children to learn” (Mr Lean, Y5)</p> <p>The progression document is completed and staff have commented on how is it useful to ensure that they have a better understanding of prior learning and a more focussed approach to ensure that appropriate skills, knowledge and understanding are taught.</p> <p>Due to COVID-19 the second PLT day was an online webinar and the Lancashire PE conference has been postponed.</p>	<p>The curriculum will need to be amended in September for the academic year 20-21 following government advice for safe return to schools.</p> <p>JG will continue to seek support from ES, Lancs PE and CSSP.</p>
<ul style="list-style-type: none"> <li>Implement a clear assessment system across the whole school using the Lancashire PE passport to track the progress and development of pupils throughout their school life. This will better inform teaching staff of prior learning, allow better assessment of pupils and allow a more focused approach to future planning, both at a class teacher level, but also by the subject leader.</li> <li>Assessment system to be supported by skills progression document to ensure that the skills, knowledge and understanding are relevant to the age group</li> </ul>	<ul style="list-style-type: none"> <li>JG to attend training as above – Lancashire PE Passport</li> <li>JG/ES to train staff in the use of the passport</li> <li>Give staff the opportunity to practice using the app and continue supporting them.</li> <li>ES/JG to finalise PE skills and knowledge progressions and share with staff, to be used to support planning.</li> <li>Follow up on effectiveness of both skills’ progression and PE app.</li> </ul>	<p>£200 Lancashire PE app</p> <p>ESPE as above</p>	<p>JG confident in use of PE passport and able to train staff in school. Following this training staff use the app regularly and we started to get data from it for our pupils. JG can see how in a normal year this data will be useful to class teachers, but also as subject leader. There has not been sufficient time to establish impact on pupils learning, but this will be monitored moving forwards.</p> <p>Teachers took the opportunity to use the app and get used to it when ES or GG were teaching, which they found very useful as many members of staff identified that they could focus on learning how to use the app instead of</p>	<p><b>Sustainability</b></p> <p>PE skills and knowledge progression is unlikely to change drastically and will remain in use by teachers for the future. A copy is on the school Drive and is accessible for all staff.</p> <p>The PE app and assessment is managed by JG and the cost is minimal and will be maintained.</p> <p><b>Next steps</b></p> <p>Monitor impact of app and assessment system.</p> <p>Continue to support staff in use of the app upon return to school.</p>

and ensures that pupils progress in PE.			teaching and behaviour. They also used the app to record evidence of the lesson that they were observing/team teaching.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				52%
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>Staff development in a wide range of PE activities. This will allow pupils to experience a broad range of activities throughout school. Sports coaches and specialist PE teacher will support staff in school for half term units of work to allow staff to observe, team teach and assess pupils. This will be allocated in response to a staff audit at the start of the year and also to promote new activities to provide a broad and balanced curriculum.</p> <p>CSSP support – YR Gymnastics, Y1, Y2 &amp; Y3 FMS, YR Y1 Y2 and Y5 dance, Y3, Y4, Y5 and Y6 Born to Move, Y2, Invasion Games, Y3, Y4 and Y5 S &amp; F games, YR ball skills, Y1 and Y2 S&amp;F, Y6 ultimate frisbee</p> <p>ESPE support – KS2 FMS intervention, Y3, Y4 &amp; Y5 TGFU, Y4 &amp; Y6 cheerleading, Y2 &amp; Y3 healthy lifestyles, YR &amp; Y1 games, Y5 net/wall games</p>	<ul style="list-style-type: none"> <li>Audit staff to assess current confidence, skills and knowledge in teaching PE.</li> <li>Assess curriculum map to identify any areas to develop as a whole school priority – Games identified as needing development as our pupils are good at individuals performing skills but find it difficult in game situations. This is demonstrated at competitions, in lesson and at lunchtimes.</li> <li>Timetable classes and teachers to work with ESPE/CSSP.</li> <li>ESPE/CSSP to plan, deliver, team teach and provide guidance and support for staff over the 6-week block of work.</li> <li>Teacher voice to discuss developments in own and class</li> </ul>	<p>£5559 CSSP</p> <p>£3205 ESPE</p> <p>£300 Ultimate Frisbees (30 discs @£10 each) – introduction of a new activity. Not purchased – carry over to next year.</p>	<p>Teacher/student voice has shown that staff and pupils alike have benefited from the support provided.</p> <p>The range of opportunities offered has affected the pupils, especially in Y6 when they did Cheerleading. Several of the pupils voiced concerns about the unit but all joined in, enjoyed the lessons and at the end all pupils performed to their parents. “I can’t believe how hard cheer leading is but is so much fun” (Y6 pupil). Many pupils’ stereotypes were challenged during these lessons and pupils certainly changed their views by the end. “They enjoyed this unit so much and worked really hard to learn the routine, practice the skills and perform to an audience. They will not forget this for a long time” (Mrs Jones, Y6).</p> <p>20 parents shared their enjoyment of being invited in to watch the</p>	<p><b>Sustainability</b></p> <p>Staff CPD in our own school with our own pupils, equipment and facilities for a full unit of work is such a valuable experience for staff and pupils alike. Pupils enjoy having different staff teaching them and respond well to staff who are specialists and passionate in PE. This learning will be built on in future years. Staff have the experience of working with PE specialists to develop their knowledge and resources for use with future classes. This is a two-way process as the visiting staff draw on the knowledge of the class teachers in routines and strategies that work with different classes and individuals.</p> <p><b>Next steps</b></p> <p>Address the gaps caused by</p>

<p>This support offers team teaching, opportunities to model good practice and increase confidence, knowledge and skills of staff in teaching PE. This will give staff in school CPD with their class, their environment and equipment for a sustained period, covering a whole unit of work to enhance the PE offer to pupils in school and provide greater balance and breadth to the PE curriculum and high quality learning experiences</p>	<p>knowledge/experience of the support provided.</p>	<p>pupils performance and shared their thanks on DoJo, a few examples  Mrs Littler: <b>It was a fantastic performance, well done Year 4 on your cheerleading skills and thank you for inviting us parents in to watch!</b> 😊</p> <p>Mrs Booth:  <b>Well done all Year 4 was a fantastic performance and they all looked like they really enjoyed it, thank you for letting us all come to watch</b> 😊</p> <p>Mrs Thompson:  <b>Really great to see such fantastic teamwork! Well done Yr 4, we really enjoyed it!</b></p> <p>Ms. Henrys: <b>Absolutely loved this performance the children were fantastic and smiled all the way through, you could see how hard they worked</b> 😊 <b>10/10 Go year 4!</b></p> <p>Pupils responded well to the Born to Move sessions and enjoyed the lessons to improve their fitness levels.  Pupils also had the opportunity to learn games through a TGFU approach. Pupils thoroughly engaged in these sessions and as</p>	<p>COVID-19 Support staff in the return to school and in teaching PE safely post COVID-19, following government and Lancashire guidance. Pupils will have had a wide range of experiences whilst away from school so staff will need support in addressing this to ensure that all pupils feel confident in returning to school PE and staff feel confident in delivering PE safely.</p>
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			<p>as result their ability to work as a team improved as well as their games skills. Staff are keen to use this approach in teaching games more in the future.</p> <p>Unfortunately, we were unable to provide the support for the activities planned for the final 3 weeks of Spring 2, Summer 1 and Summer 2. This includes introducing the new activity of Ultimate Frisbee</p>	
<p>Support teaching assistants in their role in PE, especially as most are lunchtime welfare staff. KH and JL chosen initially as they are crucial in supporting lunchtime activities and small group FMS interventions. This may be opened up to other interested TA's as appropriate.</p>	<ul style="list-style-type: none"> <li>• Discuss with KH and JL what support that they feel would be beneficial</li> <li>• Establish how best to provide the support needed</li> <li>• Timetable support/book courses</li> </ul>	<p>£210 course £90 cover to release KH</p> <p>The KS multi skills course did not go ahead due to COVID-19 and will be re-arranged; therefore, this will roll over to next year.</p>	<p>During Autumn 2 KH worked with ES to provide an FMS intervention to a selected group of KS2 pupils. These pupils were chosen as their FMS prevented them from engaging fully in PE lessons and to improve their self-esteem and confidence in PE. ES and KH worked together to plan and work with the pupils on their FMS through fun learning games and progressively building up the skills over the weeks. The pupils thoroughly enjoyed these sessions and sought ES out on arrival to school to make sure that they would get to do their session that day. Following the intervention in Autumn 1, six pupils improved so much that it was felt that the intervention was no longer necessary. Their class teachers commented on how much more</p>	<p><b>Sustainability</b></p> <p>Following the intervention pupils feel much more confident in PE and have had a very positive experience which will stay with them. Their learning has allowed them to be much more involved in their class PE lessons as both confidence and skills have improved. This will develop further over time.</p> <p>KH and JL will utilise the skills and knowledge learnt during interventions and to promote activity at lunchtimes. They are enthusiastic to encourage a wide range of activities during lunchtimes and now have a better understanding of how to do this.</p>

			<p>involved in PE lessons several of the pupils were. During Spring 1 KH continued the sessions on his own, following a planning session with ES of appropriate activities and how to develop them.</p> <p>JL attended the EYFS/KS1 outdoor fitness sessions and felt very confident in being able to provide safe and engaging outdoor fitness activities for this age group and in instructing other staff in how to support this. JL has already put this to good use in the outdoor area in EYFS. Both JL and KH supported and team delivered with ES the KS2 30 active minutes and were starting to feel confident in leading this with welfare staff support. However further work is needed to develop this further as we were cut short in Spring 2.</p>	<p><b>Next steps</b>  Further support for KH and JL for KS2 fitness.  Engage with other staff to offer further opportunities for development.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
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:
Following the success of health week in the previous two years we will continue to offer this, once again with access to different activities throughout the week to inspire our pupils to try new activities. This has proven to have significant impact on pupils, staff and parents in their engagement with PESSPA. We will look to source new activities that we haven't done before	<ul style="list-style-type: none"> <li>JG timetable health week on the school calendar.</li> <li>Source providers for activities during the week, with particular emphasis on new activities for our school and activities that will support and improve our links to community clubs.</li> <li>Promote health week to parents and pupils</li> <li>Logistics associated with running health week, such as risk assessments, timetabling, informing staff and parents etc.</li> </ul>	£785.80 not spent as Health Week did not go ahead – to roll over to next year	Unfortunately, due to COVID-19 this has been unable to take place as it was planned for the summer term. We will carry over the funding and planning for next year.	
Additional swimming for those pupils who did not meet the expected standard in the normal school provision. Swimming is provided in Y3 in our school, as many of our children do not swim until they go with school, so we feel that it is important for them to start earlier. We then take any pupils who have not met the criteria to swim again in Y5 and if they still have not achieved,	Extra swimmers – Y5/6 10 extra swimmers at £6.20 a week – 1 child x 3 weeks = £18.60, 2 children x 7 weeks = £86.80, 7 children x 22 weeks = £954.80 = Total = £1060.20	£1060.20	This year we used the PESS premium to pay for 3 children from Y6 (who had also previously had additional swimming in Y5) and 7 children from Y5 for weekly top up lessons for 22 weeks. 3 of the 10 additional swimmers were assessed and able to meet the criteria after an additional 7 weeks	<p><b>Sustainability</b> The ability to swim will remain with these children for the rest of their lives.</p> <p><b>Next steps</b> Look at opportunities to engage parents in support of their children swimming prior</p>

<p>they will go again in Y6. We feel that this is important to give the pupils every opportunity to be able to swim by the time they leave primary school as it is an essential life skill.</p>			<p>of lessons. We have been unable to assess the remaining 7 as their final swimming session was cancelled due to COVID-19. The Y5 will continue in Y6 dependant on pools re-opening. Of the Y6 pupils 1 achieved (and stopped swimming after 7 weeks) and the other 2 were close to achieving, although we have no official assessment.</p>	<p>to them starting swimming lessons at school. This will be dependant on swimming pools re-opening and associated guidance.</p>
<p>Attendance at our lunchtime and after-school clubs is very high and we monitor attendance rigorously. For pupils that cannot attend after school we put on lunchtime clubs ran by Mr Hedges to give these pupils the opportunity to attend. We will continue to provide these opportunities for our pupils and engage with providers and staff to offer a wide and diverse range of activities.</p>	<ul style="list-style-type: none"> <li>• Source staffing for after school clubs including in school staff and outside providers.</li> <li>• JG to create a timetable of activities.</li> <li>• JG to inform parents and pupils of clubs on a half termly basis.</li> <li>• JG to allocate children to clubs each half term, ensuring that all pupils have the opportunity to attend a club (minimum aim is at least one club per term, per child).</li> <li>• Nicola Barker to provide 6 x half term blocks for Years 1-6 after school. Each year group to be allocated a half term block for them to exclusively attend the club providing a range of fitness sessions.</li> </ul>	<p>£140 Chorley FC – plus partially funded by parents</p> <p>£825 Fitness Club for all year groups – 1 year group per half term. (33 weeks @ £25)</p> <p>Unfortunately these sessions stopped at Christmas, therefore actual cost was 12 sessions @£25 = £300 and £525 to roll over to next year</p>	<p>Football is very popular in school. To develop our links to Chorley Football Club and provide high quality football sessions after school we had coaches from Chorley FC in to run an after school football club for two half term blocks for KS2. Mr Hedges also supported the club, which furthered his CPD to deliver future sessions. Chorley Football Club also gave away tickets to watch Chorley play at home. Many of our children went and loved the experience. It is unlikely that these children would have gone to watch Chorley FC without this opportunity.</p> <p>In the 4 half terms before COVID – 19 we offered a vast range of sport/health clubs:  <b>Autumn 1:</b> Running, Tri-Golf, Glee Dance, Hi 5 to Fitness,</p>	<p><b>Sustainability</b>  Clubs are an integral part of our school and are well attended. Parents see a huge value in clubs and are happy to partially fund activities. A wide range of extracurricular clubs is expected by our parents and has full support of SLT. Mr Hedges feels more confident in delivering a Football club following his involvement in the sessions.</p> <p><b>Next Steps</b>  Continue to engage with community clubs and establish pathways for future participation as we have done with CFC.  Further training for our own school staff to deliver clubs.</p>

		<p>Thursday lunchtime and AS club by CSSP included in KI3.</p>	<p>Mindfulness, Healthy Heroes, Football, Chorley FC Football</p> <p><b>Autumn 2:</b> Mindfulness, Table Tennis, Healthy Heroes, Yoga, Street Dance, Gymnastics, Chorley FC Football, Hi 5 to Fitness.</p> <p><b>Spring 1:</b> Judo, Table Tennis, Born 2 Move Fitness x 2, Mindfulness, Healthy Heroes.</p> <p><b>Spring 2:</b> Y3/4 Cricket, Y5/5 Cricket, Tag Rugby, Handball, Dodgeball, Maypole Dancing, Mindfulness, Healthy Heroes.</p> <p>Despite the disruption of COVID 19 we continue to very proud of our attendance figures: During the first 4 half terms of 2019-20: <b>92% of KS2 children attended at least one sports/health club with the majority of children attending several.</b> (83% of KS2 Pupil Premium children attended). 90% of KS1 and KS2 attended at least one sports/health club.(85% of KS1 and KS2 PP children attended).</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 7%
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:
All pupils to experience competition in school through Level 1 competitions. This allows all pupils to participate and experience competition within our school setting.	<ul style="list-style-type: none"> <li>CSSP – to deliver Level 1 competitions in school.</li> <li>Train Sports Leaders to deliver virtual lunch time competitions, focussing on personal best, in Summer 1 in conjunction with other schools in our cluster, organised by ESPE.</li> </ul>	£400 CSSP Inc in ESPE as below	<p>All of KS2 took part in their Level 1 competition in Autumn, with a focus on their personal best. 2 children in Year 6 – Eva and Joshua I achieved ‘Bronze’ which is a great achievement and received certificates in Celebration Assembly.</p> <p>Reception class took part in their Christmas and Easter Competitions. They achieved <b>4<sup>th</sup> place out of 26 schools</b> in the Christmas Competition and <b>1<sup>st</sup> place out of 8 schools</b> in the Easter Competition! The children were delighted with this, as were the parents!</p> <p>Year 1/2 and the Summer Reception competition were cancelled due to COVID 19. Unfortunately as we were not in school in the Summer term the Sports Leaders were unable to deliver the virtual lunchtime competitions.</p>	<p><b>Sustainability</b> Having observed CSSP competitions, staff could set up and run a competition for their classes. All pupils experience competition and also winning and losing which is a valuable life skill.</p> <p><b>Next steps</b> Rearrange sports leader lead virtual competitions to next year when safe to do so.</p>

<p>Liaise with other schools in the area (through ESPE) to organise, host and participate in competition. We see great value in hosting these competitions and it really creates a buzz around school. We need to look at hosting different competitions this year to give us a broader experience of how to run competitions at our school with support from ESPE.</p> <p>We will continue to enter competitions through ESPE in particular festivals to engage pupils that normally avoid competitions.</p>	<ul style="list-style-type: none"> <li>• Liaise with ESPE and cluster primaries to create competition timetable and discuss which comps will be held where</li> <li>• Enter all competitions as appropriate.</li> <li>• Work with ESPE to host competitions, involving our own staff in the organisation and in hosting on the day.</li> <li>• Y5/6, especially sports council to be involved in hosting competitions at our school.</li> <li>• Prepare pupils for competitions through clubs as appropriate.</li> </ul>	<p>£800 ESPE</p>	<p>Due to poor weather in the Autumn/Winter and the school closure due to COVID 19 sadly many of our ESPE competitions had to be postponed and cancelled this academic year, therefore we took part in far less than usual.</p> <p>Year 5/6 Multi Sports – Silver Medals. (2<sup>nd</sup> out of 6 schools)</p> <p>KS2 cross-country – incredibly well represented with 33 children in KS2 choosing to take part! Special mention to Halle, Maisie, Josh F and Nathan for 1<sup>st</sup> place in the Y3/4 team event. Joshua I, Lucas, Maebh and Eva F for 1<sup>st</sup> place in the Y5/6 team event. . Harry C for 1<sup>st</sup> place in the Y5/6 boys individual. Miley for 2<sup>nd</sup> and Aimee P for 3<sup>rd</sup> place in the Y5/6 girls Individual. Maddison for 1<sup>st</sup> and Jasmine for 2<sup>nd</sup> in the Y3/4 girls Individual.</p> <p>Year 3/4 Multi Sports – Silver Medals. (2<sup>nd</sup> out of 6 schools)</p> <p>Year 1/2 F.M.S – Gold medals. (1<sup>st</sup> out of 6 schools)</p> <p>Year 5/6 Gymnastics – Gold</p>	<p><b>Sustainability</b> As we are hosting competitions regularly with ESPE and involving most of our school staff we feel that we could run these particular competitions again.</p> <p>The positive effect of the gymnastics festival will stay with the pupils involved forever. Many asked if they could do it again next year.</p> <p><b>Next steps</b> Continue to host a range of competitions next year, involving our staff and pupils in the hosting of the competitions. Ensure that we enter as many festivals as we can.</p>
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			<p>Medals for the team event and Gold medal for Lexi for individual.</p> <p>Year 3/4 Gymnastics- Bronze medals for the team event and bronze, silver and gold medals for Evie, Halle and Maddison respectively.</p> <p>Year 1/2 Gymnastics- Silver medals for the team and silver for Ava H.</p> <p><b>In terms of hosting:</b>  We hosted the Y3/4/5 Gymnastics inclusion festival and Y5/6 gymnastic competition at Coppull Parish.  We were also due to host the KS2 Orienteering and Reception Summer Sports in the Summer term, however these did not take place.  The Sports Councillors were involved in both of the gymnastics competitions. They displayed exceptional leadership skills and maturity throughout. “The leaders were fantastic and demonstrated clear communication skills, problem solving and working independently in helping with the running of these competitions. Each leader found a role that they</p>	
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were comfortable in and did a superb job.” ESPE  
The gymnastics festival was a lovely and positive experience for the pupils involved and gave them an opportunity to represent the school without the pressure of competition. You could visibly see their confidence growing as they worked with the leaders on the different activities.

During school close JG shared the weekly ‘Stay at Home’ Programme from the Lancashire School Games via Class Dojo to inspire families at home to remain active.

Teachers at school also set weekly P.E challenges for the children e.g. how many star jumps in 1 minute? The children and parents sent back photos and videos of the children completing the challenges!

In addition, Mrs Smith (ESPE) organised a virtual sports day across the cluster of primary schools. We had lots of children participate in this event across all year groups:

**Results:** We came 1<sup>st</sup> place out of the local schools!

EYFS/KS1 House winners - Red  
EYFS/KS1 Individual winners  
YR - Oscar

		Y1 - Miya Y2 - Oliver M  KS2 House winners - Green KS2 Individual winners: Y3 – Jacob B Y4 - Albie Y5 - Courtney and Niall Y6 - Joshua I and Amelia	
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Signed off by	
Head Teacher:	Fran Bird
Date:	17.7.20
Subject Leader:	Jennifer Green (P.E lead)
Date:	13.7.20
Governor:	Danny Bromilow
Date:	17.7.20