



Christ Church Charnock Richard Primary School
PE Funding and Impact Report
2020-2021

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) 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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

| £17,607 | Initial Breakdown of Spending | | Pupils: 196 |
|--|-------------------------------|--|---|
| Chorley sports partnership <ul style="list-style-type: none"> • Level 1, 2 and 3 competitions • Leagues • Gifted and Talented Assessments • Bikeability & Learn to Ride • Block of dance coaching for every class - online • 6 weeks of fitness classes for a KS2 class online • Leadership (PLS) • PE Lead Support • Lancashire Universal Offer- (Includes Healthy schools and YST membership) • 10 weeks Healthy and wellbeing Education Programme delivered to Year 2 and Year 6 - online | £5920 | Pro sports coaching across all classes: Drumzaloud <ul style="list-style-type: none"> • Two days of Drumzaloud across all classes Running track <ul style="list-style-type: none"> • Cover the rest of the cost If all goes ahead, total = £17,552.17 Remaining amount = £54.83 | £1433.50 £736 £8472.67 |
| Judo and Fencing <ul style="list-style-type: none"> • Two brand new sports introduced to children across both Key Stages. • 6 weeks of Judo for Y5- online • 6 weeks of Judo for FS- online • 6 weeks of Fencing for Y3 | £990 | | |
| *Highlighted yellow – dependant on covid-19 restrictions | | | |

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption, in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
|---|--|
| <ul style="list-style-type: none"> • Platinum School Games award achieved and maintained following 5 consecutive Golds • Providing swimming lessons for pupils to enable competence to a distance of 25m • Specialist sports coaches to plan and deliver small group and whole class sports sessions • Enhancement of school grounds(MUGA) and playtime resources • Forest School continues to be popular with the pupils. Children are learning a range of skills and links are made to other curriculum areas • Improved staff knowledge and expertise enabling the implementation of improved strategies with pupils • Resources, equipment and opportunities for pupils physical activity, promoting healthy lifestyles, supporting engagement, interaction and communication across the physical curriculum | <ul style="list-style-type: none"> • Use PE sessions to inform and educate pupils of the importance of following a healthy lifestyle through healthy eating, physical activity and mental wellbeing programmes and activities (Y2 & Y6) • Further increase pupil activity levels throughout the day both in and out of the classroom, as well as at home, by continuing to offer high quality PE lesson virtually, through our blended learning offer. • Developing the use of the running track within school (once it has been done) and ensuring all children have access to this throughout the week. |

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

If **YES** you must complete the following section

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

| Academic Year: September 2020 to March 2021 | | Total fund carried over: £5017.33 | Date Updated: June 2021 | |
|--|---|---|--|---|
| What Key indicator(s) are you going to focus on? Indicator 1 | | | | Total Carry Over Funding: £5017.33 |
| Intent | Implementation | | Impact | |
| To enable movement in outdoor areas for maximum physical activity during the school day. | Use the funding to pay for a 230m length running track around the school field. Structured PE lessons are not the only way to motivate and encourage pupil's to move – this could be used for the daily mile and as a walking route too. | Cost = £13,490 Use £8472.67 from the PE funding for this year. | Impact to follow once this has been completed, through photos and pupil voice. Children to have the opportunity to use and access the area daily. Movement is promoted at break/lunch time and during lesson times. | Ecotrail is a recycled aggregate that is not bound and is very cost effective. It ensures there is good drainage and will have a timber edging. It will require attention after 2+ years to scrape back the top layer to level and add compact the path. |
| To ensure that children remain active throughout the autumn/winter months during adverse weather conditions. | Use of the MUGA so that PE lessons can still take place. | £0 | Children will continue to be active on a daily basis in the outdoors during adverse weather conditions. | Ongoing |

| | |
|---|-----|
| Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land. | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021. | 83% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 83% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 83% |
| 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? | No |

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2020/21 | | Total fund allocated: £17607 | | Date Updated: June 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: 34% |
| Intent | | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | | Make sure your actions to achieve are linked to your intentions: | | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: |
| Further increase the opportunities children have to be physically active at playtime and lunchtime. Children to continuously have access to high quality resources to facilitate active play. | | PALS training for Y6 to support with lunchtime activities Trim trail rota Running track rota MUGA and field rota Playground equipment audited and purchase additional resources if needed, to ensure children always have equipment to participate in physical activity and games. Replacement of lost and broken Resources | | £5920 | Break and lunchtimes are consistently active – this has been monitored through observations. During the restrictions, PALS have lead games with their own class, as they have been unable to cross bubbles. Using the heat map to monitor whole school activity. Are the children able to run for longer periods of time and run further distances? |
| Ensure children to meet the minimum swimming requirement, specially those who were unable to attend swimming in 2020 due to lockdown. | | Restructure PE so that current Y5 attend swimming rather than Y4, so they have caught up from previous year. Identify children who did not meet the minimum requirement during their curriculum Swimming | | | Ongoing-continue to increase and build the opportunity for physical activity into the school day. Continue with playground leaders, and rotas for our outdoor equipment. Daily mile – look into this for next year |

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| | block and book top-up sessions for them. | | | |
|---|---|--|--|--|
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 34% |
| Intent | Implementation | | Impact | |
| <p>Implement national and local strategies to raise the profile of PE and Sport within school.</p> <p>To continue to develop our Forest School provision</p> <p>Staff and pupils raise the profile of physical activity across the school by wearing full school PE 'Uniform' on PE days that is suitable for both indoor and outdoor physical activity. This will promote pride in the school community of the importance of physical activity in school</p> | <p>Attend SSP updates and annual meetings to ensure we are updated on key national and local strategies. Share information with staff through staff briefings and staff meetings.</p> <p>Plan the school year linking with key event opportunities.</p> | <p>Chorley Sports Partnership</p> <p>£5920</p> | <p>Intended Impact: Staff are well informed of local and national initiatives – they encourage children to be more active throughout the school day.</p> <p>Through the briefing, staff will be able to shape our individual school plan for PE, School Sport and Physical Activity.</p> | <p>Continue to affiliate to Chorley SSP to generate new ideas and research new opportunities</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--|--|--|
| | | | | 5% |
| Intent | Implementation | | Impact | |
| <p>Subject Leader is confident in identifying strengths and areas for development, and reporting on the impact in teaching, learning and assessment</p> <p>Teachers are clear and confident about their teaching and assessment of PE using core assessment trackers</p> <p>Providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across your school.</p> <p>Assessment is used to inform next steps plans</p> | <p>PE Membership</p> <p>PLT days, CPD for Curriculum Lead</p> <p>Pupil Voice Questionnaires</p> <p>Teacher Questionnaires</p> <p>Monitoring of lessons</p> | <p>£800</p> | <p>Staff questionnaire came back that no staff feel they require any additional CPD – they feel the CPD they currently receive, including observing high quality coaching, has been excellent.</p> <p>PLT days keep Subject Lead informed about current legislations and government updates.</p> | <p>Look into additional CPD for newer members of staff, through Chorley Sports Partnership.</p> <p>Schedule lesson observations for Autumn term to ensure consistency and high quality teaching.</p> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 14% |
| Intent | Implementation | | Impact | |
| <p>The children will have the opportunity to participate in a variety of new sports. They will be inspired and motivated to take part.</p> | <p>Yoga and wellbeing –Y2&Y6</p> <p>Cricket, Tri-golf, mutli-skills and handball lessons , + athletics club</p> <p>During remote learning, additional learning opportunities to experience different sporting activities e.g. yoga, dance, judo.</p> | <p>Through CSSP £952</p> <p>Through Pro Sports Coaching £1433.50</p> | <p>Pupil voice questionnaires show that children have enjoyed new opportunities to experience different sports.</p> <p>Children are now looking into attending sports clubs after school after enjoying the sessions so much.</p> | <p>Review Pro Sport Coaching and buy in additional new sports for next year, to include tennis and rugby.</p> |

| Key indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: |
|--|--|---------------------------------|--|
| | | | 5% |
| Intent | Implementation | | Impact |
| To enter and provide opportunities to participate in a wide range of competitive activities at Level 1 and Level 2 across both Key Stages. | Chorley Sports Partnership level 1 competitions and assessments across all classes | £800 Chorley Sports Partnership | <p>Although we have been in a national lockdown, we have still managed to take part in several competition, including but not limited to; quad kids (y1-y6) , tri-golf, orienteering, netball and football.</p> <p>12 children competed in their first ever competition, which was a refreshing a welcome experience after a lockdown.</p> <p>All classes have taken part in virtual competitions.</p> |
| | | | <p>Continue with our excellent competition offer next year.</p> <p>Competition's distributed between staff.</p> |

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| Signed off by | |
| Head Teacher: | H.Brooks |
| Date: | 1/7/21 |
| Subject Leader: | L.Shepherd |
| Date: | 1/7/21 |