

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 2021	Areas for further improvement and baseline evidence of need:
<p>Walk on Wednesday - Weekly promotion of walking to school Lunchtime coaches keeping children active throughout their lunchtime Several ASC (After School Clubs) for each year group - every year group involved Reception to Y6. Clubs included football (girls and boys), dance, dodgeball, athletics, multi skills, camp skills Michael Corless Soccer Schools promoting active children on Fridays who normally are reluctant in larger groups. Targeting children for team building sessions Daily mile completed each day Running for Sir Tom Moore. Combined 101 laps of the mile across the school to celebrate his life School Sponsored run for Zoe's place raising 4k + Swimming lessons completed for all year groups - children walked to and from the baths – KS2 KSSP events attended towards the end of the year when it was possible (Covid -19) Girls football tournaments held on site with other schools when it was allowed PE lessons led by specialist coaches in subjects such as dance and athletics – extra PE sessions after 8th March and virtually from January Sports day event for all key stages Get Set UK used to track distance covered for each class during the holidays Chance to Shine cricket sessions for all KS2 classes BBC sporting heroes followed during lockdown Sporting challenges continued throughout the lockdown of 2021 School Games Mark was achieved for completing the framework PE Hub introduced and used for teaching/assessment Seesaw used to track assessment of the pupils Our school won active school of the week in April Catch-up lessons to cover sports that were missed during the lockdown (Jan-March) Clubs took place for every bubble right across the school Sep – July</p>	<p>According to the Primary School PE Scorecard, our school needs to work on building teacher confidence According to the same report we need to integrate more competitive sporting events into the calendar. This year the sports partnership events were hindered by Covid-19 We scored 81% in this report overall despite disruption Targets also include integrating Seesaw into assessment regularly Class teachers should use AFL activities to assess the children at the start and end of each unit Continue to keep the fitness levels of the children high Evaluate who may need to be incorporated into booster fitness sessions. Is it the same children who are less active? Open up school buildings to children to have other opportunities for other sports Target SEN PP participation in after school clubs Run a Sports camp in the summer holidays</p>

Whit Sun Sports Holiday club provided
Summer 2020 Summer Sports Camp – Football, Orienteering and boxing
Planned Summer Camp August 2021

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

Total amount carried forward from 2019/2020 £4761
+ Total amount for this academic year 2020/2021 £18,503
= Total to be spent by 31st July 2021 £23,264

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above.</p>	92%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	97%
<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>	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: £18,503		Date Updated: 19/07/2021	
<p>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.</p>					<p>Percentage of total allocation:</p> <p>14%</p>
Intent	Implementation		Impact	Sustainability and suggested next steps:	
<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>		
<ol style="list-style-type: none"> To understand how all sports involve a combination of different skills and ensure children are active for 30 minutes minimum per day. To engage as many children in competitive sports on a more regular basis Continue to run additional fitness session within school and provide time for less active and reward 	<ol style="list-style-type: none"> Use PE Hub planning alongside knowledge organisers to support their understanding of a sport keeping children moving and active in sessions and at lunchtimes. Engage all KS2 classes with competitive sport (KS1 aiming for competitions too). Host additional competitions with other schools in the borough and utilise competitions at our school with local schools. Use coaches/trained buddies to increase activity of 	<p>Subject Lead Release time £300</p> <p>Resources: £1432.25</p> <p>Summer Club £1000 (August 2020)</p>	<ol style="list-style-type: none"> Children are now able to understand how they can become stronger in a sport. They are able to reflect on the elements they need to improve on. Children understand how competitive sport can drive a higher level of achievement. Children understand how skills can be transferred to a competitive environment. The children will learn how a healthy body leads to a happier life. They will begin to understand how a 	<ol style="list-style-type: none"> More consistently use Seesaw for assessment. Allow the children to look at the uploaded skills and think about what they have achieved. How have they achieved this? Engage with more schools. Plan and run more competitions between year groups. Buddies/Y6 captains could take ownership over this after modelling of good practice 	

	children. Ensure that the Daily mile takes place every day and discuss impact and what this could feed into (clubs, healthy lifestyle)		healthy body improves productivity and achievement.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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:
<ol style="list-style-type: none"> 1. PESSPA scorecard was completed to help the school identify areas for improvement (81% score) 2. Collective school effort to raise the profile of PE. Promote the impact of PE on the wider community. 3. Physical activity beyond 30 minutes a day. Integrate PE into other lessons. 	<ol style="list-style-type: none"> 1. To increase the score in the next academic year. 2. Introduce events to boost the profile of PE. Highlight the impact on the wider community (Zoe's Place, junior parkrun, collective goal sponsored run/walk) 3. PE to be incorporated into lessons such as maths, science, PSHE. Outdoor lessons when possible. Measure distance (m to km) for running as an example. 	PE Lead Release time £600	<ol style="list-style-type: none"> 1. During a staff meeting staff were made aware of the areas for improvement. Children have been taught by specialist coaches to boost staff and pupil confidence in the subject. 2. Children understand the impact PE can have. Enjoyment levels are raised through events such as these. 3. Children and staff understand the importance of PE. Children are able to keep their bodies fit and active. Active lunchtimes promoted 	<ol style="list-style-type: none"> 1. Produce a staff questionnaire on subject confidence/area of support. 2. Raise money for the local area, school or charities such as CAFOD. Annual challenges to be set for pupils. 3. One lesson per week held outdoors/in the hall. Record physical activity in a PE file on Seesaw.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				35%
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:
<ol style="list-style-type: none"> To understand how all sports involve a combination of different skills. Coaches continue to work with classes across the school as CPD for staff and more support in lessons. The confidence/enjoyment of the pupils will be raised (Dance). Staff meeting with a specialist coach to demonstrate ideas for staff. 	<ol style="list-style-type: none"> Skills to be used and shared with the children on Seesaw. Pupils and staff are aware of the skills involved in each sport through the use of knowledge organisers and the skills progression document. Ensure that each year group is targeted equally. Coaches and staff to work in conjunction with one another when considering the planning/delivering of lessons. Teachers will be able to ask questions and develop their knowledge. Share good practice and allow time to plan ahead. 	<p>North West Community Sports £6000 CPD Team teaching</p> <p>Swimming CPD £480</p>	<ol style="list-style-type: none"> Children can identify which skills they need to develop. They understand how a combination of skills are required to be successful in sport Staff will feel more confident in the subject. Ideas can be picked up and developed within their own lessons Staff will have a wider range of strategies for teaching PE. They will have a better understanding of transferable skills. 	<ol style="list-style-type: none"> Continue to follow the PE Hub. Allow KS2 pupils to take ownership over their knowledge of the skills required for different sports (head, hands, heart) Continued use of coaches across the school. Planning kept from the previous year to support future lessons. PE subject lead to host future CPD for staff in the absence of a coach in school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				57%
Intent	Implementation		Impact	

<p>Your school focus should be clear what you want the pupils to know and be able to do about what they need to learn and to consolidate through practice</p> <ol style="list-style-type: none"> 1. Subject overview to outline two routes which contain a variety of sports. Introduce new sports through coaches through PE Hub planning. 2. Enter sports competition/games when possible with a focus on SEN and less active children. 3. Children who are less active are targeted for clubs/fitness sessions. 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ol style="list-style-type: none"> 1. Bring in external coaches to widen the options for pupils to more sports. This will also act as CPD. Covid has made this more difficult but the school has links in place. 2. Children engage in sports such as new age curling. This provides an opportunity to compete with similar children and expose them to more sports increase confidence. 3. Increase physical activity across the school. Involve children in sport to catalyse 	<p>Funding allocated:</p> <p>5375 - SS 2402.50 Lunch Sports 500 ASC 1000 Subject Lead Release Time 1300 Knowsley SSP</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <ol style="list-style-type: none"> 1. The children understand how skills are transferred. They understand how sportsmanship is involved in all sports. They understand a wider range of rules and how they must be followed to be successful in PE. 2. More children are able to enjoy competitive sports. Children engage with a wider range of sports and develop teamwork through inclusive sports 3. Children begin to enjoy sport in a safe 	<p>Sustainability and suggested next steps:</p> <ol style="list-style-type: none"> 1. New skills/rules/sports to be incorporated into play time games led by coaches or buddies. 2. The school to invest in equipment to be used within school for those children. Continue to provide clubs for different sports across the school. 3. Teacher/buddies to continue targeted support. Older pupils who have engaged support younger pupils. Less active pupils lead
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	further engagement.		environment and see the benefits of physical activity. Promoting PE to engage them in lessons/clubs	the sessions.
<p>Additional achievements:</p> <p>81% scorecard</p> <p>Most active school week</p> <p>Sports games mark</p> <p>£3800+ raised during fun run event</p> <p>Virtual games award achieved</p> <p>Girls football competitive games started against local schools</p> <p>Equipment Purchased and updated</p>				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
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: 3500	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ol style="list-style-type: none"> 1. Competitions held in school with other schools. 2. Inter school competitions held between year groups 3. Competitive sports day event to celebrate a year of sport 4. Take part in a community event with wider school community. 	<ol style="list-style-type: none"> 1. Host events including a variety of sports. Events for girls and boys, SEN and less active. 2. Teacher to build children's skills during lessons and through teaching PE in anticipation of school competition/games. 3. School games which involve competition between houses and within classes if possible. 4. Through promoting activity through the Daily Mile and running club 		<ol style="list-style-type: none"> 1. Competition is healthy. They understand how to behave in a competitive environment and support others when competing. 2. Children are prepared for a competitive environment. They are able to compete with friends/peers to boost confidence and physical activity and feel confident while doing so. 3. Increased confidence during competitions and understanding of competitive events. 4. An active lifestyle promoted through taking part in a weekly community event (parkrun junior parkrun) 	<ol style="list-style-type: none"> 1. Teachers arrange and promote competition. Targeted all children. 2. Teachers incorporate competitive games into planning. Even if it is during an AFL activity, competition is regularly spoken about and practised. 3. PE lead to ensure that all children are engaged and experience competition during the event and their time at school. 4. School community to get children and families involved.

Signed off by	
Head Teacher:	Liam Anderson
Date:	19/07/21
Subject Leader:	James Waine
Date:	19/07/21
Governor:	Graham Golding
Date:	19/07/21

Please note the percentages do not add up to 100% as we worked out a percentage of each area from the 18,503 taken before what was carried forward – this is why the percentage totals 128%

Our carry forward from last academic year was to subsidise a summer camp we had on site August 2020 – we also ran extra PE sessions for each year group. This academic year we also benefited from a specialist Dance teacher on site.