

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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](https://www.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. **All funding must be spent by 31st July 2022.**

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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 2,228
Total amount allocated for 2020/21	£ 21,640
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,310
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,310

## Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. <b>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</b>	
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. Please see note above	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/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:	Date Updated:		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation:	
			%	
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:
Implement Living Streets WOW, Walk to School Initiative from the beginning of the year and track for a whole year to measure impact and encourage a walk to school ethos and mentality. Parents and children to enjoy time and activity together on the way to school.	Encourage children to walk, cycle or park and stride.  Children to 'check in' each morning and track progress towards badge.	£	Pupils are more eager to take more active journeys to school. Data tracked on WOW's travel tracker, to show % increasing and high % taking an active journey rather than driving the whole way.	Continue into the new school year, further embed a walk to school ethos and mentality.
Ensure all pupils get a minimum of 30 minutes of physical activity each day.	Super movers and wake up and shake up used within lessons. Yoga, mindfulness, daily mile, active8 and 5 minute move to be incorporated into school day and timetable. PE Lead trialling active planner to measure.	N/A	Pupils are ready to learn and more focused for learning (teacher observation/feedback) Less incidents of low level disruption (behaviour observation/reports)	Continue to trail use of active planner – inform other teachers of this.  Incorporate Daily Mile into KS1/EYFS day.  Complete pupil/teacher questionnaire to prove impact.

Targeted Play zones LSA's and Leadership to continue to work alongside each other and implement more targeted activities and zones during playtimes.	LSA to work alongside Leadership to increase physical activity during play and lunch breaks. New equipment purchased for use/  Pupil Voice to measure impact.	£100	Children more active during playtimes, less incidents with behaviour when zones set up, social interactions improved between peers.  Pupil Voice shows children like the active options, however there are suggestions to trial.	LSA's and Leadership to continue to work alongside each other and implement more targeted activities and zones during playtimes.  Use pupil voice to trial suggests, further pupil voice to monitor.
Increase the number and variety of physical activities and sports clubs in curricular programme especially for less physically active and KS1 pupils.	New equipment purchased for playtimes. Take part in a variety of inter and intra school competitions, as well as festivals and events. Have a variety of after school clubs. Encouraging a range of children to take part and be involved in both.	See above for equipment costs.	Increased number of opportunities offered with more children across KS1 and KS2 taking part. Monitored who is attending clubs (register). Equipment and LSAs encouraging activity at playtime.  Daily Mile implemented in KS2. In house competitions throughout the year for whole school to be involved in – encourage all to be involved.	Clubs for targeted children to encourage activity.  Speak to school council and offer new activities that will encourage pupils, and/or to different groups of young people. (pupil voice)  Continue intra-school competitions. As well as festivals, events and competitions for different children.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	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>To celebrate pupil success in PE, sport and physical activity not just for performance but other life skills. To raise the awareness of opportunities and the impact of physical activity and sports across the school and community with pupils and parents.</p> <p>Improve pupil's attitudes towards sports</p>	<p>PE success to be shared in celebration assemblies. Certificates, medals and trophies celebrated from outside of school as well as in.</p> <p>Exposure to different sports = more children active.</p> <p>Promote PE through display boards, website, twitter, competitions and events in school.</p> <p>External sports providers to attend assemblies to make children aware of future clubs, competitions and after school clubs.</p> <p>To continue to provide opportunities to develop benefits from PE and sport through team building, self-awareness, pride, achievement and the importance of a healthy lifestyle.</p>	N/A	<p>Children making staff aware of achievements outside of school and 100% of children involved in assemblies to celebrate success. (More children have gone to Junior Parkrun after it being promoted and celebrating success).</p> <p>Sporting achievements publicised on website, twitter, newsletter.</p> <p>Children excited for events taking place, more engaged in sport and in house competitions/events.</p> <p>Children proud of their achievements, other children wanting to be part of the team.</p>	<p>Continue to raise the profile of PE/communicate with parents and pupils. Continue to inform them of opportunities and provide them with opportunities.</p> <p>Continue to promote positive attitudes towards sport</p> <p>External sports providers to attend assemblies to make children aware of future clubs, competitions and after school clubs.</p>
<p>SLT and PE lead to meet and discuss the progress of whole school PE and evaluate PE/ sporting needs for pupils for next term.</p>	<p>PE lead to establish agenda, dates of and action points for developing school PE and decide on a competition map for the upcoming term.</p> <p>Look at progression of curriculum.</p>	N/A	<p>Progression and provision of PE will be discussed termly, ensuring all children get the maximum number of PE / school sports opportunities, the timely reviewing of PE policies and any equipment/transport needs. Curriculum map and objectives thread to ensure progression throughout key stages.</p>	<p>SLT and PE lead to investigate possibility of rotating opportunities that are presented to each class</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested



what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Provide all pupils with high, quality progressive PE lessons. Children benefit from good quality teaching which is differentiated to support their individual needs which ensures progress to all children.  Equipment for all element of curriculum.	All staff provided with progressive curriculum, assessment tools and resources to use to teach their class.  Audit done, equipment ordered.	£	An increased level of confidence and skill when teaching PE and delivering school sport. Positive attitude towards PE across whole school.  Progressive curriculum throughout school – also to aid competitions/practise.	Different opportunities provided through different coaches. Staff continue to attend a broad range of CPD opportunities and work alongside specialist teachers and coaches to model outstanding lessons for all.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
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:
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities.	Continue to work with specialist teaching providers such as LSSP, Future Gym, School Improvement Liverpool Swimming, Yoga, Dance, LFC Game On Athletics and LFC to ensure children receive a wide range of specialist teaching and extra-curricular opportunities.	£26,208	Coaches with expertise in a range of sports into school, children experiencing high-level teaching.  Links made with clubs and coaches, children invited to these out of school.	Continue this in the new academic year, make further links and extend the range of coaches further across more year groups.

Provide opportunity for more pupils to take part in school swimming lessons to enable them to fulfil the end of Year 6 national curriculum swimming requirements.	Year 4 and 5 pupils to engage in weekly swimming lessons during Autumn and Spring term.	£	Year 4 and 5 able to engage in weekly swimming lessons enabling more to be able to fulfil the Year 6 requirement.	Continue this in the new academic year with lessons in Autumn and Spring for Year 4 and 5. Possibly boosters of children not fulfilling requirement?
Ensure opportunities for all children to take part in a range of physical activity and competitions (inter and intra)	Daily Mile, progressive school curriculum with a range of sports, enter variety of competitions/leagues within the network and area.	£ Staff cover/release £180 £320	Improved knowledge of importance of healthy lifestyles and choices of KS2 children through cookery, PE and PSHE/Jigsaw lessons. Improved physical literacy skills (balance coordination, agility) of KS1 pupils through balanceability (teacher observation, photos). Competitions taken part in a range of year groups.	Continue to identify and invite less active pupils to take part in clubs – particularly since lockdown and school closure. Encourage pupils to take part in Daily Mile. Playground activities. Continue with competitions, extend more into KS1.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
To increase the opportunities for children to partake in competitive sports – identifying competitive opportunities in new sports.	Plan and link the activities in the extra-curricular programme to the city competition programme. Target different pupils to represent the school and allow opportunities for all year groups.  Link inhouse competitions to events going on.	See above (KI1 and KI4)	Children have an awareness of sport competitions taking place, they are more motivated and interested. Children have a chance to have competitions with peers, develop life skills through these (e.g. communication, respect, team work)  Cross country, football and athletics competitions competed in throughout the year.	Continue with this next academic year.

Signed off by	
Head Teacher:	Mrs D Wrigley
Date:	20 <sup>th</sup> June 2022
Subject Leader:	M.Ball
Date:	20 <sup>th</sup> June 2022
Governor:	
Date:	