

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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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](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 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](#).

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>New curriculum map, objective threads and assessments implemented.</p> <p>Purchased new playground equipment to encourage and increase physical activity at playtimes.</p> <p>Daily Mile enjoyed in KS2, taster daily miles for KS1 and classes starting to try to include it into day.</p> <p>Promoting healthy and active lifestyles, throughout the whole of the year.</p> <p>Displays to encourage healthy eating and school dinner menu to echo this.</p> <p>'Learn to lead' opportunities for children to lead the warm up and cool down for PE lessons.</p> <p>Staff taught high quality, progressive lessons throughout the year, due to absence of coaches. Increased confidence and knowledge.</p> <p>Outdoor learning and opportunities increased and enjoyed.</p> <p>Extra activities to promote exercise, pupil participation and in-house competitions (e.g. Race to Lapland, comic relief workout, workout Wednesday, penalty shoot-out)</p> <p>Launch of Walk to School initiative.</p>	<p>Increase amount of physical activity and to introduce all staff to Active Planner to track amount of physical activity. Implement active play zones</p> <p>Links with outside agencies and signpost children.</p> <p>To continue to increase participation in competitive sports throughout the year, plan clubs which coincide with the competitions calendar.</p> <p>Provide a wide range of extra-curricular clubs throughout the year when COVID-19 rules allow.</p> <p>Expose children to different sports outside of school.</p> <p>CPD opportunities for all staff to increase knowledge and confidence in delivery. CPD for well-being to all staff.</p> <p>Introduce Daily Mile KS1.</p> <p>Assessment to be maintained and available for staff.</p> <p>Continue with launch of Walk to School initiative.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

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

If NO, the following section is **not** applicable to you

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: £	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

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.	Unable to gain this information due to the effects of COVID-19 pandemic and school closures.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Unable to gain this information due to the effects of COVID-19 pandemic and school closures.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Unable to gain this information due to the effects of COVID-19 pandemic and school closures.
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?	Yes

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: £21,640	Date Updated: July 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
Intent	Implementation		Impact	28.99%
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 more targeted activities during playtime. Zones for different activities and different year groups.	LSA to work alongside Leadership to increase physical activity during play and lunch breaks. New equipment purchased for use/ PE Lead to trial active planner to measure impact/activity.	£3000	Children more active during playtimes, less incidents with behaviour when zones set up, social interactions improved between peers. (School closure means impact not seen for whole of year, no pupil voice and bubbles has affected zones being set up)	LSA's and Leadership to continue to work alongside each other and implement more targeted activities and zones during playtimes. Continue to measure on active planner (during a term with no interruptions) then roll out as an option for other members of staff to use.
Encourage more children to walk to school, by beginning the Living Streets WOW, Walk to School Initiative. Parents and children to enjoy time and activity together on way to school.	Encourage children to walk to school or park and stride. Children to 'check in' each morning and track progress towards badge.	£1000	More children walking to school, encouragement of Track on WOW's travel tracker (data at end of term)	Continue to implement this from the beginning of the year and track for a whole year to measure impact and encourage a walk to school ethos and mentality.

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 cost. £1775 LSSP membership	Increase the number of opportunities offered with more children across KS1 and KS2 taking part. 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.	Monitor who is attending clubs (register). 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 when able to (many missed due to COVID)
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. Pupil/Teacher questionnaire to prove impact.	N/A	Pupils are ready to learn and more focused for learning (teacher observation/feedback) Less incidents of low level disruption (behaviour observation/reports) Questionnaires not complete due to school closure and isolation periods.	Continue to trail use of active planner – inform other teachers of this. Incorporate Daily Mile into KS1/EYFS day. Complete questionnaire to prove impact.
Introduce School 'Race for Life' incorporating with Sports Day	Raise money, encourage families to exercise together and promote activity.	£500 (cost including sports coach)	'Race for Life' unable to happen due to school closures. Sports Day enjoyed by all, families able to take part virtually if isolating. Encouraging activity in school and when at home.	Continue next academic year.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation	Impact		4.6%

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>	£1000	<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>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. (Unable to due to Covid – continue next academic year)</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>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>	SLT and PE lead to investigate possibility of rotating opportunities that are presented to each class

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	18.48%
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:
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 (due to COVID and bubbles). Audit done, equipment ordered.	£4000	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 (when covid allows). Staff continue to attend a broad range of CPD opportunities and work alongside specialist teachers and coaches to model outstanding lessons for all.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	47.89%
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 and LFC to ensure children receive a wide range of specialist teaching and extra-curricular opportunities.	£6674	*Unable to have these coaches into school due to school closures/rules on bubbles.	Continue this in the new academic year.

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.	£1491	Year 5 able to engage in weekly swimming lessons during Summer term, 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.	£1500 Staff cover/release £200 Competition costs £500 Transport	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).	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 when they return.

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 (e.g Euros, Olympics)	See above (KI1 and KI4)	Children has 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) *No competitions attended due to COVID-19	Continue with this next academic year.

Signed off by	
Head Teacher:	D.Wrigley
Date:	17.09.2021
Subject Leader:	M.Ball
Date:	09.07.2021
Governor:	Ratified by Governors at Curriculum Committee Meeting
Date:	29.11.2021