

# 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](http://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 2020/21  | £9,381  |
| Total amount allocated for 2021/22  | £10,407 |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £0      |
| Total amount allocated for 2022/23  | £19,381 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £19,381 |

## Swimming Data

Please report on your Swimming Data below.

|  |   |
|--|---|
| <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 then transfer to the pool when school swimming restarts.</p> <p><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></p> | <p>Our year 6 swimming programme is completed in the autumn term</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><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.</p> <p>Please see note above</p>  | <p>2021/22 cohort – 77%</p> <p>2023/23 – TBC when programme is complete</p> |
| <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>  | <p>2021/22 – 77%</p> <p>2023/23 – TBC when programme is complete</p>        |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | <p>2021/22 – 90%</p> <p>2023/23 – TBC when programme is complete</p>        |

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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 – to give all EYFS, KS1 And KS2 pupils swimming activities £2000

## 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:      |  |  |
|---|--|--------------------|--|--|
| <p><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</p> |  |                    | Percentage of total allocation:<br>% 41%   |  |
| 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 continue to create as many opportunities for daily physical activity as possible so that pupils get nearer to 30+ minutes per day throughout the school and to focus these activities.   | Lunchtime sports activities run by Full of Beans 5 times per week with year groups 2 to 6            | £3,000             | Children know which sports and/or activities they want to play and take part in. They look forward to lunch times.   | To continue to work closely with Full of Beans to maintain activities and to plan for new and different activities each term.  |
|   | Regular training and monitoring of lunchtime programmes by sports coach/ PE lead throughout the year | £500               | Children receive regular and fair programmes that are organised and safe. Children have the opportunity to develop and build upon their knowledge and skills base.   | To change the playgrounds to allow for coaches and PE leads to adapt sports accordingly to weather and space.  |
| To ensure that the curriculum is rich with healthy activity opportunities across all subjects   | Sports equipment for enhancement of sports at playtime/lunchtime                                     | £2,000             | Equipment has been used to enrich and enhance the curriculum lessons, allowing staff to teach a wider range of sports and activities. Allowing the whole class to take part as they have enough equipment. | Replenish and maintain the standard of the equipment. Reorder and replace equipment each year. Ensuring equipment is safe to use and that there is enough for groups and classes to use at playtimes and |

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| <p>Additional sport days/activities by sports coach to enhance provision for all pupils across the school and focus on areas of need – health/exercise</p> | <p>Additional breakfast sessions to boost all pupils and engage pupils who are assessed as requiring improvement, or not engaging on PESSPA.</p> | <p>£2,500</p> | <p>Children have playground equipment that they can take out each lunch/playtime. Building upon social skills and physical fitness as more of the children are choosing to play together and with the equipment.</p> <p>An increase in attendance and punctuality as children want attend school. All enjoying the breakfast sessions and much more alert and ready to start the day with a positive mind-set.</p> | <p>curriculum session. Ensure all staff are trained and equipped in order to deliver and promote opportunities using the equipment.</p> <p>Keep monitoring the impact of this club and planning different activities and games each half term .</p> |
|--|--|---------------|--|---|

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:  
% 42%

| Intent   | Implementation   |                            | Impact   |  |
|--|--|----------------------------|--|--|
| <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>  | <p>Sustainability and suggested next steps:</p>  |
| <p>To continue to work with specialist coaches and visitors to raise the profile of PESSPA and to increase the range of sports available.</p> <p>Provide additional PE lessons for all pupils, that introduce a range of</p> | <p>e.g Bikeability/ Heswall tennis/Judo Education/ yoga etc</p> <p>Full of Beans 1 morning per weeks shared across the school – specific</p> | <p>£1000</p> <p>£6,000</p> | <p>Pupils were keen to join the extracurricular clubs. With pupils knowing that they can attend a range of clubs outside of school and clubs that are local.</p> <p>Following a skills and knowledge</p> | <p>To plan and book more visitors and to arrange a good variety of after school clubs.</p> <p>Ensure staff fully support Full of</p> |

|  |  |                           |  |   |
|--|--|---------------------------|--|---|
| <p>sports to broaden pupils experiences and skills.</p> <p>To continue the high profile of competitive sports – inspiring team work and engagement in competing.</p> <p>Maintain afPE school membership to ensure access to specialist and expert support, thus keeping the school fully up-to-date.</p> | <p>sport plan delivered to all pupils.</p> <p>Competitive sports days – release for PE subject lead to organise events with Deeside Schools Collaboration and Wirral events.</p> <p>Information on website used to benefit the school through greater knowledge and understanding.</p> | <p>£1 000</p> <p>£200</p> | <p>based curriculum and progressing skills through the school. More children in each year group having a motivated approach to sport. With increased participation and children remembering their sports kits.</p> <p>Parents and children feedback from competitions has been positive with parents attending competitive events such as sports day and football matches.</p> <p>Increased knowledge of opportunities available for school through the membership and providing a platform to national and regional activity.</p> | <p>Beans sessions.</p> <p>Progress further in competitions. Increase the amount of competitions we enter, promote opportunities for girls – football. Replace PE trophy/ribbons – presentation and use of team points. New football goals/basketball goals. Use class worship time to try to provide role models to inspire sporting achievement and promote this in assemblies.</p> <p>To keep membership.</p> |
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation: % 9%

| 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:   |
| Subject lead to organise staff information and/or training/webinars through afPE accredited courses in order to skill up knowledge and understanding for all staff. | PE subject leader to enrol staff on appropriate levelled courses throughout the year.<br><br>Liaise with SLT in order to disseminate to staff through staff meeting training. | £1 000             | Using PE Passport – this app has increased confidence, self-esteem and improved delivery of good lessons. The enjoyment of PE has also increased participation for staff and children. | To circulate the latest training courses to staff.   |
| PE Subject team to review the PE curriculum with the staff.   | Monitor the PE curriculum through the PE scheme to ensure it is effective and being delivered in line with expectations.  | £1000              | Staff audit is evidence that staff are enjoying teaching a wider variety of sports and from the CPD that the PE scheme offers they feel confident that their knowledge is improving.   | To plan staff meetings termly to update staff and to update the LTP in line with expectations and pupil voice. |

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 8%



| 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 continue to offer a range of activities to challenge our children through clubs, daily routines and utilising sports experts and coaches to provide top quality sessions. | Health/fitness weeks activities<br><br>Residential – staffing costs Y4 and Y6 | School budget<br><br>£1500 | Planning of sports week 2023.<br><br>Improvement in friendship groups – improved understanding of the values of friendship. Ability to show determination to undertake and complete different challenges.<br><br>Children have become more disciplined (independent) especially under pressure and have learnt how they can cope with anxieties. Children have become aware of their own feelings and of those of other children. Conflict during team games has reduced. | To plan and deliver sports week as per 2022.<br><br>Year 4 to go in March. |

| Key indicator 5: Increased participation in competitive sport   |   |                    |  | 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: |
| That every pupil by the end of year 6 leaves school have represented the school at a sporting event.  | Learning team to track pupil participation and engagement and work with Wirral Schools Collaboration to achieve this.   | £1000              |  |  |
| Ensure that all pupils in years 6,4 and 2 attend a residential visit  | Work with staff and parents to overcome barriers to attending including mental health, financial etc. Organise additional staffing for for chort as required. | £1200              |  |  |

|                 |            |
|-----------------|------------|
| Signed off by   |            |
| Head Teacher:   | K Brown    |
| Date:           | 20/10/22   |
| Subject Leader: | L Gilleece |
| Date:           | 20/10/22   |
| Governor:       |            |
| Date:           |            |