

# 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 2019/20	£6,934
Total amount allocated for 2020/21	£7,934
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5,954.98
Total amount allocated for 2021/22	£18,799
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,393.98

## 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>100%</p> <p>Children have participated in a dry session open water safety ran by St Helens Council.</p> <p>All Y6 attend a water safety session at Newton Health and Fitness</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 2021.</p> <p>Please see note above</p>	<p>81%</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>81%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>100% TBC</p>
<p>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?</p>	<p>Initial assessment - put into cohorts to be filtered down throughout the year on passing.</p>

## 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: 2022/23		Total fund allocated:		Date Updated: 10.9.22	
<b>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</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:
<b>Increase rates of daily physical activity through:</b> <ul style="list-style-type: none"> <li>➤ Ensuring pupils have a minimum of 45 minutes physical activity opportunities daily.</li> <li>➤ Train play leaders from Y6, Y5, Y4 and Y2 to organise and implement the supervision of play-based games activities suitable for lunch times and playtimes.</li> <li>➤ Evaluate pupil participation rates at clubs in school and within the community. Identify any barriers to attendance and work to remove these.</li> <li>➤ Monitor and evaluate the use of equipment, ensuring appropriate play and that stocks are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>➤ MB to train play leaders in KS1 and KS2 – play leaders will lead and train other pupils to engage in a range of daily physical activities and team games, developing skills informed by the PE curriculum.</li> <li>➤ Build Daily Mile events into the school day, increasing levels of fitness and engaging parents in daily events to ensure sustainability of knowledge and understanding.</li> <li>➤ Further develop the external play areas to increase the range of equipment that promotes physical activity and enables pupils to develop core stability, strength, balance and co-ordination.</li> </ul>			<ul style="list-style-type: none"> <li>➤ Increased number of KS2 children are engaged in sustained physical opportunities daily due to the increase in playground equipment in each phase.</li> <li>➤ Through teamwork and co-operation children can organise themselves to participate in voluntary competitive sport which in turn filters into the lessons.</li> <li>➤ Increased numbers of pupils and parents engage in daily physical activity.</li> <li>➤ Many ks1 parents accompany their children on</li> </ul>	<ul style="list-style-type: none"> <li>➤ To continue to develop the outdoor area by opening the woodland and providing more opportunities for play based activities.</li> <li>➤ Allocate play leaders or stars to oversee the running of these play-based activities during lunch time.</li> <li>➤ Train staff to develop appropriate play with the children by developing, modelling, showcasing play.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Pupils will engage in a variety of sports, increasing their levels of fitness and activity.</li> <li>➤ Promoting active breaktimes through better informed staff and pupils. Provide games and activity training for TAs and welfare staff.</li> <li>➤ Introduce OPAL to improve the quality of outdoor play and physical activity.</li> </ul>	<p>£4750</p>	<p>bikes to and from school.</p> <ul style="list-style-type: none"> <li>➤ Many parents accompany children to the swimming baths outside of school - this has been reflected in the increase in swimming percentages this year.</li> <li>➤ Pupils developed stamina, strength and increase levels of fitness.</li> <li>➤ Participation of extra-curricular activity increased both in school and outside of school.</li> <li>➤ Pupils are observed demonstrating high levels of well-being.</li> <li>➤ Staff improved their knowledge and understanding of physical activity and engage pupils in activity during outdoor activity.</li> <li>➤</li> <li>➤ Parents and staff improve their knowledge and understanding around increasing fitness and stamina.</li> <li>➤ Pupils developed leadership, communication, and other</li> </ul>	
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			team-based skills.	
<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:
<b>Raise the profile of PESSPA through:</b> <ul style="list-style-type: none"> <li>➤ Create a calendar of cluster tournaments within the First learning Network.</li> <li>➤ Develop an annual plan of intra-school competitions to go alongside the curriculum offer.</li> <li>➤ Increased engagement of KS1 pupils in competitions and tournaments, focusing on the engagement of SEND and disadvantaged pupils to increase levels of physical activity, fitness confidence and competence.</li> <li>➤ Facilitating opportunities for KS2 pupils to promote their chosen sport and share their sporting achievements, leading to increased take up of community sports.</li> <li>➤ Create a succinct list of children who partake in community sports/play for local sports teams and clubs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Access an increased range of competitions and tournaments for pupils in KS1. Work with pupils and parents of identified groups to increase engagement and gain an understanding of the barriers to engagement.</li> <li>➤ Identify positive KS2 role models. Support pupils to use different media to promote physical activity and community sport engagement. Share with year groups across the school and with parents via Class Dojo.</li> <li>➤ Develop an annual overview to detail the range of competitions and tournaments pupils will participate in. Work with the FLN to address any gaps in provision.</li> <li>➤ Ensure all partners are informed and recognise the benefits and impact of the PESSPA.</li> <li>➤ Contact parents via forms to</li> </ul>	£3,000	<ul style="list-style-type: none"> <li>➤ Pupils from a range of backgrounds have accessed high quality of competitive sport both in school and outside of school.</li> <li>➤ Pupils experienced a broad range of sports and activities, increased rates of participation and enjoyment in sport both in school and as an after-school club. Some clubs have been over subscribed and have been requested to run again.</li> <li>➤ Younger pupils engaged in a range of competitive sports and developed an improved understanding of the skills involved in team games and activity.</li> <li>➤ More pupils engaged in community sports. Increased levels of take up and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Where possible plot out the tournaments that school will attend for the whole year group.</li> <li>➤ Ensure that there is an equal amount of celebrate, aspire and inspire tournaments for the children to participate in.</li> <li>➤ Set up a girls football team for Y5 and Y6.</li> </ul>

	collate information about participation in sport outside of school.		<p>improved physical and mental health.</p> <ul style="list-style-type: none"> <li>➤ Annual access and participation well planned and co-ordinated, increasing the range of opportunities for all age groups.</li> <li>➤ Stakeholders recognised pupil achievements and celebrated the impact of PESSPA.</li> <li>➤ Children are openly sharing their achievements form outside of school.</li> </ul>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</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	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>consolidate through practice:</p> <p><b>Increase the confidence, knowledge, and skills of staff through:</b></p> <ul style="list-style-type: none"> <li>➤ Create an annual plan of further CPD to further develop staff K&amp;U and confidence in teaching a range of units across the curriculum.</li> <li>➤ Focus on the dance element of the curriculum to increase staff knowledge and confidence.</li> <li>➤ Confidently assess children against the skills required for each unit of work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Upbeat Academy to work with staff for a minimum of 6 weeks to plan, teach and evaluate the core PE curriculum.</li> <li>➤ Providers and staff to work together to provide an accurate assessment of their class at the end of a given unit of work.</li> <li>➤ Implement annual monitoring activities – observation, pupil voice, teacher curriculum discussions/evaluation to review the impact of planned actions and inform future planning.</li> <li>➤ Video samples of expected standards which can be used for moderation purposes.</li> <li>➤ Identify areas of development informed by research and literature. Work with leaders and school staff to further improve the quality of provision in school.</li> <li>➤ Increased knowledge and participation in the delivery of dance.</li> </ul>	<p>£3,500</p>	<ul style="list-style-type: none"> <li>➤ Pupils accessed high quality PE lessons, developing the skills and knowledge to progress through the curriculum. Through working together, observation and moderated discussion an increased percentage of pupils are working at the expected and greater depth standard.</li> <li>➤ Pupils and staff can articulate their knowledge and understanding. Improvements in skill observed.</li> <li>➤ Pupils reach expected standards and teaching staff understand skills progression, addressing gaps in learning.</li> <li>➤ Provision for pupils continues to improve. Pupils receive an innovative and high-quality experience at school.</li> <li>➤ Staff have trailed the complete PE Scheme and found the videos very useful particularly as they use real children in real lessons.</li> </ul>	<p>Refine the PE curriculum and look at the possibility of purchasing complete PE to increase confidence in staff levels, provide CPD.</p> <p>Staff to confidently identify pupils who show transference of skills that could be used in competitive sport outside of school.</p> <p>Focus on the OAA element of the curriculum and create a useful bank of resources that can be used to supplement the curriculum.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation:</p>



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:
<p><b>Provide a broader range of sport/activity to all through:</b></p> <ul style="list-style-type: none"> <li>➤ Evaluate effectiveness of SLA subscription.</li> <li>➤ Work with First Learning Network to create a calendar of cluster tournaments for the 2022/23 academic year.</li> <li>➤ Conduct a pupil voice to inform extra-curricular clubs that will be provided.</li> <li>➤ Research funding opportunities to bid for the children to access broader experiences.</li> <li>➤ Seek out opportunities to enable children to access sporting opportunities / taster sessions outside of the class room .</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use the edge hill students to organise and supervise an intra- school competition between classes.</li> <li>➤ Continue to increase the range of sports, experiences and competitions. Tailor to pupil interest and need. Ensure informed by pupil voice.</li> <li>➤ Plan and deliver parent and pupil land and water activity sessions in partnership with external providers, e.g. Mountain Monkeys, Wildshore and clip 'n' climb.</li> <li>➤ Encourage participation through subsidised events.</li> <li>➤ Create a sport/ dance festival to celebrate end units of work where this is possible by way of a intra-school competition between classes or a celebration of skills taught.</li> </ul>	£2,500	<ul style="list-style-type: none"> <li>➤ Through being a member of the enhanced provision, children have had the opportunity to access a wider variety of competitions which has targeted the SEND, disaffected, the talented and those who have never participated in competitions.</li> <li>➤ Providing the opportunities to access taster days have increased further take up on the lesser known sports after school which have been over subscribed.</li> <li>➤ Pupils more confident o engage in less known sports and activity. Pupils excel in other areas of the curriculum.</li> <li>➤ Pupils developed leadership, communication, and other team-based skills.</li> <li>➤ Pupils and parents access to community activity increased. Levels of health and well-being are improving.</li> </ul>	<p>Seek further providers for extra -curricular clubs next year.</p> <p>Liaise with FLN for providers, recommendations, and other sporting suggestions.</p> <p>Contact and cost out further providers recommended by the FLN to enable children to access a broader range of sports and activities.</p>

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:
<p><b>Increase participation in competitive sport through:</b></p> <ul style="list-style-type: none"> <li>➤ Raising awareness of the annual calendar with pupils and the benefits of participation. Increased percentages of pupils engage in competitive sport.</li> <li>➤ Celebrating pupil achievements in community sport to raise awareness of the benefits and outcomes, leading to increased levels of interest from pupils.</li> <li>➤ Raising pupil awareness of local community sports, leading to wider access.</li> <li>➤ Delivery of a consistent, broad extra-curricular sports offer, leading to wider access and increased participation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Purchase SHAPES package.</li> <li>➤ Share the competition/tournament calendar with pupils and deliver groups/activities to encourage an increase in participation.</li> <li>➤ Raise the profile of individual pupil achievements through school display, social media and Class Dojo.</li> <li>➤ Arrange Teams meetings with local providers to showcase the community offer.</li> <li>➤ Deliver a broader extra-curricular offer to meet the needs of pupil interest.</li> </ul>	£5,750	<ul style="list-style-type: none"> <li>➤ More pupils in all age groups accessed competitive sports. Pupils developed team skills and the profile of sport is raised across school.</li> <li>➤ Pupil achievements are consistently recognised and celebrated. Increased numbers of pupils engaged in community sport.</li> <li>➤ The percentage of pupils accessing community sports providers increased.</li> <li>➤ Extra-curricular sports are accessed by more pupils, including those in target groups.</li> <li>➤ Children are requesting when there are more competitions and are eager to take part.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop termly intra school competitions.</li> <li>➤ Work with class teachers to create a list of focus pupils to attend tournaments over the 2023/24 academic year.</li> <li>➤ Look at entering different competitions from the academic year of 22/23.</li> <li>➤ Continue to look at inspire, celebrate, and aspire competitions for each phase.</li> <li>➤ Look at creating a cross country event in school as part of an intra sports competition.</li> </ul>

Signed off by	
Head Teacher:	L Shelford
Date:	19.7.2023
Subject Leader:	M Barrow
Date:	19.7.2023
Governor:	S Swift
Date:	19.7.2023