

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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](#) (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 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 2020** 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 2020. 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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • The Sports Premium spending has had a positive impact on pupil participation levels in after school clubs in the autumn and spring term. • The school has been able to offer a variety of sports to all pupils in after school clubs – boxing, matball, multi skills, football, gymnastics, dance, dodgeball and hockey. • Whole school awareness of key events like Mental Health Week and Sports Relief. This was done through competition and fund raising. • Greater opportunities were given for children to complete at least 30 active minutes of exercise in school – through more outdoor equipment, the daily mile, after school clubs and PE lessons. • Promoting the importance of health and exercise through lockdown – weekly exercise challenges were posted on the school Instagram. • Assemblies were used to inform parents of the importance of at least 60 active minutes of physical activity a day. • Participation in a variety of school sport competitions across the borough has increased. • Continued to improve the quality of teaching in physical education. This will ensure there will be sustainability. • Inclusion of sporting achievements in assemblies and through social media (School Instagram account). Children also share successes from outside of school. • More inclusive opportunities for all abilities of children - boys, girls, SEND, least active and gifted and talented. • Supporting out of school clubs/ teams – gymnastics, karate, football • The school has achieved the Silver School Games Mark. • The school has worked with the Healthy Schools Team in Halton to promote the importance of being healthy and staying safe. 	<ul style="list-style-type: none"> • To keep the children and staff safe, whilst improving the opportunities for children. • Improvements of opportunities for intra sport competitions between year groups and within year groups – through competitions in our school bubbles. • Continue to offer a variety of different after school clubs to all pupils – after school clubs for certain bubbles throughout the year. • Improve the involvement of the whole school in the Daily Mile – using outdoor spaces for physical activity. • Change the role of the Sports Captains to Wellbeing Officers to help promote the importance of mental health across the school. • Further improve the variety of extra-curricular clubs and participation levels of pupils, especially least active and SEND. • Continue to promote 60 active minutes across the school, making sure the school complete 30 active minutes of physical activity a day for each pupil. • Continue to give opportunities for children to be more active at break times and lunchtimes. • Continue to improve school equipment. • Continue to up skill staff looking at areas of the curriculum where support is needed. • School to progress to Gold School Games Mark.

Meeting national curriculum requirements for swimming and water safety.	
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 2020.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	78%
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/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: £17,690		Date Updated: 12.07.21	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>Covid has had an impact on many aspects of the Primary PE and sport throughout the year. Where possible through home learning and in school children have been given the opportunities to participate in a variety of sporting activities following the government guidance. Many highlighted areas of improvement have not been fully met because of the restrictions that have been in place. However, next year these will be focused on and baseline evidence will support new targets and areas of focus.</p>					Percentage of total allocation:
					27%
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?:	
Continue the high levels of participation of all children in sports. High quality specialist to deliver lessons and after school clubs, working alongside staff.		More variety of after school clubs across the week increasing the participation of all children. Employing Miss Hudson to teach dance and drama in lessons and after school clubs. Employing Beth Tweddle gymnastics to teach KS2 bubbles in the spring term. Employing Colin to teach a KS2 and KS1 school football club and multi skills club.	£200 (Colin) £1000 (Beth Tweddle)	Unfortunately, after school clubs only took place in the final term due to the pandemic and government guidance. In KS2, 49% of children attended at least one after school club. Of the children attended in KS2 60% were boys and 40% were girls. Participation of Pupil Premium children attending an extra-curricular club in KS2 was 51%. Participation in extra-curricular clubs for SEND children was 47%. Both participation of Pupil	
				More clubs aimed at the participation of girls. Target the least active to attend at least one after school club a year. Also, clubs need to be targeted at SEND and Pupil Premium children.	

Improvement of equipment to improve standards of delivering P.E and physical activity of all pupils across the school.	Improving the current equipment to improve the experiences of the children in lessons and at break times.	£500 3100 (Sovereign)	<p>Premium and SEND was down compared to previous years, but there have been fewer opportunities to attend extra-curricular clubs due to the government guidance.</p> <p>Due to the lack of opportunities and the restrictions throughout the year we have only offered two after school clubs. These have been gymnastics and football. These clubs were offered to KS2 children.</p> <p>To minimize the risk of the virus we taught yoga instead of invasion games in the autumn term. We invested some money in purchasing yoga mats.</p> <p>Sovereign have installed 2 more pieces of gym equipment and basketball posts in the playground. This has improved activity at lunchtimes and break times. Pupil voice has shown that it has increased activity.</p>	<p>Next year, we will be going back to invasion games, but we might look at doing a fitness yoga after school club or yoga during mental health week.</p> <p>Continue to monitor PE equipment and audit staff to see if there is any equipment that can support the teaching of PE.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
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:
Raise the profile of sport by hiring specialists to train staff and teach children in lesson and in after school clubs.	More opportunities for all abilities of children to participate in after school curricular clubs (in pupil designated bubbles) and variety of sports in lessons.	£200 (Colin) £500 (Beth Tweddle)	Evidence has shown that a high number of children attended after school club in KS2 (See percentages above). Under the restrictions this year this has limited the amount of extra-curricular clubs we offered. Children have shared their opinions (Pupil's voice) on PE and shared the things they like and dislike about lessons and after school clubs.	This year's participation levels has been limited due to restrictions. However, all children in KS2 have been given the opportunity to take part in after school clubs. Next year, the opportunity of participation will increase as restrictions ease. Continue you to speak with children from different year groups to evaluate pupil satisfaction.
Whole school approach in celebrating sports achievements in school.	Celebrating sporting achievements in assemblies or through school social media accounts. This will have to be done through the school Instagram page until whole school assemblies start again.	£200	Celebrating successes has been difficult this year as sporting opportunities have been restricted inside and outside of school. These have been shared on Class Dojo.	Next year, we will celebrate sporting achievements in assembly each week and these will be shared on the Class Dojo or the school Instagram.
Giving children leadership in sports, health and mental wellbeing across the school.	Children will apply to be Wellbeing Officers. They will have responsibilities supporting after school clubs and promoting sport, health and wellbeing around the		The impact the Wellbeing officers have had this year has been limited due to class bubbles However, we shall build this aspect next year.	Next year, there will be regular meetings about how we can promote sport, health and wellbeing around the school.

<p>Celebrating sporting achievements around school.</p>	<p>school.</p> <p>Continue with the school sports celebration board, where all children can see pictures from the sports competitions we have entered. Share success on social media.</p>		<p>There have been no opportunities to celebrate inter school games due to them being cancelled. Intra school games and after school clubs have been celebrated throughout the year.</p>	<p>Continue to celebrate sporting achievements in the school. Move the PE notice board into the hall so all children and parents can see it.</p>
<p>Promoting clubs in the holidays on the school website.</p>	<p>Any outside clubs that the children might be interested in are displayed on the school website.</p>		<p>Clubs have been promoted in school and parents have been told. There has been an Easter sports camp. This was free and children were given a free meal each day. This has proven very popular with the children in our school. There is a summer one too over the holidays. Places have been offered to children who would benefit from this.</p>	<p>Continue to promote outside clubs to the children. Continue to make sure most vulnerable are aware of the free holiday clubs available at the school.</p>

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:
Improve the quality of physical education teaching by allowing staff CPD opportunities.	Teachers will improve their CPD through observing specialist-trained staff and training opportunities. This will develop their subject knowledge and confidence further.	£1000 (Beth Tweddle)	<p>Auditing the teacher's strengths and areas of improvement in the autumn term showed that we needed CPD in gymnastic. Staff were given a CPD opportunity in the summer term for a gymnastic coach to teach their class once a week. Feedback on the staff questionnaire showed staff are more confident.</p> <p>There were several CPD courses through the School Games that staff were meant to be on, but these were cancelled due to government guidance.</p>	<p>Audit staff to see areas where CPD is required.</p> <p>Ask staff which CPD courses they are interested in when the School Games officer sends them out to schools in the Autumn term.</p>
Following a whole school scheme of work for delivering P.E.	Teachers will have a long-term, medium term and individual lesson plans to follow and adapt using Get Set 4 PE. This will support staff with teaching the objectives and give assessment for each area taught. Go over the long- and medium-term plans with new teachers.	£600	<p>Staff have assessed the children throughout the year using Get Set 4 PE. Staff have recorded evidence on SeeSaw.</p> <p>Audit shows that the scheme of work is supporting the staff with their teaching of PE.</p>	<p>Continue to follow scheme of work next year.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				51%
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>Additional achievements:</p> <p>Improving the participation of all children in sports. High quality specialist to deliver a variety of sports in lesson and after school clubs. This will give greater opportunities to disadvantaged children.</p> <p>Participate in a variety of inter school competitions.</p>	<p>More variety of after school clubs across the week increasing the participation of all children. Employing Beth Tweddle gymnastics to teach KS2 bubbles in the Spring Term. Employing Colin to teach a KS2 and KS1 school football club and multi skills club. Look at getting a yoga teacher to come and teach some lesson to the children.</p> <p>Increase participation in a variety of school competitions that the children haven't experienced before. Give Pupil Premium and SEND children the opportunity to participate in competitions and sporting opportunities.</p>	£200 (Colin)	<p>Evidence has shown that a high level of children attended after school club in KS2 (See percentages in key indicator 1). The number is lower than previous years, but this is due to the restriction throughout the year.</p> <p>Children have participated in football and gymnastic after school clubs in KS2 in the summer term. The restrictions have limited the variety of after school clubs that we could offer.</p> <p>There has been no inter school sports competitions this year due to government guidance and local restrictions.</p>	<p>Additional achievements:</p> <p>Offer more variety of after school clubs to KS1 and KS2.</p> <p>Keep track through pupil's voice of which after school clubs children enjoy and would like to be offered.</p> <p>Next year, keep track and monitor the inclusion of Pupil Premium and SEND children in inter school competitions.</p>

Improving physical activity of children at break time and lunchtimes.	Improving the current equipment to improve the experiences of the children in lessons and at break times.	£3095 (Sovereign)	Children have been more active at break times and lunchtimes. Through pupil voice children have expressed their enjoyment of playing on the equipment.	
Improving physical activity and broadening the experience of children in outdoors learning.	Installing an outdoor all-weather court on the playground will give more opportunities for PE to be taught outside.	£5600	This was installed in the autumn term. Children have enjoyed using it at break times and lunchtimes. This has helped teach PE outside as much as possible to restrict the transmission of the virus. Pupil's voice has shown the positive impact this has had on the activity of children.	Continue to monitor use and the impact this is happening on the children (Pupil's voice).

Key indicator 5: Increased participation in competitive sport				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 increase the school's involvement in sports competitions in inter school games.	Increase the number of competitions and the variety of sports entered. This may have to be done virtually through the school games.		There has been no inter school sports competitions this year due to government guidance and local restrictions.	Next year, keep track and monitor the involvement in inter school competitions.
Halton School Games Organiser	Staffing cover for teachers taking children to competitions. Travel expenses.	£1000 (Staffing cover and travel expenses)		
To increase intra school competitions. This will give greater opportunities for disadvantaged children to participate in competitive sport.	Access to high quality, competitive and inclusive school sports opportunities.	£495	There have been intra school games in football, rounders and cricket between bubbles in KS	Have termly intra school competitions between year groups across both KS1 and KS2.
	Increase intra school competitions throughout the year. Increasing involvement in competitive sports.			
Supporting clubs to increase involvement out of school – football clubs, gymnastic clubs, karate clubs	Help support local clubs in recruiting children for teams. Offering use of the school facilities and equipment. This will		After the restrictions, AK Elite provide a gymnastics club in the evening. A high number of children attended this club. Also,	Continue to promote clubs that take place outside of school.

	not happen in the autumn term due to restrictions.		the school offers a free sports club over the school holidays to encourage children to stay active.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Tom East
Date:	12.07.21
Governor:	
Date:	

In the circumstances you have been able to provide a clear commentary on what has been achieved.

I You also had established the means to measure impact – and even though this has been limited by Covid it would be useful where you can refer to increase in participation – feedback from pupils etc. Some schools add this in a different colour font to make it stand out.

Much of the 21-22 plan is to build on last year – when will you have that plan available – I can then help you establish how impact will be measured and we can establish baselines against which progress can be shown.

Thanks Tom

Ged