

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



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 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● School Games silver award. ● School council created to help raise the profile of PE. ● Non-active children identified over lockdown period and targeted for invention. ● Profile raised of mental health and fitness across the school. 	<ul style="list-style-type: none"> ● Further development of sports council. ● Creating sports leaders to work towards the play maker award. ● Continuing to support children’s mental health through active learning, sports and Personal Best programmes. ● Continuing to develop children’s fitness and stamina through high quality PE lessons, interventions and afternoon ‘active 10s’. ● Engagement of all children in physical activity and promoting the joy of PE across school. ● Development of staff delivery/evidencing the curriculum through the digital platform PE Passport.

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.	58%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	55%
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?	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: £18,503		Date Updated: 11/05/21		
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		
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?:	
<p>Continuation of the daily fitness programme 'Active 10'. Each class will perform an activity every day in addition to their PE lessons.</p> <p>Children will:</p> <ul style="list-style-type: none"> • Improve stamina levels • Improve concentration levels • Learn and perform better academically as a result of 'brain breaks' • Feel less stress and anxiety as a result of the Active 10 programme. 		<p>Fitness and Stamina lessons pushed the focus in AUT1 as part of the PE curriculum.</p> <p>Sports council tasked with logging daily classroom exercise.</p> <p>Class teachers to be more flexible in approach to 'active learning' in their classrooms.</p> <p>Class teachers to give 'flexi 5/10' most afternoons and use equipment provided.</p> <p>Each class given a small budget to help assist them in providing activities for the 'Active 10'.</p>		£800	<p>Evidence:</p> <ul style="list-style-type: none"> • Photos and videos of lessons on PE Passport meeting curriculum objectives. • Photos and videos of class activities. • Minutes from sports council meetings. • Play equipment purchased for each classroom. <p>Impact:</p> <ul style="list-style-type: none"> • Increased awareness of children's own stamina. • Increased motivation to be/eat healthy. • Stimulating lessons that encourage movement. 	<p>Sustainability and suggested next steps:</p> <p>AB to work with teachers going forward and sports council how to get the most from short timed active exercise.</p> <p>Focusing on daily mindfulness activities at the beginning or end of the day to promote mental health.</p>

<p>Active lunchtimes – All children have the opportunity to be active during lunchtime through the Active Play and Play Leader scheme (Activ8).</p> <p>Lower Juniors will have the benefit of play leaders providing opportunities for exercise and games through Activity 4 All (external organisation). Children will:</p> <ul style="list-style-type: none"> • Improve their social skills through play. • Improve different elements of fitness depending upon the type of activity. • Improve leadership skills. • Recap, enhance and develop PE curriculum objectives. 	<p>Activ8 lunchtime activity club for Y5-6.</p> <p>Purchased external organisation to come in at lunchtimes to focus on fitness and curriculum objectives with Lower Juniors.</p> <p>Carefully coordinated games and activities aimed at encouraging all children to be active throughout lunchtime.</p>	<p>£300 (Part of Mr Ryan’s role).</p> <p>£9000</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Playgrounds halved and split into designated ‘activities areas’ for a range of different games. • Invoices • Observations by AB of the delivery of lunchtime activities. • Registers (Activ8) • Children delivering activities and playing more active games independently and in smaller groups. <p>Impact:</p> <ul style="list-style-type: none"> • Improved behaviour across playgrounds. • More active children wanting to take part in sporting games and exercise. • An increased awareness of stamina levels. 	<p>Working with sports council across year groups to deliver this across school independently next year.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: %</p>
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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>The profile of PE and sport being raised across the whole school. Full participation and enjoyment of pupils in competitive sport.</p>	<p>Whole school competitions and celebrations of achievements of good sportsmanship and teamwork.</p> <p>Hire Oval for Sports Day (17/06/21) and purchase medals for all pupils.</p>	<p>£500</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Certificates given weekly and during assemblies. • Sporting achievements celebrated across whole school during assemblies. • Medals purchased. • Booking form from Oval. • Whole school sports day assembly. <p>Impact:</p> <ul style="list-style-type: none"> • Whole school competitions limited due to Covid restrictions. • Enjoyment of taking part in sports during sports day and experiencing 'being an athlete'. 	<p>Whole school celebrations of sport achievements to continue during Friday's assemblies.</p> <p>Introduce new certificates based around sport merit and participating in sports (could be at the end of each lesson).</p> <p>Sports Day will be booked at the Oval again for June 2022.</p>
<p>Increased confidence of pupils in water. (75% Level 2 – 10m+)</p>	<p>Additional swimming lessons booked for pupils (Year 3).</p>	<p>£1400</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Keeping in contact with the Oval to book additional lessons when Covid restrictions lift. <p>Impact:</p> <ul style="list-style-type: none"> • Swimming pools closed – no swimming taken place this academic year. 	<p>Continue with swimming lessons next academic year. Look to include all year groups due to missing out because of Lockdown.</p>
<p>The Active 10 initiation will be a whole school programme, which focuses on children's fitness levels</p>	<p>As stated in section 1</p>	<p>£800</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Photographs and videos of children being active. • Minutes of sports council 	<p>AB to work with teachers going forward and sports council how to get the most from short</p>

<p>and, as a result, improves behaviour and academic performance.</p> <p>Activity 4 All programme</p>	<p>As stated in section 1</p>	<p>£9000</p>	<p>meetings.</p> <p>Impact:</p> <ul style="list-style-type: none"> • Happier healthy children. • Participation in class exercise together. • Increased stamina. • Enjoyment of active games. • Raised profile of importance of being active and healthy. <p>Evidence:</p> <ul style="list-style-type: none"> • Observations by AB of the delivery of lunchtime activities. • Children delivering activities and playing more active games independently and in smaller groups. • Children recognising the importance of being active. <p>Impact:</p> <ul style="list-style-type: none"> • Children learnt good sportsmanship and how to work together as a team. • Profile of sport raised. • Improved behaviour across the lower junior playgrounds. 	<p>timed active exercise.</p> <p>Working with sports council across year groups to deliver this across school independently next year.</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:
				%
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>Edsential Curriculum Support: Three members of staff will receive curriculum support for one half-term. Focus will be on confidence, subject knowledge, delivery, differentiation and assessment.</p> <p>Introduce an online format to assist in the planning, evidencing and delivery of the PE curriculum.</p>	<p>Edsential staff to liaise with class teachers to plan appropriate support and focus areas in Fitness/Stamina, Gymnastics and Athletics.</p> <p>Edsential staff to feedback and plan sessions together. Regular feedback and reflection will also be required.</p> <p>PE Passport to be rolled out across school to help support staff in PE delivery.</p> <p>AB to liaise with all staff 1on1 to train up using the app (staff meeting tbc).</p>	<p>£1750 (from Edsential package of £4814)</p> <p>£499 (from Edsential package of £4814)</p>	<p>Evidence</p> <ul style="list-style-type: none"> Photographs of lessons being delivered Lesson plans Notes from virtual meeting with Carl /Alex. Evaluation of Fitness/Stamina lessons for Y6 pupils. <p>Impact</p> <ul style="list-style-type: none"> Year 6 teachers confidence built in deliverance of topic. Due to lockdown, school have missed other curriculum support sessions. <p>Evidence:</p> <ul style="list-style-type: none"> Photographs and videos on the PE passport app. Staff meeting and training in use of the app. 	<p>AB to continue and develop subject knowledge by regular meetings with professionals.</p> <p>AB to link with schools in the area to develop professional relationships and seek guidance when needed.</p> <p>Look at other alternatives for provision of sport across school.</p> <p>Continue using the app and deliver further staff training.</p> <p>AB to look at using assessment section to see the impact vs using balance.</p>

<p>Increase Subject Leaders knowledge of role and responsibilities, and ensure SL is aware of latest updates and Ofsted requirements.</p> <p>Increase staff subject knowledge in planning and delivery of the PE curriculum.</p>	<p>Log all sporting clubs, trips and activities on the app to document a 'passport' for the children throughout school.</p> <p>Participation in Primary PE Subject Leader Support Programme.</p> <p>Meet with Carl Sutton to discuss support priorities, funding and action plans.</p> <p>Access for all staff to the Edsential scheme of work.</p> <p>New and updated for this year, includes teaching videos, images, lesson ideas, games and progression frameworks.</p>	<p>£650 (from Edsential package of £4814)</p> <p>£120 (from Edsential package of £4814)</p>	<p>Impact:</p> <ul style="list-style-type: none"> Increased confidence in staff delivery of lessons. Lessons have clear evidence of children meeting PE objectives. Track children's attendance and monitor. <p>Evidence:</p> <ul style="list-style-type: none"> Notes, minutes from meetings with Carl Sutton. <p>Impact:</p> <ul style="list-style-type: none"> AB developing confidence in subject leadership. <p>Evidence:</p> <ul style="list-style-type: none"> Digital lessons accessed online. Evidence of use in planning when observing teachers. Invoice <p>Impact:</p> <ul style="list-style-type: none"> Helping staff deliver high quality lessons. Broader range of ideas for activities, games and warm up ideas now used. 	<p>Arrange staff meeting.</p> <p>Build links with PE leads from other schools who can help support more frequently.</p> <p>Look to purchase again next year depending on staff feedback.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:
School Activity Challenge – to encourage children to be more psychically active during the day	One class (4B) given a class set of activity bands (fitbits) for a week. Each pupil assigned one band and his or her daily steps are monitored and tracked.	£180 (from Edsential package of £4814)	<p>Evidence:</p> <ul style="list-style-type: none"> • Children wearing the activity trackers daily. • Seeing children choose more active games during break/lunch times. • Analysis charts of daily steps taken by each activity tracker. <p>Impact:</p> <ul style="list-style-type: none"> • Children will want to exercise and be more active to increase steps. • Enjoyment of physical activity. • Children choosing to be more active during their break/lunch. • Healthier and happy children in school 	<p>This proved to be extremely successful and raised the profile of the importance of being active.</p> <p>Will look to roll out next year across different year groups – intra competition class vs class to see who is the more active during school time.</p>

<p>Provide opportunity for children to develop their knowledge, skills and understanding of different sports by establishing new after school sports clubs.</p> <p>Autumn 1 – Basketball Spring 1 – Karate Summer 1 - Cricket/Rounders</p> <p>Purpose:</p> <ul style="list-style-type: none"> • Increase engagement • Increase enjoyment • Increase desire to participate in netball outside of school <p>Extra-curricular sporting clubs</p>	<p>AB to organise the letters, permission slips, promote the club etc</p> <p>AB to monitor attendance at club through PE Passport.</p> <p>AB to carry out pupil voice and evaluations.</p> <p>Staff to deliver clubs across school within their year groups. Andrew Johnson to deliver football for Y6 – Summer 1 and Y5 – Summer 2. Upper junior’s tennis club (organised by Miss Oates).</p>	<p>£840 (from Edsential package of £4814)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Pupil voice questionnaires and teacher evaluations • PE Passport registers of children attending a variety of clubs • PE Passport photographs of children actively engaging and taking part in clubs. • Permission slips <p>Impact:</p> <ul style="list-style-type: none"> • No clubs took place due to Covid and lockdown restrictions. • AJ Football and Tennis Summer term upper juniors. 	<p>Speak with staff to engage with their hobbies outside of school and plan to share these with the children (where possible).</p> <p>Staff (in each year group) to deliver one extra-curricular club per term.</p> <p>Link with SJP again to offer children access to high school facilities and expert teaching practices.</p>
<p>Improve physical activity, resilience and children’s self-esteem through sport.</p>	<p>Personal Best Programme 4 children selected per class (8per year group) to participate in sport challenges and activities to help boost their resilience and improve their self-esteem. Ran by Alex Barnes from Edsential</p>	<p>£875 (from Edsential package of £4814)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Class lists/registers of attendance. • Invoices • Impact survey • Programme report <p>Impact:</p> <ul style="list-style-type: none"> • Boost in overall attitude to physical activities and sport. • Increased self-esteem. • Greater resilience 	<p>Look to book again next with a specific focus (like in previous year). Could not mix year groups due to covid so individual children not targeted for each strand.</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>Increase the number and breadth of competitions and festivals.</p> <p>Increase the number of children participating in competitions and festivals.</p> <p>Enter a higher number of Inclusive/SEND competitions.</p>	<p>AB to find and enter different competitions and festivals by approaching high schools, professional clubs and local school sports organisers.</p> <p>AB/KT identify children who are not accessing sports clubs and competitions.</p> <p>AB to create opportunities for competitions within local cluster schools.</p> <p>Continue to participate in the Wirral School Games competitions and other locally organised tournaments.</p> <p>AB to organise teams, transport, kits etc</p>	<p>£200</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Due to Covid restrictions, competitions and school visits were not possible. • Results for virtual competitions. <p>Impact:</p> <ul style="list-style-type: none"> • Children did not uptake on virtual competitions as well as first thought. • Class competitions and keeping school based seemed to inspire competitiveness more so. <p>Evidence:</p> <ul style="list-style-type: none"> • Venue hire • Planning and delivering sports day/assembly 	<p>Offer more intra-competitions and chances to compete against other year groups through sport.</p> <p>At the end of each curriculum subject, offer the chance of some form of competition.</p> <p>Work towards our school Gold Award for sport.</p> <p>Hire Oval again for June 2022</p> <p>Look to offer a unique sports day experience (themed)</p>
<p>The profile of PE and sport being raised across the school.</p> <p>Full participation and enjoyment of pupils in competitive sport.</p>	Sports Day (See section 2).	£500	<p>Impact:</p> <ul style="list-style-type: none"> • Enjoyment of participating in competitive sporting activities. 	

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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