

# 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](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, 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	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£17,780
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

## Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	89%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	89%
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?	Yes/No

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## 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: July 2022	
<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				Percentage of total allocation:
				21%
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:
Develop lunchtimes to increase physical activity levels and engagement.	Equipment offered for pupils use at lunchtime. Lunchtime supervisors encouraged to facilitate activities for pupils	£3785.44	Children are more active during break times through participating in lunchtime sport clubs. Behaviour at lunchtimes has improved. Fewer instances of low-level disruption Pupils rarely forget their PE kits are They are able to explain how being physically active, engaging in high-quality PE & eating healthy snacks, has a positive impact on their health and well-being.	Continue to monitor activity during breaks and lunchtimes and provide necessary interventions to encourage greater activity
Improve pupil's emotional health and well-being.	Health and wellbeing day Yoga introduced in curriculum		Pupils more aware of the effects of exercise on their physical and mental health	Explore ideas to enhance Health & Wellbeing day and explore ideas to spread these practices across the school year.
Inspire pupils to find something they enjoy doing with alternative activities	Partnership events and Festivals for targeted groups of pupils		Pupil feedback has been positive. Confidence has grown through participating in a targeted group at	

integrated into curriculum/ clubs and lunchtimes.			the right level. Many pupils have expressed an interest to get involved with other activities following these events.	
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<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:
				25%

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:
All pupils to understand the importance of physical activity on their physical and emotional well-being. All children should be aware of how physical activity contributes to a healthy life. This includes eating well, sleeping and resting as well as physical activity	Lessons have begun to be made more active so that pupils are less sedentary. Health and Wellbeing week was the launch of a renewed, reinvigorated focus on healthy active lifestyles. However, this focus on wellbeing permeates through PE and across the curriculum	£527.54 - Trophies and rewards to recognise effort, & achievement in PESSPA	Activity levels have increased. Pupil voice at the end of units has indicated that they feel fitter and healthier, and they are able to explain why it is important to be physically active. They can also articulate which activities they enjoy and why.	
Whole school sporting events to foster a sense of community and connection	Tennis equipment purchased in preparation. Euro football tournament, Wimbledon celebration event Commonwealth Games Baton Relay  Trophies awarded to celebrate improvement and achievement	£3785.44	Whole school events create a real buzz around the school and lift the spirits of both staff and pupils. It helps to strengthen the sense of community within the school and engender a feeling of belonging in the children.	

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				17%

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>Improve quality of learning. Ensure that there is clear progression in learning</p> <p>To ensure that all staff are aware of best practice and understand the role PE has in the wellbeing of pupils</p>	<p>Embedded the new schemes of work across the school. planning, teaching and assessment system for PE</p> <p>Staff confidence and ability to teach high quality PE has continued to increase following introduction and embedding of Get Set 4 PE schemes of work and lesson plans</p> <p>There has also been CPD in delivery of gymnastics and games lessons using the schemes. As a result, pupils have benefitted from high quality lessons where they are more active. Pupils have said that they enjoy PE more and it is clear that both physical literacy and fitness levels have increased</p> <p>Membership of the South Sefton School Sport Partnership</p> <p>CPD in PE offered to all members of staff</p>	<p>£3000</p> <p>(South Sefton SSP membership)</p>	<p>Planning has improved. Get Set 4 PE plans &amp; resources are used and feedback has indicated that these are very user friendly. Quality of teaching and learning has improved. Lessons are more active and have a clear focus. This increased confidence in staff has resulted in improved outcomes for the children.</p> <p>PE coordinator to disseminate relevant information to wider staff</p>	<p>Subject leader support offered to staff in areas of need. Possible Peer support</p> <p>Staff audit to inform future CPD needs</p>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				38%
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>Additional achievements:</b> Pupils to experience a wide range of physical activities at appropriate levels to foster a love of being physically active and to set them on the road to living a healthy active lifestyle.</p> <p>Target events at those who do not readily engage in extracurricular sports clubs. This group has increased following Covid with fewer pupils taking part in sporting</p>	<p>Coaches were used to deliver a wide variety of clubs to ensure that the interests of as many pupils as possible are catered for.</p> <p>Football Coaching Dance Club Gymnastics club Cricket</p> <p>Pupils took part in Foot Golf, Believe Festival, Bowls, Grand National Multi Skills, Christmas Multi Skills events</p>	<p>£925 – Transport</p> <p>£1356.58 – Community Soccer</p> <p>£4400 - LEAP</p>	<p>Following 2 years of disruption, it was noted that many pupils' activity levels had fallen resulting in a lack of physical fitness. Pupils' fitness levels have improved through taking part in additional activities offered throughout the school day. This has also resulted in improved focus and has helped pupils to become more confident and competent learners.</p> <p>Pupils who took part in a variety of activities across a range of different sports demonstrated improved performance, coordination, agility, confidence and skill. This is evident through observation and, importantly, the pupils can recognise this themselves. Over the year, it was also noted that pupils' ability to work cooperatively has improved. This was particularly important for those who had been most isolated during lockdown.</p> <p>Participation at extra-curricular clubs increased by 14% during the Autumn</p>	<p>Pupil audit to determine clubs offered Encourage wider staff to get involved with extracurricular sports activities</p> <p>Engage all pupils in intra competitions. Develop Personal Best Challenges.</p> <p>Use major sporting events to inspire pupils eg Women's &amp; Men's World Cup Pupil voice to ensure extracurricular offer is meeting the needs of all pupils</p>

activities outside of school. It is felt that there are many pupils who need to rebuild their confidence			<p>&amp; Spring Terms.</p> <p>100% pupils took part in at least one intra school competition. 49% of pupils took part in at least one inter school competition. This included 32 pupils who represented the school for the first time.</p> <p>School took part in wide range of inter school competitions</p> <p>Transport to competitions</p>	
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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>Pupils to be given opportunities to represent the school in physical activities at the appropriate level to ensure that they benefit from a meaningful experience.</p> <p>To develop life skills through participation in PE and sport e.g., respect, resilience, teamwork, confidence</p> <p>Increase leadership opportunities</p>	<p>Appropriate competitive or participation opportunities identified to ensure that pupils benefit from a meaningful experience at a level that allows them to feel a sense of achievement</p> <p>Participation and achieving Personal Best celebrated alongside achievement. Work around life skills was delayed due to Covid</p> <p>School to maintain Gold School Games Award.</p> <p>Bronze Ambassadors to support intra competitions and break/lunch activities</p>	£	<p>Pupils have demonstrated greater enjoyment of Physical activity Increased numbers of pupils are now attending extracurricular activities (figures to be added in Sept when we can access precise data) 42 pupils represented the school in inter school competitions for the first time.</p> <p>Excitement and enthusiasm was palpable from children who participated in sporting activities and competitions. They were extremely proud to represent their school and, regardless of results, were ever keen to repeat the experience.</p> <p>School has attained the Gold School Games Mark award.</p> <p>Pupils confident and competent to able to lead activities.</p>	

			Greater opportunities for all pupils to engage at breaks and lunchtimes	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	