

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:
<p>As a school we have purchased a range of equipment to keep our children active at break and lunch times.</p> <p>Classes participated in a range of virtual PE activities through the first national lockdown.</p> <p>As a school we have catered for our local needs regarding sporting links. We have formed close ties with local tennis academy and formed a strong partnership with local professional clubs.</p>	<p>Increasing break and lunchtime participation in physical activity to ensure children stay active.</p> <p>An improved strategy for reporting on and publicising sporting events in and outside of school to increase overall participation within sport.</p> <p>Increasing the number of school sports clubs during and after school. Pupils will benefit from further practice of learnt skills and will be able to showcase these in competitions both in and out of school.</p> <p>The impact will be measured through evaluation of the number of Intra competitions delivered (we have set ourselves a target of 6 intra competitions to complete this year)</p> <p>Ensuring sustainability within our current PE and School Sport provision will be achieved through the continued professional development of our staff; we are investing in projects that will continue to improve our sport provision in years to come.</p> <p>Purchase of PE software such as PE Passport will enable teachers to assess, track and monitor the attainment of all groups of pupils during the academic year. (PP, SEN, Greater Depth etc).</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

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: 07/2021
<p>What Key indicator(s) are you going to focus on?</p> <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 5: Increased participation in competitive sport</p>			Total Carry Over Funding:
Intent	Implementation		Impact
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>a. We aim to increase our capacity to deliver all aspects of our curriculum in line with current Covid guidelines.</p> <p>b. We intend to promote innovating and pioneering methods to tracking the least active within PE.</p> <p>c. We aim to improve the profile of PE through giving children a variety of experiences in and out of curricula PE.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>A. Through acquiring age appropriate resources which will increase capabilities within PE.</p> <p>B. We have acquired an app which will track all aspects of PE and school sport.</p> <p>C. We will implement a variety of extra curricula clubs from Autumn one.</p>	<p>Carry over funding allocated:</p>	<p>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?:</p> <p>A. We will see an improvement in assessment data with a target of a 10% increase of ARE between Autumn one and spring one.</p> <p>B. Our innovative monitoring system will provide clear, valid and reliable data to improve future targeting of our least active.</p> <p>C. Pupil voice will supply the school with data on what sports clubs are to be delivered.</p>
			<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>A. With an increase in the capacity to deliver we should see a sustainable increase across the remainder of the academic year.</p> <p>B. The monitoring system in place is sustainable and will be continually used beyond the academic year.</p> <p>C. Pupil voice will continue to provide the PE lead with what extra curricula provision to offer during or after school.</p>

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.	COVID
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.	COVID
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	COVID
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	COVID
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?	COVID

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: 07/2021	
<p>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</p>					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>A. Provide a broad and balanced curriculum which includes a clear narrative from year 1-6 relating to key concepts within PE. This will show our Intent, Implementation and impact of the curriculum.</p> <p>B. Provide positive experiences with an aim to establish lifelong interest in physical activity by increasing the range of physical activities to include: athletics, dance, games, gymnastics, cricket, football and outdoor education.</p>	<p>A. Embed physical activity into the school day through active playground time and formal and informal teaching of extra curricula sport.</p> <p>B. Active break times which will be led by teachers and PE staff. This includes use of the activity markings on the playground and equipment purchased.</p> <p>C. Regular monitoring will ensure the levels of physical activity are sustained in length and frequency. (To be tracked using activity bands). (Trial)</p>			<p>All pupils have access to a broad and varied curriculum which includes two hours of PE per week.(Timetable)</p> <p>A. Pupils will be accessing a playground that lends itself to physical activities and offers a range of stimulating and motivating equipment and activities.</p> <p>B. The vast majority of children will achieve at least 30 active minutes a day in school or after school events. All of the children in KS1 have achieved 30 active minutes per day in an informal setting I.E Active break-times and Lunch times.</p>	<p>Activity bands (trial run) will consist of a one off fee. Following this we will be able to sustainably and consistently track physical activity to better inform our targeting of the least active 20%.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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>A. Support will be targeted to involve the least active children by providing targeted activities and extending school sports choice, resulting in the children identified becoming more active. EG- Opening up a range of after school sports clubs.</p> <p>B. Increase participation through child lead activities at lunchtimes. New equipment purchased will support this.</p>	<p>A. Children will be trained and will model/promote the use of playground equipment and activities.</p> <p>B. Adults will teach and model how to lead simple activities to encourage participation, especially in clubs/activities which are run by a designated children at lunch times.</p>		<p>There is an increase in the number of pupils who were reluctant to participate becoming involved in physical activities – resulting in a long term positive impact on health and wellbeing. This is evident through numbers of children attending after school sports clubs.</p>	<p>The profile of PE will become sustainable once barriers to engagement are identified and acted upon.</p> <ol style="list-style-type: none"> 1. Create a recognition and achievement culture for those who show effort and determination. 2. To continue with pupil voice surveys 3. Retrain children to lead activities during lunchtimes.
<p>C. Involve the school council in key decisions around which sports need accessing on a daily basis and how to develop the playground further.</p> <p>D. Barriers to engagement are identified and plans are in place to remove or reduce these.</p>	<p>C. The use of the school council to discuss how to improve the playground further – this is ongoing.</p> <p>D. PE lead / coach will hold discussion with children to identify barriers to engagement.</p>		<p>Pupils' attainment in PE has increased in all areas and for all groups. (see assessments).</p> <p>Work with school council to continue into 21/22 academic year.</p>	

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>A. Provide staff with professional development, mentoring, training and resources to help them teach PE and Dance provision effectively thus improving teaching and learning and so outcomes for pupils. (Use of PE PASSPORT)</p> <p>B. Ensure all staff have a diverse knowledge of different PE topics and can confidently deliver a wealth of age related activities to their class to further improve the quality of teaching. (Ongoing for 21/22).</p> <p>C. Provide staff with access to PE passport our curricula monitoring system for PE.</p>	<p>A. Staff skills audit/self-assessment undertaken, along with school evaluation and monitoring by PE lead (OM) which has been feedback to SLT.</p> <p>B. Targeted team teaching in place to support and develop staff knowledge and skills in all aspects of PE curriculum and assessment. (21/22)</p> <p>C. Lessons are carefully planned to meet the needs of all pupils (particularly SEND), to ensure progression and skill development. This enables more accurate assessment per topic.</p>		<p>Sport Coach has grown in confidence and ability and demonstrates high quality PE teaching. (Lesson observations, staff audit revealed an increase in their confidence and competence when delivering PE)</p> <p>CPD is carefully targeted and planned to ensure the teaching profile has improved, walk through, lesson observations, data etc.</p> <p>The profile of PE and sport in school has been raised, supported by parents and community, resulting in higher levels of participation. (Extra Curricula evidence/ Participation)</p>	<p>The quality of teaching in PE has improved.</p> <p>Outcomes for pupils have improved (see assessments) PE enjoyed by most pupils (pupil voice)</p> <p>Staff are confident to deliver follow up activities.</p> <p>Continue use of staff audit to highlight further CPD areas.</p>

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:
A. Children have access to a range of non-traditional after school clubs including; Yoga, Dodgeball, Gymnastics, Cricket.	<p>A. Consult with pupils, staff and parents to identify activities and sports that will engage and motivate pupils.</p> <p>B. Buy suitable equipment to increase the range of provision provided.</p> <p>C. Target the least active children within school by carefully selecting appropriate activities to encourage participation (Eg Yoga).</p>		<p>Increased participation in the broader range of sports and activities offered. (Evidenced in registers).</p>	<p>Continue to change afterschool clubs every term to increase range of sporting experiences for every child based on consultation and participation rates.</p> <p>Open clubs to full year groups rather than individual bubbles (COVID).</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:
A. Partner with other schools (including Bruche, Penketh Primary, Alderman Bolton, Birchwood CofE and Beamont Primary to increase participation in Competitive sport.	A. Audit competitive sport in school. B. Identify and target pupils. C. Arrange MAT competitions. D. PE coach available at events. E. Buy resources to accommodate multiple schools attending.		Due to COVID partnering with other schools has been limited. Pupils from a number of year groups have participated in virtual online competitions with Halton Sports and other schools in the MAT (EG; Bruche). More pupils belong to teams and take pride in representing the school. Children from Years 3,4,5,6 have had access to a varying range of competitions. (Virtual competitions to be completed at MAT and local level) Pupils experience joy of Competition (pupil voice).	Continue to develop school sport partnerships within the MAT and beyond. Sustain competition team training which is already established but open to wider audience and become self-sufficient (Post COVID).

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Oliver Macbryde
Date:	19/07/2021

Created by:



Supported by:



Governor:	
Date:	