

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEencour ages 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 <u>publish details</u> 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.**

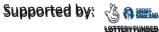
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	£0
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	£19260
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19260

Swimming Data

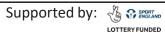
Please report on your Swimming Data below.

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. 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	Year 6 were not able to access swimming lessons due to Covid 19 restrictions
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. Please see note above	%
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	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/ <mark>No</mark>













Action Plan and Budget Tracking

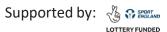
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: Date Updated:]	
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?:	Sustainability and suggested next steps:
Provide a broad and balanced curriculum which includes a clear narrative from EYFS-6 relating to key concepts within PE. This will show our Intent, Implementation and impact of the curriculum. 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, swimming and outdoor education.	school day through active playground time and formal and informal teaching of extra curricula sport. • Active break times which will be led by lunch time staff and	£8000	all pupils have access to a broad and varied curriculum which includes two hours of PE per week. A higher percentage (80%) of children will leave school in Year 6 meeting the requirements of the National Curriculum for swimming. Pupils will be accessing a playground that lends itself to physical activities and offers a range of stimulating and motivating equipment and activities. 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.	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%.













Key indicator 2: The profile of PESSPA	T	ool for whole sch	· T	Percentage of total allocation:
Intent	Implementation	- 1.	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:
 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 Increase participation through child lead activities through further development of sports leaders and Anti-bullying team. Involve the school council in key decisions around which sports need accessing on a daily basis and how to develop the playground further. Barriers to engagement are identified and plans are in place to remove or reduce these. 	 Children will be trained and will model/promote the use of playground equipment and activities. Sports coach will teach and model how to lead simple activities to encourage participation, especially in activities which are run by a sports leader. The introduction of the sports ambassadors made up of a broad range of children to enable a variety of pupil participation 	£3000	of pupils who were reluctant to participate becoming involved in	The profile of PE will become sustainable once barriers to engagement are identified and acted upon. • Create a recognition and achievement culture for those who show effort and determination. • To continue with pupil voice surveys • Retrain children to become effective sports leaders.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:













1				%
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: • Provide staff with professional development, mentoring, training and resources to help them teach PE and Dance provision effectively thus improving teaching and learning	Make sure your actions to achieve are linked to your intentions: Staff skills audit/self-assessment undertaken, along with school evaluation and monitoring by PE lead (SK) and SLT Targeted team teaching in	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed? Teachers have grown in confidence and ability and the SSE identifies a high quality of PE teaching. (Lesson observations, staff audits revealed an increase in their confidence and competence when delivering PE)	improved (see assessments) PE enjoyed by most pupils (pupil
 and outcomes for pupils. Ensure that all staff has 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. Provide staff with access to PE passport our curricula monitoring system for PE. 	 and assessment. Lessons are carefully planned to meet the needs of all pupils (particularly SEND), to ensure progression and skill 		CPD is carefully targeted and planned to ensure the teaching profile has improved, walk through, lesson observations, data etc. (CPD to be	
Key indicator 4: Broader experience of	f a range of sports and activities offe	red to all pupils	<u> </u>	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:
Additional achievements: Children have access to a range of nontraditional after school clubs including Cheerleading, Dodgeball, and Gymnastics	 Consult with pupils, staff and parents to identify activities and sports that will engage and motivate pupils. Buy equipment to increase the range of provision provided. Target the least active children within school by carefully selecting appropriate activities to encourage participation. 	£4000	response to parent suggestions. Participation increased by 15%	_













Key indicator 5: Increased participatio	n 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:
 Partner with other schools within the MAT and across Halton to participate in competitive tournaments in a variety of sports Achieve Platinum for School Games 	 Audit competitive sport in school Identify and target pupils Arrange inter MAT competitions PE coach available at events Buy resources to ensure teams can participate Contact high schools/cronton sixth form etc to use sports leaders as part of the competition team 	£1000	belonging to school teams and taking pride in representing the school. All KS 2 children to have access to a varying range of competitions Pupils experience joy of competition	Continue to develop school sport partnerships within the MAT and beyond Sustain competition team training which is already established but open to a wider audience and become self sufficient.

Signed off by	
	J Pyne
Date:	July 20 th 2022
Subject Leader:	O MacBryde
Date:	July 20 th 2022
Governor:	
Date:	











