

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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
- 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 by the end of the summer term or by **31st July 2021** 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 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:
Virtual School Games Award Platinum School Games Award Runner-up Primary School of the Year in Sefton Sports Awards 16 PE after school clubs offered in the Summer term for pupils from Reception to Year 6 including fitness clubs	Autumn 2020 due to DfE guidance currently unable to offer after school clubs or take part in competitive events Swimming – unable to offer curriculum swimming or Top up for Year 6 Fitness level of pupil on the return to school following both lockdowns

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £1,616

+ Total amount for this academic year 2020/2021 £19,392

= Total to be spent by 31st July 2021 £21,492

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above.</p>	78%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	78%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	71%
<p>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?</p>	<p>No</p> <p>Had planned to but due to Risk Assessments unable to implement</p>

	<p>lunchtimes (table tennis bats and balls, footballs, netballs, basketballs, skipping ropes) Sports Coach additional hours over lunchtime to support delivery of active lunchtimes</p> <p>Participation in Bike it events Offer whole school healthy breakfast for cycling (or riding a scooter to school) Participate in the National one day competition Cycling lessons during the school day supported by PE Coach - ensure all pupils can cycle, have fun and have additional active sessions, promote cycling to school</p> <p>PE subject leader share North Sefton virtual challenges and give the opportunity to practise during the school day</p>	<p>Sports Coach - supervise 5 hours per week £780</p> <p>£300 for food provided by Governors 9 TAs x 30 minutes £6 per half hour = £54 (plus on costs)</p> <p>Funded by school</p> <p>Curriculum time</p>	<p>pupils were in class bubbles</p> <p>Events did not take place due to lockdown / health and safety guidelines Healthy food not purchased</p> <p>High engagement across the school Significant number of pupils won medals for their efforts across the partnership Shared on Twitter too to encourage practice at home</p>	
<p>To increase the number of pupils physically active for a minimum of 30 minutes per day at home (Year Reception to Year 6)</p>	<p>Purchase and introduce Primary PE Challenges Share login details with parents / encourage parents to understand how to support their child at home Set challenges each week on Google Classrooms Pupils access individual programme of foundation sports skills at home</p>	<p>£788</p>	<p>Staff trained on Google Classrooms September 2020 to promote the challenges</p> <p>Successfully piloted in Year 2 in Summer 2020 and feedback used when implementing whole school</p>	<p>To increase the number of pupils physically active for a minimum of 30 minutes per day at home (Year Reception to Year 6)</p> <p>Mixed response to PE Challenges – some parents felt could complete as a family,</p>

	Share successes on Year group Twitter account			others felt too basic Useful in lockdown to supplement Joe Wickes but won't renew – staff have ideas and can share own physical challenges going forward																																																												
	Continue to implement the Living Streets Walk to School (WOW) scheme Pupils record their method of travel to school daily on app Pupils achieve badges for their commitment to active travel to school	Funding to run the scheme successfully achieved TA to administer the scheme	Data shows good levels of activity and engagement in the scheme	Continue to apply for funding to deliver the scheme																																																												
			<table><tr><td>Class</td><td>Total Pupils</td><td>Engage-ment</td><td>Active</td></tr><tr><td>1K</td><td>29</td><td>47%</td><td>85%</td></tr><tr><td>1W</td><td>31</td><td>29%</td><td>72%</td></tr><tr><td>RK</td><td>27</td><td>41%</td><td>62%</td></tr><tr><td>RW</td><td>26</td><td>36%</td><td>72%</td></tr><tr><td>2K</td><td>30</td><td>46%</td><td>90%</td></tr><tr><td>2W</td><td>30</td><td>35%</td><td>73%</td></tr><tr><td>3K</td><td>28</td><td>41%</td><td>83%</td></tr><tr><td>3W</td><td>29</td><td>16%</td><td>67%</td></tr><tr><td>4K</td><td>27</td><td>28%</td><td>85%</td></tr><tr><td>4W</td><td>26</td><td>24%</td><td>86%</td></tr><tr><td>5K</td><td>31</td><td>27%</td><td>77%</td></tr><tr><td>5W</td><td>32</td><td>10%</td><td>98%</td></tr><tr><td>6K</td><td>31</td><td>45%</td><td>53%</td></tr><tr><td>6W</td><td>28</td><td>14%</td><td>63%</td></tr></table>	Class	Total Pupils	Engage-ment	Active	1K	29	47%	85%	1W	31	29%	72%	RK	27	41%	62%	RW	26	36%	72%	2K	30	46%	90%	2W	30	35%	73%	3K	28	41%	83%	3W	29	16%	67%	4K	27	28%	85%	4W	26	24%	86%	5K	31	27%	77%	5W	32	10%	98%	6K	31	45%	53%	6W	28	14%	63%	
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Reception pupils to have access to physical activity through outdoor continuous provision	EYFS team research equipment to support physical activity Purchase of trikes, climbing cubes and stepping stones Class teachers to promote using the equipment in family worker time	£529	Evidence Me photographs show a high percentage of pupils engaging with the new equipment regularly	Equipment well maintained and looked after and will be used in future years, with additions made to enhance further
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	0%
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:

High profile given to PE and School Sport and pupils recognise the importance	PE and School Sport included on the School Improvement Plan annually	Governor and SLT commitment	Pupils elected and shared on newsletter in Autumn 1 but unable to mix bubbles so limited impact	
	Election of Sports Ambassadors / Farah House Captains following an application process Pupils have a voice in the provision of PE and school sport Appointments shared on twitter / school newsletter and profile raised with parents	Badges / t-shirts provided by school	Able to support at Sports Days	
	Annual awards event includes a range of PE and school sport categories (dance, football, netball, overall contribution to school sport)	Funded by school	PE awards for netball, football and making an outstanding contribution to sport awarded July 2021	
	Sports Board used to promote events, teams, inspirational information, awards	PE Subject Leader allocated time	Fire safety work in school – new sport board now in place	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			%
Intent	Implementation	Impact	7% £1250

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:
Ensure delivery of gymnastics lessons is high quality across the school	Staff on maternity leave in 2019-2020 as missed whole school training Y2K, Y3K to access 11 weeks of over two half terms Gymnastics CPD (Kate Alyson) Y6K teacher requested cpd (recently qualified)	£1,250 for coach to deliver sessions	Positive staff feedback Increased confidence delivering sessions Team teaching as the sessions evolved PE Subject Leader observed class teacher delivering fully the final session and noted increased confidence and knowledge of all staff delivering	Planning shared and will be used annually Teachers shared with planning with year group colleague / videos taken of sessions Resource available for future years
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				% 31% £5919
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:
Increase the range of sports and activities offered across the year groups and the standard of coaching	Sport Coach appointed to support and enhance the delivery of PE lessons each afternoon and in the range of after school clubs offered	£5,919 (plus on costs) per academic year	Increase in the amount of support and coaching provided to each pupil	Individual coaching / teaching points provided and supported skill development Utilised own sporting ability in demonstrating Opportunities for consolidation and further practice during lessons

				Skill level of pupils increased
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% 19% £3655
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:
Increase opportunities for intra school competitions and virtual inter competitions	Virtual Dance Competition - pupils taught a dance by school specialist, recorded, entered into competition and shared with CTK partnership Schools in partnership all watch the performances on a set date CTK to set other virtual competitions - awaiting details Intra Year 6 Football Competition	£1500 for Christ the King Partnership fee £2000 for Stanley High Partnership fee £155 for medals £180 supply costs for teacher to un competition	Pupils taught at an after school club and then entered competition Increase in number of boys participating Range of competitive opportunities Mixed teams, 100% participation, high engagement and pupils not interested in football gave positive feedback	All competitions virtual this year – all year groups accessed (100% participation) Teacher (not PE subject leader) has experience of running a competition and will repeat annually

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				67% of funding spent to date £12,613
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Signed off by	
Head Teacher:	C Jackson
Date:	September 2020
Subject Leader:	S McGlincy
Date:	September 2020
Governor:	P Power
Date:	September 2020