

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 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](#).



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?	£6,423
Total amount allocated for 2021/22	£24,463
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,463

Swimming Data

Please report on your Swimming Data below.

<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 then 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>	50%
<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>	50%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%
<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>	Yes/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:	Date Updated:		
<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: 81%	
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:
Continue the Daily Mile – 15 minutes of exercise at a certain point throughout the day to energise pupils and help them stay healthy and active	Assembly with pupils to encourage interest and implement understanding of benefits of Daily Mile. Daily Mile stickers and rewards given to children to help motivate.	£10,000	Pupils taking part in Daily Mile each day and understanding its benefits to their day	Celebrate pupils achievements through assembly awards
Focus in lessons and after schools clubs on: KS1 – focus on physical competence and basics skills. LKS2 – continue to focus on physical competence whilst beginning to apply the skills in sport. UKS2 – compete with those skills	Through PE lessons with specialist (team teach with class teacher) After school clubs developing physical competence in KS1 and developing both physical competence and applying these in sporting situations in LKS2 and UKS2.		Basics being taught weekly and being consolidated daily. Children will become more competent in basic movement and therefore this will increase their confidence when engaging with sport.	Discuss with PE Council using Pupil Voice questionnaires
Update the outdoor Adventure Playground- to encourage children to be more active during break and lunch and	Inform children that the Adventure Playground has been updated and	£9,925	Children’s physical movement and physical competence will increase. They will become more active	Discuss with PE Council and Student Voice questionnaires on ways to continue to regenerate

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develop physical competence in Early Years.	have a different class using it each day. Have a separate timetable for Early Years where they can use it to develop their agility, balance and co-ordination.		during their free time in break and lunch.	that area to increase participation.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0%
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:
We achieved the Platinum Schools Games Mark for the year 2021-2022 showing our dedication to provide all are children with equal opportunities within sport. Celebrating physical activity around the school premises, newsletters, local press and social media the achievements of the children Ensure all pupils are prepared for lessons and have correct PE kit and all staff have the correct kit.	Numerous opportunities to represent the school for all children (SEND and PP being targeted). Update school Twitter account / website of photos of PE and School Sport including children who are engaging in competitive sport outside of school. Staff to wear school polo shirt when teaching PE or attending competitions as role models for the children. Maintain the spare PE kit bag and make it easily accessible for pupils		Platinum Schools Game Mark celebrated throughout school during assembly increasing pride in school and encouraging participation. Twitter account, newsletters, website. Motivating children and making them aware of sporting opportunities outside of school Less pupils missing PE lessons because they do not have kit. A greater sense of team morale will be created with both children and staff wearing kit .	Continue to achieve more awards from outside agencies to allow the children to be proud of their school –ensure that we maintain Platinum in 2022-2023. Set aside £1000 to update staff kit and buy new kit for children.

PE display in the main hall, which shows what clubs are on each day of the week and highlights the fixtures and results	Keep the PE display regularly updated with the extracurricular clubs and key news		Children feeling proud of being selected as sports person of the week, which will motivate others to try and achieve the award	Introduce 'Sports Personality' at the end of a half term to be awarded for someone who has tried hard to improve their sporting ability. Create a second PE display which tracks competitions throughout the year.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:
0%

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:
Staff questionnaire to help develop skills gap	Staff to observe and team teach with SN		Teacher's questionnaires completed before and after each term	Maintain regular discussions with staff through questionnaires
To raise enjoyment and attainment in PE and Sport through encouraging staff	All staff to be given the opportunity to be part of sporting fixtures both during and after school		Children can see a range of staff enjoying and engaging in sport and therefore encouraging them.	Continue to provide opportunities for all staff to engage with sporting opportunities.
Change from one staff member leading PE to a team of staff members	All staff who show an interest in the running of school sport to be part of a team of teachers		PE team has increased in size allowing for better discussion on the needs of the school	Continue the transition of those staff with vision to lead the PE team collectively.

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:
<p>Additional achievements: More pupils get opportunity to participate in more diverse events such as 'B team fixtures', 'SEND fixtures' and 'KS1 fixtures' (where possible)</p> <p>Deliver a broader curriculum and offer new sports such as 'new age kurling, volleyball and ultimate frisbee'</p>	<p>Relevant staff given time out of class to organise sporting events, registers and kit Pupils attend competitions (where possible)</p> <p>Deliver a broad range of sports on the long term plan, so pupils are getting opportunity to try new sports and find something they enjoy Purchasing specialist equipment and teaching resources to develop a fully broad and inclusive curriculum</p>		<p>100% pupils participated in some kind of new sport (either from our specialist PE teacher or during PE lessons at school). We achieve the Platinum Schools Game Mark in recognition of our efforts to increase participation through diversity.</p> <p>Pupils remained interested in PE throughout the year and wanted to participate in more diverse competitions.</p>	<p>Encourage parents to enrol children in out of school sports clubs (where possible)</p> <p>Continue to invest money in diverse sporting opportunities and equipment.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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 in participation in competitive sport	Increased competitions during PE lesson time, have inter school competitions at the end of a unit of work (especially UKS2). Continue to attend Catholic Schools Sporting events. LDSCSA affiliation which pays for the Catholic schools athletics meetings	£100	100% of pupils participated in an intra class competition (Sports Day) and 93% of Year 3, 76% of Year 4, 80% of Year 5 and 87% of Year 6 have attended a competition out of school.	Encourage children to participate in more out of school clubs as a way of gaining insight into competitive sport. Celebrate the children who are doing this through assemblies and twitter.
Attend B team and SEND competitions	Knowsley SSP membership which allows us to enter the Knowsley events Mini-bus transport to take children to sporting events	£950 £1000	80% of Pupil Premium children have attended at least one sporting competition and 87% of SEND children.	Continue to promote diversity in sport and provide children with a broad range of sporting opportunities.

Signed off by	
Head Teacher:	RE Coakley
Date:	21.7.22

Subject Leader:	Shannon McKimm
Date:	21.7.22
Governor:	Sara Wilson
Date:	22.7.22