

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	£26,522.26
Total amount allocated for 2020/21	£17,892
How much (if any) do you intend to carry over from this total fund into 2021/22?	£9096.81
Total amount allocated for 2021/22	£17,900
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£26,996.81

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 2020.</p> <p>Please see note above</p>	57%
<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>	57%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	80%
<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>	No – due to 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:		
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 All classes minutes of physical activity a day in school				Percentage of total allocation:	
				%	
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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?:	
Employ Premier Sport to ensure that ALL pupils are engaged in regular high quality physical activity.	Pupils will receive a lesson from Premier Sport every other week and a lesson from their class teacher weekly.		£7820	<ul style="list-style-type: none"> - Children received regular high quality PE lessons which engaged and encouraged participation. - All classes reported 100% participation in PE lessons and other physical activity. - Improved staff and child confidence and self-esteem. - Staff reported improved concentration levels in class when following a consistent routine of PE and physical activity. - Children said they liked that there was a regular routine for PE and physical activity which 	
				<ul style="list-style-type: none"> - Staff have used sessions with Premier Sport as CPD to ensure the continuation of high quality PE lessons which engage ALL children and encourage participation. - Children are seeing physical activity as part of their lifestyle. - Monitor physical activity levels to ensure ALL classes meet the government guidelines of at least 30 minutes a day for each child in school time. 	

<p>Purchase new equipment to develop a wider range of sports and activities available to pupils both during, before and after school to encourage and engage pupils in regular physical activity</p>	<p>Purchased badminton sets, tennis sets and scooters for KS2. Purchased balance bikes for foundation and KS1.</p>	<p>Badminton and Tennis £201.55</p> <p>Balance bikes £100</p> <p>Scooters £159.90</p>	<p>encouraged them to be active at home too.</p> <ul style="list-style-type: none"> - Improved skill and fitness levels. - Children were more active and engaged during playtimes and lunchtimes. - Children reported that they enjoyed trying new sports and that they joined in as it was 'something different' - Balance bikes very popular during continuous provision in Foundation stage with teachers reporting improvements in balance and co-ordination. - Pupils asked parents to buy them scooters and bikes to be used outside of school as they enjoyed using them. 	<ul style="list-style-type: none"> - Children are developing fundamental skills which they can continue to build upon. - Children across the school more active on a daily basis and enjoy being active which becoming part of their lifestyle and daily routine.
<p>Bootcamp sessions ran by local personal trainer.</p>	<p>Rota for all KS2 children to engage in circuit style boot camp sessions to offer an alternative style of physical activity which also focuses on a range of fundamental skills.</p>	<p>£350</p>	<ul style="list-style-type: none"> - 100% of KS2 pupils engaged in these sessions. As a result, some children used some of exercises to create their own circuits during playtime. - Children experienced a 	<ul style="list-style-type: none"> - All staff also engaged in these sessions as part of their CPD. - Children have equipment available to allow them to set up their own circuits during playtime and lunchtime.

<p>Redesign infant playground to add new play equipment to encourage physical activity.</p>	<p>Liaise with infant staff to gather ideas and thoughts. Pupil voice. Liaise with playground equipment company to discuss ideas to promote maximum physical activity during playtimes.</p>	<p>£5780</p>	<p>different type of exercise and demonstrated great resilience and determination.</p> <ul style="list-style-type: none"> - Children are more active during playtimes and lunchtimes. - Children are developing fundamental skills. - Staff use the equipment for physical activity breaks during the day and also as part of their PE lessons. 	<ul style="list-style-type: none"> - Equipment is installed and maintained for continuous use.
<p>New playground markings on the KS1 playground to encourage active playtimes and be available for staff to utilise as part of their lessons.</p>	<p>Liaise with infant staff to gather ideas and thoughts. Pupil voice. Liaise with playground equipment company to discuss ideas to promote maximum physical activity during playtimes.</p>	<p>£832</p>	<ul style="list-style-type: none"> - Children are more active during playtimes and lunchtimes. - Children are developing fundamental skills. - Staff use the markings for physical activity breaks during the day and also as part of their PE lessons. 	<ul style="list-style-type: none"> - Markers are maintained for continuous use. - Continue to teach children new activities they can use the markings for to keep interest and encourage engagement.
<p>Purchase new equipment to encourage physical activity on the playground.</p>	<p>Pupil voice conducted to establish what equipment children would like on the playground.</p>	<p>£811</p>	<ul style="list-style-type: none"> - Each class has been given their own box of playtime equipment. This has resulted in children being 	<ul style="list-style-type: none"> - Being active at playtimes is becoming part of the children's routine.

Repairs to football pitch	Ensure repairs are completed to allow children and staff to use the space safely.	£548	<p>more active at playtimes and engaging in physical activity. Staff have introduced children to different games they can play with the equipment to promote participation.</p> <ul style="list-style-type: none"> - Children and staff are able to use the school field to offer a wider range of activities to engage pupils and encourage participation. 	<ul style="list-style-type: none"> - Children are using their imagination to create their own activities and games which increases engagement. <p>Repairs will allow the football pitch to be used in the future</p>
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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:	Sustainability and suggested next steps:
<p>Introduce new initiative of Healthy Heroes and Sports News to celebrate weekly sporting achievements or healthy activities undertaken in and out of school.</p> <p>Sports related books available in classrooms for children to take home or read during free reading time.</p>	<p>Healthy Hero and Sports News are celebrated weekly during class assembly. They are published on school Twitter page to share achievements with school community.</p> <p>Action taken in line with school development plan. Researched suitable books for various ages.</p>	<p>£</p> <p>Books already purchased</p>	<ul style="list-style-type: none"> - Feedback from children says they enjoy their achievements being shared. Improved self-esteem and confidence. Following the celebrations of achievements other children have been encouraged to join after school clubs and clubs outside of school. Children are trying new physical activities and new healthy foods. - This initiative definitely engaged some reluctant readers, especially boys. They were talking about what they had read and recommending books to each other. Children were coming into school and recommending other books they had found themselves. 	<ul style="list-style-type: none"> - Continue weekly awards and sharing of achievements during assembly time. Continue to publish sporting achievements on Twitter to share with the school community and encourage parents.

<p>Bootcamp sessions ran by local personal trainer.</p>	<p>Rota for all KS2 children to engage in circuit style boot camp sessions to offer an alternative style of physical activity which also focuses on a range of fundamental skills</p>	<p>As above</p>	<ul style="list-style-type: none"> - Children reported increased confidence and self-esteem. Children said that even if they didn't like sports they enjoyed this session as it wasn't focused on a particular sport. 	
<p>Introduction of house system within the school.</p>	<p>All children will belong to a house which they will stay in whilst at primary school. These house will initially be launched for our sport's day events. Coloured team bands and house captain badges to be purchased. Coat of arms competition to take place</p>	<p>House captain badges £11 Team bands £167</p>	<ul style="list-style-type: none"> - Children have reported they really enjoy the house system and have a sense of belonging. - Children that don't always enjoy physical activity reported they enjoyed it more as they felt part of a team and could gain points for their team. - Promotes self-esteem, resilience, fair play and belonging. - Raised the profile of PESSPA as this was used to launch the house system. 	<ul style="list-style-type: none"> - House system to continue. - House system to be used in other aspects of school life

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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:
All teachers to work alongside Premier sport for CPD. Teachers to become more confident in delivering high quality PE lessons in all areas.	All teachers to have timetabled lesson with Premier Sport every other week to develop confidence. Teachers teach their own PE lesson once a week. Teachers to use Premier Sport Portal and communicate with Premier Sport staff about progression and next steps.	£ As above	Teachers are gaining confidence in delivering high quality PE lessons. Teachers have been able to work alongside Premier Sport and gain CPD in the areas they are not as confident with. Children are receiving high quality PE lessons from both an outside coach and their own class teacher. Progression both within year groups and across school is evident.	Teachers have gained quality CPD and are able to continue to deliver high quality PE lessons in a variety of areas.

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:
Purchase new equipment to develop a wider range of sports and activities available to pupils both during, before and after school to encourage and engage pupils in regular physical activity	Purchased badminton sets, tennis sets and scooters for KS2. Purchased balance bikes for foundation and KS1.	£ As above	<ul style="list-style-type: none"> - Children were more active and engaged during playtimes and lunchtimes. - Children reported that they enjoyed trying new sports and that they joined in as it was 'something different' - Balance bikes very popular during continuous provision in Foundation stage with teachers reporting improvements in balance and co-ordination. - Pupils asked parents to buy them scooters and bikes to be used outside of school as they enjoyed using them. 	<ul style="list-style-type: none"> - Children are developing fundamental skills which they can continue to build upon. - Children across the school more active on a daily basis and enjoy being active which becoming part of their lifestyle and daily routine
Bootcamp sessions ran by local personal trainer.	Rota for all KS2 children to engage in circuit style boot camp sessions to offer an alternative style of physical activity which also focuses on a range of fundamental skills	As above	<ul style="list-style-type: none"> - Children reported increased confidence and self-esteem. Children said that even if they didn't like sports they enjoyed this session as it wasn't focused on a particular 	<ul style="list-style-type: none"> - All staff also engaged in these sessions as part of their CPD. - Children have equipment available to allow them to set up

			sport.	their own circuits during playtime and lunchtime
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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:
To buy into Halton School Games package.	When school games calendar is received plan which competitions we would like to enter and put provision in place as appropriate.	£495	<ul style="list-style-type: none"> - 100% of pupils took part in a virtual athletics competition. - Pupils in year 3 and Year 6 took part in a virtual dance competition. 	<ul style="list-style-type: none"> - Plan ahead and put plans in place to allow us to enter inter school games competitions.
Use professional dance school to choreograph and teach dance to enter virtual inter school competition.	Liaise with Dancebeats academy to ensure choreography is suitable for age and abilities of all children to encourage participation.	£150	<ul style="list-style-type: none"> - All pupils in Year 3 and Year 6 engaged in dance sessions to learn the choreography and then took part in the virtual inter school competition. 	<ul style="list-style-type: none"> - All staff also engaged in these sessions as part of their CPD.
Introduction of house system within the school.	All children will belong to a house which they will stay in whilst at primary school. These houses will initially be launched for our sport's day events. Coloured team bands and house captain badges to be purchased. Coat of arms competition to take place. House system used to facilitate intra school competitions.	As above	<ul style="list-style-type: none"> - Both individual and team intra competitions have taken place using the house system. - 100% of children have taken part in regular intra school competition. - Children have reported they really enjoy the house system and have a sense of belonging. - Children that don't always enjoy physical activity reported they enjoyed it more as they felt part of a team and could gain points 	<ul style="list-style-type: none"> - House system to be used to facilitate regular intra-school competitions allowing all children to take part in competitive sport. - House system to continue. - House system to be used in other aspects of school life

			for their team. - Promotes self-esteem, resilience, fair play and belonging. - Raised the profile of PESSPA as this was used to launch the house system. -	
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Signed off by	
Head Teacher:	R Tainsh
Date:	23/07/21
Subject Leader:	H. Skitt, I Hilton
Date:	23/07/21
Governor:	T Mitchell
Date:	23/07/21