

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 2020/21	£9096.81
Total amount allocated for 2021/22	£17, 440
How much (if any) do you intend to carry over from this total fund into 2022/23?	£3, 448.24
Total amount allocated for 2022/23	£17 000
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£20 448.28

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>	% 67
<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>	% 54
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% 81
<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

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 All classes 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:
Employ Premier Sport to ensure that ALL pupils are engaged in regular high quality physical activity. Teachers to deliver National Curriculum PE weekly.	Pupils will receive a lesson from Premier Sport every other week- this will be outside of the normal PE Curriculum and will focus on fundamentals, key skills and encouraging enjoyment of Physical activity. A lesson from their class teacher weekly will fulfil the curriculum requirements.	£7820	<ul style="list-style-type: none"> - End of year attainment 2022 Year 1 – 100% Year 2 – 100% Year 3 – 92% Year 4 – 96% Year 5 – 90% Year 6 – 84% - All classes reported 100% participation in PE lessons and other physical activity. - Improved child confidence and self-esteem (Pupil Voice) - Children said they liked that there was a regular routine for PE and they looked forward to Premier Sport sessions. 	<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 have a good understanding of the importance of physical activity as part of a healthy lifestyle. - Children are developing fundamental skills which they can continue to build upon. -

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<p>Offer Booster Swimming Sessions for children in Years 5 and 6 who do not achieve the 25m expectation within the normal curriculum lessons.</p>	<p>Use Swimming Audits to identify those children.</p>	<p>£480</p>	<ul style="list-style-type: none"> - Before booster swimming sessions 43% of Year 6 children could swim 25m. After booster swimming 67% in Year 6 children could swim 25m. 	<ul style="list-style-type: none"> - Year 5 children also attended booster swimming and therefore this will have a positive impact on the number of children we have achieving 25m at the end of next academic year.
<p>Increase physical activity at break-times.</p>	<p>Premier Sports Lead to engage children with Guided activities at break and lunchtimes.</p> <p>Introduce competitions and challenges across the school in conjunction with Halton School Games virtual competitions.</p>	<p>As above</p>	<ul style="list-style-type: none"> - Children were more active and engaged during playtimes and lunchtimes. - Children reported that they enjoyed this as it gave them ideas to play on their own - Able to target groups for example, inactive children, children who didn't attend after school clubs, children struggling on the playground socially and behaviourally. 	<ul style="list-style-type: none"> - Being active at playtimes is becoming part of the children's routine. - Children are using their imagination to create their own activities and games which increases engagement.
<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. New equipment will also enhance the quality of lessons delivered by staff.</p>	<p>Audit current equipment for lessons and playtime. Order relevant equipment ensuring there is equipment suitable for the range of ages and abilities throughout the school.</p>	<p>£1000</p>	<ul style="list-style-type: none"> - Children are more active and engaged during playtimes and lunchtimes. - Children are more active during lessons as there is enough equipment for all children to be involved. - Equipment easily accessible for children at playtimes. - Wider range of lessons 	<ul style="list-style-type: none"> - Being active at playtimes is becoming part of the children's routine. - Children across the school more active on a daily basis and enjoy being active which becoming part of their lifestyle and daily routine. - Equipment is stored and

<p>Enhance outdoor area to offer a wider range of activities which will be accessible in all weathers.</p>	<p>Research flooring for trim trail and further area. Contractors in to give quote and make suggestions.</p>	<p>£12, 000 (delayed due to contractors)</p>	<p>can be delivered with equipment on offer.</p> <ul style="list-style-type: none"> - Children will be able to use outdoor play equipment in all weathers - Wider area of flooring will allow more children to be active. - Wider area of flooring will allow children to access a wider range of activities. - Promote children to be active during playtimes promoting 30 minutes of daily physical activity. 	<p>looked after to ensure that it is continually available for teaching.</p> <ul style="list-style-type: none"> - Flooring would be permanent and therefore would be available for continuous use.
<p>Netball posts permanently fixed onto playground.</p>	<p>Liaise with company and site manager to ensure fittings meet health and safety standards.</p>	<p>£500 Awaiting contractors.</p>	<ul style="list-style-type: none"> - Children have been showing a great interest in netball and basketball during playtimes. - This action responds to pupil voice. - Promotes physical activity during playtimes. - Can be used for after school clubs. 	<ul style="list-style-type: none"> - Posts would be permanent and therefore would be available for continuous use. -

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:
Re-introduce and re-focus the initiative of Healthy Heroes and Sports News to celebrate weekly sporting achievements or healthy activities undertaken in and out of school.	Healthy Hero and Sports News are celebrated weekly during class assembly. They are published on school Twitter page to share achievements with school community.		<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. 	<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
Use the House System set up at the end of last year to help develop intra-	All children will belong to a house which they will stay in whilst at	House captain badges	<ul style="list-style-type: none"> - Children have reported they really enjoy the 	<ul style="list-style-type: none"> - Children are striving to be a house captain

<p>school competitions and celebrate team and personal achievements. Raise self-esteem and give a sense of belonging and teamwork.</p>	<p>primary school. Year 6 House Captains will be appointed to lead and celebrate team achievements.</p> <p>PE and Premier Sport lessons can use the House Teams to promote competition.</p> <p>Termly competitions to be organised with a different sports focus .</p> <p>The House Noticeboard will celebrate results of each sports competition.</p>	<p>£11</p> <p>House Noticeboard to be put in a central place in the school.</p> <p>£40</p> <p>Beads and jars for each classroom</p> <p>£50</p>	<p>house system and have a sense of belonging.</p> <ul style="list-style-type: none"> - Children that don't always enjoy physical activity reported they enjoyed being part of a team on Sports Day as they could gain points for their team even if they didn't win a race. - Promotes self-esteem, resilience, fair play and belonging. 	<p>when they get into Year 6.</p> <ul style="list-style-type: none"> - House system has now been introduced in all aspects of school life through the use of beads in the jar in classrooms. - Physical activity related rewards given each half term. - House system used in half termly intra school competitions. - Noticeboard can be seen in school hall by all children and staff. Continue to be used throughout coming years.
<p>Organise a whole-school celebration day for PE,Sports and PSHE</p>	<p>The whole school community- including parents- to be involved in a celebration. Use funding to bring in specialists in sports/activities/Healthy PSHE initiatives outside normal activities.</p>	<p>Sports Day stickers</p> <p>£15.37</p> <p>Fit4Kids</p> <p>£418</p> <p>Cricket balls, tennis ball and bean bags</p> <p>£112</p>	<ul style="list-style-type: none"> - All children took part in sports day which included both individual and team events. - Parents were invited to come along and support their child and said that the mix of events catered for all children of differing abilities. - Children felt a sense of pride as they received stickers for taking part 	<ul style="list-style-type: none"> - Similar events can be ran each year. - House system can continue to be used for this event. - More events which involve parents taking part.

<p>Celebrate different aspects of sport competition as with the aims of Halton School Games.</p>	<p>Celebrate this in school tweets that include the Halton School Games aims of Celebrate, Inspire, Aspire.</p> <p>Show children that those of different abilities can achieve in different ways. Help everyone feel that they can be part of and achieve something in competitive sport.</p>		<p>and individual stickers for certain events.</p> <ul style="list-style-type: none"> - Children grouped on ability gave all children a chance to succeed and boosted self-esteem. - Celebration assembly with results revealed created a great atmosphere and sense of belonging within the school. - Fit4Kids engaged children from Year 2-6 who now have a better understanding of all aspects of a healthy lifestyle. - Half termly competitions with a different focus each time have enabled children to understand different aspects of competition. - All children have experienced a sense of achievement in competitive sport which has boosted self- esteem and increased engagement and enthusiasm for competitive sport 	<ul style="list-style-type: none"> - An increase in confidence and engagement means that children will continue to enjoy and achieve in competitive sports. - Continue to use the school games aims as a focus for competitive sports within school. - An increase in confidence and engagement means that children will continue to enjoy and achieve in competitive sports.
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Continue to use the school games aims as a focus for competitive sports within school.

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:
Staff to work alongside Premier sport for CPD. Staff to become more confident in delivering high quality PE lessons in all areas. Audit all staff on their strengths and areas for development.	Staff to have timetabled lesson with Premier Sport every other week to develop confidence. Staff teach their own PE lesson once a week. Staff to use Premier Sport Portal and communicate with Premier Sport staff about progression and next steps. Use the Audit to link staff requirements with the CPD offered through the Halton School Games Calendar.	As above £495	Teachers are confident 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.	<ul style="list-style-type: none"> - High quality PE lessons can be delivered by class teachers in all areas of the curriculum. - Research into purchasing a scheme of work to support the delivery of PE across the school.

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:
Identify target children(e.g. disadvantaged children, children with mental health/self-esteem concerns, inactive children).	Use funding to offer places in school clubs to encourage a broader experience that they might not have the chance to do. Celebrate this in school tweets that include the Halton School Games aims of Celebrate, Inspire, Aspire.	Goalkeeper gloves £53.40 Footballs £92.99	<ul style="list-style-type: none"> - Identified children have attended after school clubs in a range of sports - Some of these children would not normally have been able to attend these clubs. - Children reported they enjoyed the clubs and would like to attend again. 	<ul style="list-style-type: none"> - Children have engaged with clubs and have said they would like to attend again or try new clubs. - Next year use funding to pay for identified children to experience a broader range of clubs.

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.	As above	Competitions attended <ul style="list-style-type: none"> - Football tournament - Swimming Gala - Cricket tournament - Football matches Children experienced competitive inter school competition. Children received extra coaching before competing in events.	<ul style="list-style-type: none"> - Continue to buy into Halton School Games Calendar. - Use Sports Premium to fund coaches and staff to allow more children to experience competitive inter school sport.
Organise intra school competitions termly	Link with Premier Sports lessons to organise house competitions in a range of different sports. Celebrate individual and team achievements.	As above	<ul style="list-style-type: none"> - Half termly competitions with a different focus each time have enabled children to understand different aspects of competition. - All children have experienced a sense of achievement in competitive sport which has boosted self- esteem and increased engagement and enthusiasm for competitive sport 	-

Signed off by

Head Teacher:	R. Tainsh
Date:	22/7/22
Subject Leader:	I Hilton and H Skitt
Date:	22/7/22
Governor:	
Date:	