

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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

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 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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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:
<ul style="list-style-type: none"> Continuation of Active Maths/Literacy - Maths and some literacy lessons will contain an active element engaging children in more physical activity (working towards their 60 minutes a day) Teachers will be provided with plans and so will gain more experience of teaching PE skills through different methods. Silver Games mark Award application awarded July 2019 after an external validation - Award to be maintained as silver in view of Covid 19 for 202/21. CPD for all staff with support and guidance of coaches. Children exposed to a variety of different sports including cricket, Dodgeball, Matball, Netball and Tennis. Although swimming sessions were stopped and started due to Covid19 and following Government guidelines, we were able to provide our Y6 pupils with a block of sessions. Y6 will take part in a specially designed, scaled down swimming gala in July. Nursery and Reception children were given the opportunity to take part in a 6 week balanceability course. After lockdown restrictions were eased slightly, we were able to offer each year group a four week block coach led sessions. We introduced 'Wellness Wednesdays' which were specially designed to support the mental health and well being of the children in our school. 	<ul style="list-style-type: none"> Continue to raise awareness to children, and their families, about the benefits of leading a happy, healthy and active lifestyle. Links with outside agencies and signpost children. To increase participation in competitive sport throughout the year, working closely alongside LSSP to plan clubs which coincide with the competitions calendar. P.E lead to organise a School Sports council which will encourage children to take an active role in the organisation of P.E and competitions entered across the school. LT in discussions to support NB in her role and provide more opportunities for Physical activity wherever possible. Engage other skilled staff in school to offer further opportunities for children to explore skills further or learn new skills. Work closely with members of staff to organise an intra- school timetable which can run alongside the LSSP timetable, enabling staff to identify specific children who could be chosen to enter the new elite or developmental style competitions organised by LSSP. Years 2-5 missed out on their swimming sessions due to lockdowns, and Covid19 restrictions. NB to liaise with member of admin staff regarding a way in which we can share her recorded findings about children attending after school provision, with class teachers, in order to ensure that

Each Wednesday started with a whole school virtual 'wake up, shake up session' via zoom and delivered by LSSP. The day is planned to focus on the importance physical activity has upon our mental health.

- Virtual lessons posted weekly by our school's designated LSSP coach and planned specifically for KS1 and KS2. Lessons planned to include skills that required no sports equipment and could be carried out in a small space.
- Relax Kids have worked with a range of children from Y2 - Y6 offering a full mindfulness programme to our Y6 children and currently working on preparing these children for their transition to secondary school during these final weeks.
- Fully operational register recording all of the children who take part in after school provision.
- LSSP worked with several year groups and hosted a number of inter class competitions in school, due to bubbles being unable to mix.
- All year groups start each day with a 'wake up, shake up' physical activity focussing on the importance of physical activity playing a major role in preparing our minds to work hard.
- Everton in the Community have worked with our Y4 and Y5 children delivering their 'Tackling the Blues' workshop. They have weekly sessions that vary between classroom based lessons and outdoor sports lessons. The idea is to make the links between the 5 ways of wellbeing (connect, keep learning, be active, give, take notice) and sports. They make links between how our healthy lifestyle impacts on our wellbeing and the links between physical health and mental health.

no child at our school misses an opportunity to take part in after school clubs.

-

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

YES/NO * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

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.	
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.	65%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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/ 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: £19,570		Date Updated: 1/7/21		
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: 38%	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
<p>Increase the number and variety of physical activity and sports clubs in the extra-curricular programme especially for less physically active and KS1 pupils.</p> <p>Ensure all pupils get at least 15 mins of physical activity each day.</p>		<p>Identify & train 16 new KS2 pupils who will attend Physical Activity Leaders (PALs) Training - 2 x 1.5 hrs training session. LTA Training session to ensure leaders have appropriate support.</p> <p>Rota in place organised by school mentors and LTS'.</p> <p>Purchased new equipment for use during lunch break.</p> <p>*PALs training took place in school on 25th/26th November. Rota's where discussed with LTS' and put into place – Review due to take place with LSSP in March 2020– cancelled due to Covid19 and school closure.</p>		<p>£1590.00 – Included in enhanced package.</p> <p>% of children active at break & lunchtimes</p> <p>Pupil survey evidences enjoyment of lunch activities. Less incidents of poor behaviour recorded in lessons (teacher feedback). Children's social interactions improved with their peers (LTA feedback). PALs have gained valuable leadership/life skills (pupil survey/parent comments). Pupils ready to learn during the morning/afternoon curriculum (teacher feedback). More pupils wanting to become PALs</p> <p>Unable to complete a full review of the program due</p>		<p>Sustainability and suggested next steps:</p> <p>Sustainability and suggested next steps: Reward 4 of the best Leaders to attend additional training – Crew Rock Conference</p> <p>Continue to train Lunchtime Time Assistants / PALs to work to encourage physical activity during lunchtimes.</p> <p>Embed identified Sports Leaders on School Council to support KI 2.</p> <p>*New Y5/6 to take part in pals training in September 2021 (after discussions with SLT to identify if/how the program will work alongside systems put into</p>

<p>Increase the number and variety of physical activity and sports clubs in the extra-curricular programme especially for less physically active and KS1 pupils.</p> <p>Ensure all pupils get at least 15 mins of physical activity each day.</p>	<p>Time table staff (LSSP PE Specialist, school staff & external clubs) to deliver clubs. From pupil voice data set up targeted activities (C4L/Health Club, Power Club – health and wellbeing fitness club – Pulse raised, out of breath, warm face, energised, regularly)</p> <p>Continue Maths/Literacy of the day subscription. All year groups now start each day with a ‘wake up, shake up’ session. NB to liaise with SLT regarding introducing the Daily Mile from September 2021.</p>	<p>LSSP enhanced package. £6,775</p> <p>£575</p>	<p>to Covid19 and school closure. Verbal feedback from staff and pupils is very positive.</p> <p>Increase in the number of opportunities offered (timetable) with more children across KS1 & KS2 attending (register). Increased intake (%) of less active & KS1. children attending clubs</p> <p>Pupils are ready to learn/ focused for learning (Teacher observation/ feedback) All year groups from Nursery to Y6 use both Wake Up Shake Up and Yoga/Mindfulness for a minimum of 10 minutes per day. KS2 children also use ‘alerting sensory breaks’ and ‘proprioceptive sensory breaks’. This encourages children to stop working and take part in a short (5-10 mins) burst of exercise, preparing their brain and body for settling back down to work (alerting).</p>	<p>place due to Covid19) Alongside any LTS’ who feel they need to re-train.</p> <p>Utilise the Active Schools Planner website, in order to identify possible areas where activities can be increased.</p> <p>Pupil & Teacher questionnaires to help to prove impact, continued and updated training for staff from Maths Co-ordinator.</p> <p>Utilise the Schools Active Planner website.</p>
---	--	--	---	--

--	--	--	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 5%
---	---------------------------------------

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 celebrate pupil success in PE, sport and physical activity not just for performance but other life skills.	<p><u>Celebration Assemblies:</u> to be held once a term to celebrate the achievements of all pupils in PE & School Sport, parents are invited to attend.</p> <p>Celebrate achievements using photographs, video footage and reports from competitions, events, PE Lessons, extracurricular activities, Young Leaders.</p> <p>Begin to showcase competitions and festivals attended through displays, eg gym, dance. Invite external agencies, club links and National Governing Body's.</p> <p><u>Twitter</u> Communicate regularly with member of staff responsible for</p>		<p>100% children involved in an assembly to celebrate PE and Sport during the year (photos, timetable, Twitter, website)</p> <p>3 x Club links / NGBs to be invited to identify their link and to signpost to clubs / local provision (photos, timetable, Twitter, website number of pupils attending club, number of children attending taster sessions)</p> <p>Increased number of appropriate followers and re tweets.</p>	<p>Sustainability and suggested next steps: Ensure whole school staff are aware of children's achievements in competitions/festivals.</p> <p>*Celebration assemblies have been taking place virtually so that pupils can still celebrate their achievements. All competitions attended have photographs posted online on our socials, for our wider community.</p>
To raise the awareness of opportunities and the impact of				

<p>physical activity and sport across the school and community with pupils & parents .</p> <p>Contribution to travel expenditure</p>	<p>twitter, FB school page. Communicate to parents / external agencies.</p> <p>Having two minibuses allows for more opportunities for teams to attend competitive sports activities.</p> <p>Transport to venues for a broader experience of sports and activities.</p>	<p>£1000</p>	<p>Use Twitter for specific parent feedback.</p> <p>Five more members of staff fully trained to drive the minibus. This will reduce costs and broaden our opportunities for the number of competitions we can attend.</p>	<p>Continue to ensure the minibuses allow the maximum amount of children to enter inter and intra sports events.</p>
--	--	--------------	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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>To provide all pupils with a high quality, progressive PE / School sport.</p> <p>Children benefit from good quality teaching which is differentiated to support their individual needs.</p> <p>To provide all pupils with a high quality, progressive PE / School sport.</p> <p>Children benefit from good quality teaching which is differentiated to support their individual needs.</p>	<p>Increase the confidence of staff teaching PE by:</p> <p>Conduct audit of staff confidence and signpost to appropriate CPD course and opportunities.</p> <p>Engaging an LSSP PE Specialist coach to mentor and support the ongoing development of class teachers, particularly in areas identified as a need.</p> <p>Provide access to the keyports scheme of work for all teachers to follow</p> <p>Attend LSSP (local) Primary PE Network Meeting to 'best practice' examples'.</p>	<p>LSSP P.E specialist support £3125</p>	<p>Impact:</p> <p>90% of pupils state they enjoy PE.</p> <p>% increase in pupils working at expected standard and greater depth.</p> <p>All class teachers report an increase in confidence and subject knowledge after working alongside PE Specialist, with better lessons now being delivered.</p> <p>Teacher's are reporting that they are confident to follow a high quality, progressive scheme of work.</p> <p>Evidence:</p> <p>Staff surveys</p> <p>Pupils voice</p>	<p>Sustainability and suggested next steps: To conduct staff audit at regular intervals to assess training needs and measure sustainability.</p> <p>Staff to continue to attend a broad range of CPD opportunities</p> <p>PE to become a standing agenda item for staff and school council meetings</p> <p>Continue to attend P.E Curriculum Lead meetings with DW and local schools in our area to broaden opportunities for children to take part in intra-school activities, and discuss other community initiatives for staff and pupils to take advantage of.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities.	<p>LSSP staff specialist to provide additional lunch and after school clubs.</p> <p>LSSP to train lunchtime supervisors and play leaders to enable more activity to take place</p> <p>Provide balanceability training to all reception / KS1 pupils.</p> <p>Make links with local community clubs and other primary schools within our area network.</p>		<p>Record of pupils attending sports clubs. Record of pupil voice on which sports they would like to engage in.</p> <p>% of pupils across the school taking part in extracurricular clubs across the school; % less active, % of pupil premium, % of SEN, % of BEM pupils (registers, photos, assemblies)</p> <p>Impact: With the implementation of Physical Activity Program, monitor changes in behaviour during lunchtime, and the impact in afternoon lessons.</p> <p>90% of pupils say they enjoy PE and Sport and want to get involved in more activities. With more 'disaffected' pupils now engaging.</p>	<p>Sustainability and suggested next steps: Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>

<p>More pupils involved in Dance and Performing Arts.</p>	<p>Engage two specialist dance teachers to work with pupils to promote Dance and Drama - showcase their work through a variety of performances for parents.</p>		<p>Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p> <p>Invite parents and families to come along to see the children's work.</p>	<p>More pupils involved in Dance and Performing Arts.</p> <p>Opportunities to share children's work virtually have been promoted during Covid19 when parents have not been allowed to enter the school premises, eg. Our recent Eurovision song and dance competition was shared with parents, virtually.</p>
---	---	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				41%
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 provide all of our pupils with a broad range of competitive opportunities which are appropriate to their ability whilst providing suitable challenge and meeting the needs of SEND pupils.	<p>Our membership with LSSP allows us to benefit from a broad range of sports and activities across the net & wall, invasion, striking and fielding type games. The format of these ensures all of our pupils are suitably challenged as the competition structure provides elite, development and festival type competitions.</p> <p>These sessions give children the opportunity to try out new sports and help us to form links with local clubs. We will continue to provide links with clubs in the community which increase the range of opportunities ie. Martial arts and Archery.</p> <p>In line with our school games mark criteria, we aspire to reach the Gold mark by providing at least eight intra school and entering at least six inter school competitions.</p>	<p>£1775.00 Included in enhanced package</p>	<p>Keep a record of all children attending competitions and after school clubs to ensure all children are given the opportunity to take part. % of pupils across the school taking part in inter school competitions; % of pupils FSM, % SEN %of BEM pupils (registers, photos, assemblies, social media)</p> <p>Self esteem for pupils representing the school for the first time has grown (pupil voice/questionnaire, feedback from teachers).</p> <p>New life skills being developed; team work, communication, empathy, respect (teacher feedback, pupil voice).</p>	<p>Sustainability and suggested next steps:</p> <p>Identify competitive opportunities in new sports</p> <p>NB to liase with MM about developing a more comprehensive digital way of recording children entering competitions.</p> <p>*Due to Covid19, it was a national decision to ensure all school's maintained their School Games mark from the previous year as schools closed on 20th March 2020.</p> <p>As 2021 continued to be so uncertain, the school games mark award was paused again for 2021/22.</p>

	<p>To plan and link the activities in the extra-curricular programme to the city competition programme (when it is able to resume fully) Identify how many teams (A, B, C teams) we can take to which competitions.</p> <ul style="list-style-type: none"> • Agree with SLT • Target different pupils to represent the school • School Reward points awarded to participating pupils. 			
<p>Entering athletics competitions and the annual swimming gala. To provide all of our pupils to a broad range of competitive opportunities which are appropriate to their ability whilst providing suitable challenge and meeting the needs of SEND pupils.</p>	<p>Each year we aim to increase our participation levels within sport and we are giving children the opportunity to compete in the athletics tournaments as well as swimming galas.</p>	<p>£150</p>	<p>P.E lead to keep a record of events and children that take part.</p>	<p>Cross Country to be reconsidered in September 2021 as we have not attended at all in 2020. Discussions with SLT and Staff about a Cross Country Lead.</p>
<p>To extend and improve our Football cage to allow for a larger area to play sport in.</p>	<p>During the summer holidays, Planned work will take place to extend and modify the football cage we already have to allow for more space to conduct P.E sessions and for children to take part in inter/intra competitions.</p>	<p>£7945</p>	<p>We hope to be able to offer use of our new football cage to host inter sports competitions with other primary schools in our local network community. We also hope to use the extra space to host our own, intra sports competitions between different year groups when restrictions allow.</p>	<p>We will need to maintain the new football cage to ensure optimum use.</p>

--	--	--	--	--

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	