

# 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](http://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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£11,248.05
Total amount allocated for 2020/21	£ 17, 740
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7,858.54
Total amount allocated for 2021/22	£ 17, 740
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,598.54
Total amount provided for October 2022. To be spent and reported on by the 31 <sup>st</sup> July 2023	£17,750

## 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><b>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</b></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><b>N.B.</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>	86%
<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>	77%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	86%

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

## 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: 2022/23		Total fund allocated:		Date Updated:	
<b>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</b>					Percentage of total allocation: 23%
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:
<ul style="list-style-type: none"> <li>Increase time on PE and sport within the school and beyond the school day by introduction of more activity time. Seek views and then track and monitor to ensure ALL children participate.</li> <li>Support children's physical and mental well-being, improved levels of concentration as well as physical fitness by participation in timetabled PE sessions twice weekly.</li> <li>All children encouraged to increase their fitness through inter-house and external competitions (St Helens school games).</li> <li>Children engaged in high quality play/regular activity throughout lunchtime break to increase: mental wellbeing, pupil aerobic activity, team building and communication; balance, co-ordination and core strength. This is encouraged</li> </ul>	<ul style="list-style-type: none"> <li>2 x 1 hour PE Sessions each week for all children in school to be accompanied by physical activity in and after school for all children (rota'd)</li> <li>All classes to use 'activity sheds' to engage children in active breaks in or between lessons to increase regular physical activity through bespoke play.</li> <li>Pupil voice survey and response to target individuals</li> <li>Ensure implementation of the 2x weekly PE sessions.</li> <li>Purchase of essential equipment and resources to enable a wide variety of sports to be taught effectively as well as resources for the activity sheds</li> <li>Further CPD to broaden subject knowledge of PE and sport teaching.</li> </ul>		£4000	<ul style="list-style-type: none"> <li>Children take part in timetabled PE lessons 2x a week, PE sessions and additional activities and as a result they improve in engagement and in fitness</li> <li>Resources such as Complete PE and PE Passport to be utilized as a means of demonstrating good practise and improved CPD.</li> <li>Children engage in constructive play using the activity sheds at break times; taking ownership for them and checking resources.</li> <li>External and internal comps to be organised through SHSG result in increased engagement in competition sport</li> <li>Impact of CPD will be increased capacity for children to learn knowledge as demonstrated in the new PE teaching curriculum</li> </ul>	<p>Enable staff to be able to offer and teach a wide range of sport within their PE sessions with confidence</p> <p>PE lead to monitor impact of skip2bfit sessions across the school – complete staff and pupil voice for this</p> <p>Review training needs for mid-day supervisors in lieu of new equipment</p>

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<p>through Y6 buddies and play leaders as well as play 'sheds' initiative to develop a range of play-based activity opportunities.</p> <p>Provision of a regular high quality after school sporting clubs for children – facilitated through our dedicated, trained sports leader as well as links to key sporting partners such as St Helens Town AFC.</p>	<ul style="list-style-type: none"> <li>• Inter-house/external sporting tournaments/competitions throughout the year, for all children, ie: football, cricket, rounders, cross country, etc.</li> <li>• Play time and lunch time staff to have support/training to lead engagement. External training for our new Pupil Advocates (Sports Leaders) and mid-day supervisor training where necessary.</li> </ul> <p>Offer a wide variety of after school clubs across the year - catering for different sporting interests: gymnastics, dance and multi-sports</p>		<p>and sequences.</p> <ul style="list-style-type: none"> <li>• Sports day for EYFS/KS1 and KS2 organised and again implemented with the support of our sporting partners at Edge Hill College. Sports day has enhanced profile through this and with the use of school website and Twitter. @EdgeHill</li> <li>• New sports equipment purchased, with impact of increased participation in lessons and improvement of skills, as more children have equipment that is fit for purpose.</li> <li>• Continued subscriptions to PE Passport and Complete PE enhance delivery and coverage of PE (less of the 'mile wide and inch thick' approach) and enable the greater focus on knowledge.</li> </ul> <p>Increased number of clubs and increased activity at lunchtimes will result in overall increased fitness levels from increased activity.</p>	
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation:</p>
	<p>17%</p>

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> <li>• Monitor progress and engagement towards the key goal of increasing fitness and activity to impact on improved physical health as well as the improvement of key knowledge necessary to progress in different disciplines</li> <li>• To encourage pupils to take on leadership roles that support sport and physical activity (Pupil Advocates). Pupil feedback group to be held for PE once per term to allow pupil voice to be heard and fed back to subject leads.</li> <li>• To embed physical activity culture back into the school day through active travel to and from school (Bike It breakfast), active break times and active lessons and teaching (walk to school week)</li> <li>• Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</li> </ul> <p>Pupils, staff and parents are aware of sporting activities and achievements across the school.</p>	<ul style="list-style-type: none"> <li>• Seek pupil voice feedback in improving provision and act on this with a measure at the end of the year for comparison.</li> <li>• Monitor regularly quality of activity sessions</li> <li>• Sports Leader Pupil Advocates (buddies) external and internal training for our new leaders and mid-day supervisor training.</li> <li>• All classes to use Activity Sheds to engage children in active breaks in or between lessons to increase regular physical activity</li> <li>• Promote healthy eating throughout the school and ensure links across the curriculum, incl PSHE and DT.</li> <li>• Upcoming internal house sporting events to be advertised on the dedicated sports display board. Results and photos to be displayed and tweeted.</li> </ul> <p>Greater visibility and celebration of sporting achievements: weekly assemblies (virtual), bulletins, tweets, website. Sport displayed on the corridor.</p>	<p>£3000</p>	<p>Children report increased activity, engagement and fitness following the implementation of the new curriculum and subsequent resources.</p> <p>PE lead monitoring evidences increase levels of engagement, impacting on fitness and health. Children take part in regular active blast breaks throughout the day</p> <ul style="list-style-type: none"> <li>• Give children opportunity to move more during class time to aid focus during lessons; increased twice weekly PE sessions will ensure pupils engage more often and have the necessary opportunity for movement and activity throughout the week.</li> </ul> <p>Children more aware of their health and fitness through PE. PSHE, Science and DT.</p> <p>Parents more aware of their child's engagement with health and fitness which shall/can be reported during parents evenings and meetings.</p>	<p>Middays to receive training in autumn term, when can</p> <ul style="list-style-type: none"> <li>• PE leads to monitor and measure impact use of skip2bfit through pupil and staff voice questionnaires</li> <li>• Internal board in lieu of current situation, achievements will be internal, for example: House Competitions, weekly personal challenges.</li> </ul>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				23%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:

<ul style="list-style-type: none"> <li>To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school</li> <li>Provide staff with professional development, mentoring, training and resources to help ensure confidence in teaching and delivering high quality PE resulting in higher quality teaching.</li> </ul> <p>Qualified sports coaches and PE leads to work with teachers and mid-day supervisors to enhance or extend current opportunities.</p>	<ul style="list-style-type: none"> <li>To use new curriculum resources (PE Passport and Complete PE) as a means of developing quality first teaching.</li> <li>Resources are used to demonstrate progress cross all classes and impact demonstrated in assessment documents (in house and O-Track)</li> <li>Our qualified swimming TA (ER) is confident in her role to support our swimming teachers to promote excellence in swimming.</li> <li>Sequences are embedded with a clear curriculum map across all phases. Staff receive training appropriately to ensure quality of teaching.</li> </ul> <p>Staff confident to deliver quality sporting opportunities. Mid-day supervisors to work cooperatively with children during lunchtimes.</p>	<p>£4,000</p>	<p>Children taking part in lessons that are confidently delivered by staff</p> <ul style="list-style-type: none"> <li>Teachers confidently delivering lessons with increased confidence and skills utilising the high-quality resources available on PE Passport and Complete PE</li> <li>PE leads to be secure in whole school curriculum overview and sequences</li> <li>Teachers confidently delivering active break sessions alongside curriculum subjects</li> <li>PE lead to Work alongside staff to support and increase confidence in teaching PE with new high quality resources.</li> </ul>	<p>Continue to use SHSG to support staff professional development</p> <ul style="list-style-type: none"> <li>*PE leads to continue accessing support through Danny Bacon</li> <li>*Monitor use and impact of new teaching resources such as PE Passport and Complete PE.</li> </ul>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:  
27%

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:



<ul style="list-style-type: none"> <li>• Ensure full participation and increase attainment in swimming sessions ensuring increased swimming time for catch up sessions</li> <li>• Ensure a broader range of onsite activities and external visits that will involve physical activity</li> <li>• Support and involve the least active children by providing targeted activities and running or extending school sports.</li> <li>• Swimming wit confidence sessions to be introduced for pupils who have anxieties around water following the covid break.</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming TA to attend all swimming sessions to ensure children and our school can take part in swimming sessions, safely and effectively.</li> <li>• Reception to Y6 to take part in whole school sports day competition, internal event between school-houses</li> <li>• Outreach to clubs and sport activities – to increase range</li> <li>• Trips to take account of broadening activity experience incl PGL and longer walking activities on external visits.</li> </ul>	<p>£4,750</p> <p><u>Inc:</u></p> <p>PGL</p>	<ul style="list-style-type: none"> <li>• A wide range of activities available for children to access and further signposting to support development and continuation of activity/sport.</li> <li>• PGL enables all y4 to engage in physical activity residential</li> <li>• London residential to engage in greater use of walking to enhance pupils fitness levels.</li> <li>• Extra-curricular visits to focus on physical fitness.</li> </ul> <p>Range of off-site trips take place to further support the broadening of experience</p> <p>More focus on trips to sporting events to be planned in for the coming year to such events as Lancashire CCC, Saints and St Helens AFC.</p>	<p>Monitor use of equipment</p> <p>*At the beginning of each year, highlight at least 6 sporting events per half term to attend – preferably to include different year groups, SEND focus.</p> <p>*Take a teacher survey to see what skill set is within the school, to see if a range of clubs could be run, with a focus of participation from a range of children.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
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>Increase the amount of intra competitive events</p> <p>Increase the amount of local and regional competition events</p> <p>Maintain the Gold accreditation for the School Sports and PE Mark.</p> <p>Maintain the links with sporting partners and Edge Hill College competitions.</p>	<ul style="list-style-type: none"> <li>• Entry to SHSG sport competitions such as football, rugby, athletics, boccia Enter at least 6 sporting activity per half term to allow for increased participation in a range of sports.</li> <li>• maintenance of football pitches</li> <li>• Enter virtual sport competitions offered by SHSG.</li> <li>• Enter annual football and rugby competitions – aim to achieve regional representation</li> <li>• Enter annual netball league.</li> <li>• Host sports events (archery) against local schools</li> <li>• Revisit sports competitions at Edge Hill University and enhance – learning from last years opportunity. PE leads to implement house competition/tournament termly Mark out on the field Sports day, running track mark out. Ensure booking of minibus hire</li> </ul>	£3000	<p>Participation in competitions – externally (when we can and internally)</p> <ul style="list-style-type: none"> <li>• Participation in SHSG virtual and actual competitions.</li> <li>• Annual football and rugby tournaments entered and practised for</li> <li>• Informal competitions to be introduced in Spring/Summer terms, when the weather is warmer and there are longer hours of daylight, so afterschool hours can be used.</li> </ul> <p>Edge Hill sporting competitions play a a major part in the schools yearly PE timetable; linking again with other schools in the area.</p>	<p>Football teams and netball I team to be reintroduced and have weekly</p> <ul style="list-style-type: none"> <li>• *Ensure that funding is put aside at the beginning of the year to allow for transportation for events</li> <li>• *Ensure every year have opps to participate in comps through SHSG</li> </ul> <p>Host events with other schools.</p>