

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"> • Each class provided with individual equipment to use during play/ lunchtime (bubble). • Year 5/6 boys and girls have taken part in football competitions during Autumn term as part of the KSSP inter-school competitions. • Set up in house multisport and football enrichment clubs. High percentage of children attended (over 80% of children in each year group taught). • PE coaches/Dance specialist taught sessions as part of staff continual professional development. • Staff feedback, increased confidence in the delivery of dance and certain objectives after watching delivery. - Knowledge organisers have been created and distributed to all staff. • Alternative virtual sports week completed using parent's communication on class dojo. Range of activities to take part in and opportunity to win trophy/medal and certificate for participation/winning. • PE display boards identified and designated to each Key Stage to promote termly learning. • Curriculum is fully embedded in school • Extra-curricular club uptake (Autumn term prior to school closures) 	<ul style="list-style-type: none"> • PE star to be selected in each class to be responsible for class playground equipment. • Fully set up play leaders within each class due to new restrictions of current circumstances. Adapting to the current layout of outdoor areas. • Sports coach position advertised to support staff and pupils • Quidditch to be re-arranged once restrictions allow along with other external agencies scheduled to come in risk assessment pending. • Monitor PE provision through the year to check for progression between year groups, quality of teaching and any significant areas of loss of learning due to recent school closures. • Swimming to be re-arranged including catch up sessions for current year 6 cohort (due to summer term restrictions previous academic Year). • Development of outdoor areas on both KS1 & KS2 playgrounds.

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: £0	Date Updated: Dec 2020	
N/A			Total Carry Over Funding:
			£0

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 2020.	No data
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	No data
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	No
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?	No data

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: £17,720		Date Updated: Dec 2020	
<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:
					%
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"> Provide all students with two hours of high-quality physical activity per week (within the curriculum only); and have extra curriculum provision in addition to this. 	<ul style="list-style-type: none"> At least 2 hours of curriculum time (including PE time and other active lessons throughout the timetable such as chair yoga/active maths/go noodle) School closure impact – Continued to provide a daily live stream online, providing a range of skills and opportunities to participate for all ages. Weekly active challenges linking to children’s mental 		<ul style="list-style-type: none"> Chair Yoga every morning. Specifically helped with children’s well being and focus during learning and settling back in to school after closures. Active learning (super movers, active maths, go noodle) has also had a positive impact within the recovery curriculum and supporting stimulation and concentration. Positive feedback from pupils and parents with a good level of engagement. Increased children’s engagement by offering a variety of active learning 	<ul style="list-style-type: none"> Sports coach to be appointed to support in developing the area across school and staff professional development. Allowing the opportunity for collaboration and to continue bridging links within the Trust Primary Schools. 	

<ul style="list-style-type: none"> • Increase the number of students accessing extra-curricular clubs and community clubs in KS2. • Development of KS1 and KS2 playgrounds. 	<p>health week. Promoting across a range of social/ communication platforms to parents and the wider community.</p> <ul style="list-style-type: none"> • Remote learning has also been encouraged by using a variety of active learning tasks set via Google Classroom. • Provide a range of sporting clubs after school for children to attend. • Remove current cushion floor on KS1 playground. Install fencing around football area. Music area to be installed. • KS2 – 2 x fenced areas to be installed. 	<p>No cost (staff to internally provide.)</p> <p>£3,000</p>	<p>challenges/ tasks. Also supported in screen time breaks due to current remote learning offer. Promoting importance of active learning both inside and outside of the house.</p> <ul style="list-style-type: none"> • To commence once risk assessment/ restrictions allow us to do so. • Surface is now safe during all weather conditions increasing opportunity for engagement (blue cushion floor slippery when wet). • Fences create sections allowing for alternative activities to occur safely. They also support in the promotion of the rules and play of the game. • Music area to create alternative activities an 	<ul style="list-style-type: none"> • Use the employed sports coach to continue to provide after school clubs- use external agencies to promote uptake of clubs and provide information about additional opportunities within the local area.
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			stimulate and engage children within the outdoor setting (access for outdoor provision for learning). EYFS children also participate within this area outside of playtime rota .	
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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	
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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:
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<ul style="list-style-type: none"> PE displays to be regularly updated with sports achievements, photos from lessons, extra-curricular photos and information about healthy living which has been promoted through lessons. Implement PE knowledge organisers for September for KS1/2 which will be developed with our Trust Schools. To upgrade the resources in the playground e.g. sports equipment for KS1/KS2 at break/lunchtimes. (Bubble specific allocation). 	<ul style="list-style-type: none"> PE displays in the hall. Update termly based on what they have with photos and quotes. Each class provided with a sports bag containing variety of equipment to access during playtimes. 	<p>N/A</p> <p>£100</p>	<ul style="list-style-type: none"> PE displays with pictures of children taking part in activities- quotes from the children about the activities and what skills they were doing to raise the profile of PE within the school environment. these will change slightly we will Increase range and variety of activities taking place. Creating ownership and responsibility for highlighted children and 	<ul style="list-style-type: none"> Update displays and use knowledge organisers which have been planned to support displays and technical vocabulary. PE stars allocated within each class to monitor and be responsible for the upkeep of class equipment.
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<ul style="list-style-type: none"> • PE and school sport section on the school website. Updates on school media (Instagram and Twitter) about sporting events and opportunities outside of school. PE policy to outline school vision. Newsletter to promote both school achievements and children's active participation in external community sports/ clubs. • Participate in competitions in collaboration with KSSP along with other schools in the area. Selecting a range of children depending on the outcome of the competition provided (competitive and non-competitive events scheduled.) • Daily Mile event across Knowsely. 	<ul style="list-style-type: none"> • Children and families have access to information on School Sport and Physical Education e.g. competitions/PE expectations/outside agency clubs etc. • Virtual competitions have been provided due to current restrictions. Positive communication links set up and each key stage provide with relevant details to conduct competitions both within and outside of school. • All classes completed a daily mile highlighting the importance of maintaining an active lifestyle. Children to focus on the amount of daily exercise they do and complete a weekly 	<p>Approximately £300 for medals and trophies</p> <p>Sports coach £8,000</p>	<p>promote leadership within the environment.</p> <ul style="list-style-type: none"> • Children to take the lead in games and PE during playtimes. Encourage children to lead healthy and active lifestyles. PE policy in place. • Raise the profile of PE across the school. <p>Increased knowledge in targeted topic specific skills. Purposeful outcome and recognition for achievement. Awards for positive outcomes. Children have enjoyed competing virtually against various school pupils in the area.</p> <p>Raise continued awareness of healthy body and mind especially after recent impact on social restrictions. Suggesting alternative methods of keeping active (in the instance</p>	<ul style="list-style-type: none"> • PE policy now in place. Share with staff in September to ensure continuity. • Continue to collaborate with KSSP and participate in future events. Promoting opportunities to continue outside of the school environment. • To be scheduled termly and promote during PE sessions linking back to the curriculum.
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<ul style="list-style-type: none"> • Whole school 'Santa Dash' 	<p>log detailing what they have completed in their weekly routine.</p> <ul style="list-style-type: none"> • Cross curricular link to D&T along with PSHE. Children to design and create their own head set to wear during the dash. They will also create a 'wish' decoration and place this on our 'Blacklow Brow Santa dash X-mas tree' on completion of the event. (Individual rota for each bubble to participate). 		<p>were football clubs, gymnastics and other areas of hobbies are unable to operate).</p> <ul style="list-style-type: none"> • Keeping active and benefits linked to this. Children participated in a warm up session led by PE coach, raising awareness and highlighting impact and benefits. Inclusion of all within the school community and cross-curricular opportunities. 	<ul style="list-style-type: none"> • Continue to develop as an annual event and opportunity to include parent/ family participation for future event. • Include competitive element
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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:
<ul style="list-style-type: none"> Improved teaching and learning in KS1 & KS2 and Increased staff confidence when teaching PE Lesson observations to take place in Spring/Summer term after CPD sessions for staff. Scheme of work 'PE Planning' available for staff to use and support during teaching. Subject specific Knowledge Organisers. 	<ul style="list-style-type: none"> Opportunities given to staff members after key areas of support identified (e.g. confidence in teaching dance/gymnastics) Staff to be present for PE lessons where sports coaches deliver sessions as CPD opportunity. Monitor PE provision throughout the year to check for progression between year groups, quality of teaching and learning as well as assessment judgements. Staff to access and deliver/ adapt lessons using scheme of work to suit the needs of the class. To be used alongside teaching and incorporated in areas of display to continue to highlight and promote within and around 	<p>N/A - Use PE coach and staff who are specialists.</p> <p>£292</p>	<ul style="list-style-type: none"> Sports coach to shadow teaching across all year groups and highlight and identify areas for development and support. This has been postponed due to school closures for children other than critical/ keyworkers. 	

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
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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?:
<p>Additional achievements:</p> <ul style="list-style-type: none"> Provide children who were unable to attend previous year swimming sessions due to school closures access to a swimming booster at the end of the summer term. run a sports day with different sports and competitions. Continue to offer a wider range of activities both within and outside the curriculum in order 	<ul style="list-style-type: none"> Extra swimming lessons provided to Year 6 during the summer term. Liaise with the sports coaches about setting up activities for EYFS/KS1/KS2. Seek opportunities from local establishments to also support in the delivery of events (e.g. Liverpool and Everton in the community) Discussion with Kin Ball/karate/yoga/Quidditch 	<p>£85 per hour</p> <p>Yoga - £1000 Quidditch £850</p>	<ul style="list-style-type: none"> Currently postponed due to restrictions and risk assessments in place. To be reviewed regularly. Quidditch has been re-arranged until after school closure. Other sports

<p>to get more pupils involved. Particularly focus to be given to those pupils who do not take up additional PE and Sport.</p>	<p>etc. to come in and deliver sessions. Student voice and parental questionnaires about enrichments to go out to ensure pupils have a say in what we are providing and any clubs they would like to participate in the future.</p>		<p>rescheduled to later in the school year (Judo/ Karate).</p>	
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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:
<ul style="list-style-type: none"> Use KSSP to provide the opportunity for both boys and girls to take part in the appropriate level of competition. Offer a wide range of extracurricular clubs that encourage increased participation in competitive sport. Plan intra sporting event across school. 'Euro 2021' 	<ul style="list-style-type: none"> Give children opportunities to compete in a range of sports e.g. boy's/girl's football/basketball/netball etc. Staff to take to competitions outside of school. <i>Virtual competitions currently taking place due to restrictions in place.</i> School staff and sports coaches to lead after school clubs following on from pupil voice feedback. Plan for a variety and balance on offer to all year groups. Led by sports coach. Classes' will compete within their key stage. This will then allow for the opportunity for the winning class to compete with the winners of another trust school (PVA). 	<p>£1,300</p> <p>N/A – provided by staff and sports coach</p>		

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