

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](https://www.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 2020/21	£10192
Total amount allocated for 2021/22	£19530
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2021/22	£29722
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£29722

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. 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	
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 2022. Please see note above	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

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: 2021/22		Total fund allocated: £29722	Date Updated: July 2022	
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: 34%
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>Ensure that all children have access to proper active playtimes and after school activities, utilising a range of resources to include all children.</p> <p>This should include team sports as well as active play and games for those children for whom competitive sport is off-putting and demotivating. The emphasis should be on activity rather than competition during playtimes.</p>	<p>Purchase of a range of equipment for the playground and to broaden the range of after school clubs offered.</p> <p>Equipment includes traditional sports equipment alongside more creative play equipment which children are able to use individually and in small groups.</p> <p>Non-traditional primary sports such as quidditch and Tri-Golf to broaden range offered.</p> <p>SEN equipment such as New Age Kurling and Boccia purchased to allow opportunities for SEND children.</p>	£10,222	<p>Discussions with school council and playground supervisors.</p> <p>Regular observations by PE team of the take up of the new equipment, what is working well?</p> <p>Children will have greater access to activity during break times and after school.</p> <p>Children much more active during breaktimes and lunch times. Some children have said that they never went in the MUGA as they don't enjoy competitive sport but now enjoy using different</p>	<p>Equipment should last for a number of years.</p> <p>Further discussions with children (school council) about what to purchase in future.</p> <p>Utilise play leaders and organise training for Year 5 and 6 children to develop creative play using equipment.</p>

			equipment in their friendship groups.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 13%
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>Improve the teaching of Outdoor Adventurous Activities throughout the school through the use of an outside provider who is able to provide specialist coaching and CPD.</p> <p>This targets a previously under resourced area of the PE curriculum which has been a target for development.</p>	<p>Purchase a year's subscription to the Liverpool FC Foundation Primary Stars Programme. Specialist coach to lead sessions alongside staff in a CPD model.</p> <p>Raise profile of this curriculum area through use of LFC branding to gain 'buy in' and interest from children.</p>	£4000	<p>Pupils now have access to additional range of lessons in a previously neglected area of the curriculum.</p> <p>Children learn skills including orienteering, team building and problem solving.</p> <p>This again targets some children who enjoy physical activity but are turned off by the traditional competitive sports.</p> <p>Staff have much greater understanding of this area of the curriculum and what a good lesson should look like.</p>	<p>CPD provides sustainability as staff will be able to replicate lessons and build on good practice demonstrated.</p> <p>Continue for another year at least to develop staff CPD further but move to a more 'teacher led' model where teachers are able to build on skills under the guidance of the coaches.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<p>Focus on high quality gymnastics coaching for all children from Year 1-6 and CPD for staff to enable them to continue to deliver high quality sessions in the future.</p> <p>Develop children's technical knowledge and understanding of a key area of the national curriculum.</p> <p>Build children's core strength and develop motor skills to provide greater strength and flexibility.</p> <p>Improve staff confidence (previous discussions with staff indicated a very low confidence level across the school).</p> <p>Develop staff understanding of health and safety aspects and correct technique.</p>	<p>Purchase of one year subscription to Beth Tweddle Gymnastics to provide a full term of coaching for every class in the school.</p> <p>Teachers to be present at all sessions in order to provide CPD for sustainability.</p> <p>Beth Tweddle coaches to complete full assessment alongside teachers at the end of each unit, providing valuable CPD for teachers in how to accurately assess in gymnastics.</p>	£8000	<p>Pupils will achieve at a much higher level in gymnastics, developing technical skills and core strength.</p> <p>More able children and those displaying a high level of interest will be signposted to gymnastics clubs outside school.</p> <p>Early feedback from staff has been overwhelmingly positive about being given the opportunity to learn alongside expert coaches.</p>	<p>CPD model will provide staff with the confidence to deliver high level sessions focusing on the development of skills.</p> <p>Aim to continue for at least one more year subject to funding availability but staff to take increasing role in delivery in line with development in confidence.</p>

				Percentage of total allocation: 20%
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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 regular physical activity to children who don't usually engage with standard school PE and sports offering.</p> <p>This will include SEND children and PPG children.</p>	<p>Pay for regular karate instruction during school hours and after school.</p> <p>All identified children to receive at least one hour of free karate instruction per week.</p> <p>Access to gradings to boost children's confidence and self-esteem.</p>	£6000	<p>Children from targeted groups are now able to access regular physical activity once a week during school hours, ensuring attendance.</p> <p>A number of children have achieved gradings gaining a variety of different belts.</p> <p>Children are signposted to out of school classes to further skills and activity level.</p>	<p>Club to continue subject to continued funding being available.</p> <p>Further links with karate club to develop the number of children attending outside school.</p> <p>Prize giving assemblies to promote karate as an opportunity for children across the school community.</p> <p>Demonstrations at community events such as Malfest.</p>

Key indicator 5: Increased participation in competitive sport				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:
<p>Participation in a wide range of KSSP competitions in a variety of sports throughout the year.</p> <p>Aim of over 60% of pupils across KS2 representing the school in Level 2 competition.</p>	<p>Purchase of one year subscription to KSSP competition package to allow entry to all of their competitions throughout the year.</p> <p>Try to enter all SEND competitions to ensure equality of opportunity.</p> <p>Maintain a database of children who participate and monitor statistics to ensure equality of opportunity across genders.</p>	£1500	<p>Pupils have access to a range of different sporting competitions across a range of different sports.</p> <p>More children are able to access Level 2 competitive opportunities.</p>	<p>Continue to fund these opportunities and use the model to implement and run own competitions with local schools.</p> <p>Attend meetings regularly (once per term) with KSSP to feedback and suggest improvements.</p> <p>Develop participation rates year on year.</p>

Signed off by	
Head Teacher:	Tony James
Date:	20 th July 2022
Subject Leader:	John Bulmer
Date:	20 th July 2022
Governor:	Matthew Wilson
Date:	20 th July 2022

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