

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 2019/20	£
Total amount allocated for 2020/21	£ 17,620
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£ 17,620
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

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>% of children will be out of 18/26 children that have been assessed.</p> <p>8/26 children have not been assessed</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>	<p>77%</p> <p>14/18</p>
<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>	<p>94%</p> <p>17/18</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p> <p>Children were not assessed in this due to COVID restrictions</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?

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: £17,620		Date Updated: September 2021	
<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:
<p>A large proportion of children will be able to confidently and competently swim 25m as well as achieving all other swimming objectives such as self-rescue and using a range of strokes by the end of year 6</p> <p>Offer a variety of physical activity throughout the day and sports clubs in extra-curricular programmes for less active children</p> <p>To improve fitness levels of all children, promoting healthy lifestyle choices and reduce barriers that prevent children participating in physical activity and staff delivering it.</p>	<p>Catch up swimming sessions to be completed in Summer term by year 6 pupils that did not achieve 25m.</p> <p>Year 5 & 6 to take on the role of playground play leaders during lunchtimes and breaktimes</p> <p>Staff to offer a variety of clubs such as football and rounders (bubbles) to continue to develop skills and encourage less active children to take part.</p> <p>Continue to work with LSSP with weekly P.E coaching of different classes. Through this support to class teachers can be given and lessons taught by LSSP used as P.E CPD for staff.</p>		<p>PE Planning £154.80</p> <p>Get Set 4 PE £660</p> <p>LSSP £6955</p> <p>Basketball £870</p>	<p>Due to the shutdown of school and closure of swimming pools, not all pupils will be able to competently swim 25m this year</p> <p>Due to COVID, class bubbles could not mix and had to keep separate. KS1 used continuous provision resources during lunch break to keep active. KS2 were unable to take on role of play leaders and so this will be ongoing for next year.</p> <p>Clubs- football KS2 and Rounders KS1 were 2 clubs that were successfully run within school. Children took part in competitions for football with year 5/6.</p>	<p>Entire KS2 will be attending swimming across the year. Year 6 will attend swimming in Autumn 1 and will take part in self-rescue. Chn who are identified as not being able to swim 25m will take part in catch up sessions in Summer term.</p> <p>With restrictions lifted, class bubbles can now mix. Implementation of year 6 prefects that go to their designated class across the school during breaktimes and lunchtimes to replace play leaders- This could be brought back further using year 5 to support year 6.</p> <p>Clubs will be continued and</p>

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	<p>Discuss with the LSSP Coach different strategies of increasing participation of less physically active children especially in light of Pandemic.</p> <p>Ensure that P.E equipment is updated and organised in order for P.E lessons to run smoothly and LSSP to challenge using a variety of skills and resources.</p>		<p>LSSP have been able to assess children within P.E lessons and identify less active children who can be targeted going forward.</p> <p>Large P.E order was placed in Summer 2 ready for September. This equipment was purchased after speaking to LSSP coaches to identify where missing equipment or not enough of equipment was identified. Alongside progression within particular skills is considered such as rounders using foam bat and ball prior to using wooden bat and hard ball.</p>	<p>extended across all year groups. LSSP will be providing a POWER programme to KS2 pupils specifically aimed at less active pupils- this will be aimed at year 3/4 once a week alongside their normal P.E lesson.</p> <p>LSSP will be providing assessment to children progression skill to skill throughout the year on classes they are teaching. Assessment will be feedback to class teacher.</p> <p>P.E equipment will be kept organised and labelled in order to ensure all LSSP coaches and members of staff know where how and where to access the equipment needed. Including using equipment for progression, not just progression of the skill.</p> <p>School council will be creating a incentive for children to gain resources and toys that they need to work towards such as balls, bats, skipping ropes</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: %</p>
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<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	
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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:
<p>To celebrate pupil success in P.E, sport and physical activity</p> <p>Children to become more active in and outside school across all year groups</p> <p>To raise awareness of opportunities, competitions</p>	<p>Weekly celebration assemblies- where competitions will be showcased and celebrated regardless of position but for taking part. Certificates, medals and trophies to awarded to children for this.</p> <p>Exposure to outside clubs and activities to encourage children to take part in clubs outside of school- football, swimming, gymnastics, karate. Using local advertisement and twitter pages to retweet local sports and competitions.</p> <p>Engage in with LSSP competitions within school that are shared across the school- including Sports Day- LSSP package to support physical activity- balancability POWER</p> <p>Use of photographs, video footage to be used to celebrate achievements- shared in assemblies, twitter and Earwig</p> <p>Parents to be invited to EYFS, KS1 & KS2 sports day in summer term if COVID allows.</p> <p>Linking Keeping Safe and Healthy curriculum – use this to teach children the importance of healthy</p>	<p>£0</p>	<p>Children have been awarded certificated and stickers for taking part in a variety of physical activities. – Shared on platforms with parents.</p> <p>Keeping Safe & Healthy curriculum linked in P.E lessons talking about the importance of physical exercise.</p> <p>Due to COVID, sports day with parents didn't take place. Class bubble sports day events happened instead.</p> <p>Schools Games Mark suspended for academic year- will continue next</p> <p>During school closures- LSSP provided get active sessions that children could take part. Teachers provided links through twitter and platforms.</p> <p>Equipment has been increased to ensure that children can progress using equipment, not just the skill</p> <p>Residential Trips postponed due to COVID where physical</p>	<p>Residential trips rescheduled for next academic year for year groups – residential trip booked for spring 1- January</p> <p>Fitness zones- in the playground led by school prefects</p> <p>POWER programme aimed at year ¾ KS2 to be implemented throughout Autumn 1 – through LSSP – part of LSSP package</p> <p>POWER PADDLE- subject lead to enquire to see for a day excursion for KS2 to broaden the range of activities available in school but to also raise awareness of opportunities locally.</p> <p>Continue to work towards keeping Gold Games Mark or working towards Platinum when applications reopen.</p> <p>Using play leaders/ prefects to engage children to take part during lunch time and break times in active play.</p> <p>Healthy lifestyle lessons- within</p>

	lifestyles and healthy choices- including the new EYFS curriculum with healthy eating and oral health.		activity is the focus	<p>P.E, PSHE and in new EYFS curriculum with oral health as a focus. Chartwells to teach healthy lifestyle and cooking lesson to children to highlight the importance</p> <p>Ensuring pupils are active for 30 minutes a day- through active play during break/lunch or brain breaks during class learning- to ensure pupils who have been less active over school closure are taking part.</p> <p>Continue to engage with LSSP challenges such as the Cube and ks1 multi skills festival and competitions to continue to raise the profile and importance of physical exercise is through having a focus of team building, self awareness, having pride in their own achievements and importance of healthy lifestyle impact.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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>Develop staff knowledge and confidence in teaching P.E through CPD and a differentiated planning scheme in order to improve the quality of P.E and sport delivered to pupils to improve their learning.</p>	<p>Coaches through LSSP package will provide valuable expertise in teaching particular sports and skills and these sessions will be used as CPD for staff.</p> <p>Teachers LSA and coaches will have the opportunity to team teach, plan and assess students progression and support development.</p> <p>Lessons when not taught through LSSP coaches will follow Get Set 4 P.E planning/ teaching scheme. This provides clear planning, lessons, progression, differentiation between skill level and year group alongside assessment criteria.</p> <p>Swimming will be taught through swimming instructors and teachers can observe lessons to help inform assessment.</p> <p>Specialist coaches through LSSP such as basketball will be used to help support staff CPD.</p> <p>Staff questionnaire to check confidence in teaching P.E and signpost appropriate CPD for all staff.</p> <p>P.E coordinator to attend training sessions where possible as part of subject development.</p>	<p>£</p>	<p>Regular subject monitoring of P.E took place by previous subject lead. This included pupil voice and staff voice.</p> <p>Pupils competed in a number of football tournaments for year 5 & 6.</p> <p>Other competitions in Spring were cancelled due to COVID restrictions and school closures.</p> <p>P.E coordinator left school and hand over was carried out to new P.E Coordinator.</p> <p>New P.E coordinator has completed multiple training sessions focusing on progression and assessment of P.E within Primary School. Currently completing focusing on deep dive of Physical Education, intent, implement and impact.</p>	<p>P.E subject lead to continue to liaise with outside clubs and agency links to continue to develop staff CPD.</p> <p>P.E subject lead to send out a staff questionnaire asking for areas that they feel they would like support to develop skills.</p> <p>P.E subject lead to share courses that could support subject understanding through the National College website for courses.</p>
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	<p>Subject monitoring to include lesson observations of school staff and coaches by P.E lead to ensure consistency.</p> <p>P.E lead to meet with children to see how P.E has impacted/helped them and if they have any ideas on how to improve or change in the future.</p>			
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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:
To ensure that children have access to a variety of sports and activities inside and outside of the school curriculum, introducing sport to those who do not take part in sport outside of school	<p>Using Get Set 4 P.E pupils will be taught and challenged in a variety of sports.</p> <p>Pupil voice will ascertain what pupils would like and to involve external coaches to work with staff in clubs.</p> <p>Increase the number of different sports we compete in school competitions. Alongside this provide coaching/training prior to competitions through clubs and lunch clubs.</p>	£	<p>School closures and COVID restrictions meant that children couldn't compete in the usual amount of competitions.</p> <p>This will increase when restrictions have lifted and intra school competitions resume.</p>	<p>Continue to use and increase the number of games/ activities that school prefects and play leaders use- introduce to sports coach- using games that the sports coach has demonstrated. Using LSSP competitions and challenges, sharing on twitter to raise profile of Childwall Valley P.E</p> <p>Student voice to be gathered through questionnaire to see what clubs, trips and events they would like to be available next year.</p>

				<p>P.E subject lead to make contact with external clubs and excursions to book for next academic year such as Yoga, martial arts, water sports, gymnastics to continue to have a variety of experiences for pupils who may not be able to access these outside of school.</p> <p>Carry out a staff and student voice questionnaire in order to find out what school clubs that the children would like to start. Football for YR 5/6 to continue if possible with a variety of others providing staff/coaches available.</p> <p>FOREST SCHOOL</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:
To provide the opportunity for pupils to take part in a variety of competitions across the Key stages, not just within Upper KS2	<p>Continue to use LSSP competitions and develop links with coordinator.</p> <p>Through this we will be able to increase our school profile at the competitions eventually being able to offer opportunities for games, matches and tournaments at our school venue.</p> <p>Using a specialist coach to teach pupils a sport that they would not necessarily encounter- this will be decided through pupil voice and availability of LSSP or other external coaches.</p>	£	<p>Due to COVID restrictions and school closures, competitions have not run or have been cancelled due to staff/child absences.</p> <p>Coaching through school clubs for football competitions was able to take part in summer term however competitions were not frequent and due to COVID restrictions and impact were often unable to take part.</p> <p>Swimming competitions did not run due to COVID restrictions and pool closures.</p>	<p>Providing more opportunity for children to compete in competitions. Due to the lack of competitions this will be an on going next step for the next academic year.</p> <p>Children will be able to attend swimming this year providing restrictions have lifted. From this, children will be able to take part in swimming competitions once they have attended their scheduled swimming block.</p> <p>Ensuring that both upper and lower KS2 can take part in competitions.</p> <p>LSSP- SEND/VULNERABLE students to be targeted with school clubs for competitions through LSSP.</p> <p>Competitions with one other school – local- network schools to have 1-1 competitions- Bellvale- and other local schools From this have a after school club supporting the development of skills.</p>

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