

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



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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"> • Curriculum is fully embedded in school • Each class provided with individual equipment to use during play/ lunchtime (bubble). • Children from EYFS – KS2 took part in weekly yoga sessions in Autumn/Spring term. • PE kits purchased for all staff to wear during PE sessions and after school active clubs. • Year 5/6 boys and girls have taken part in football competitions during Autumn term as part of the KSSP inter-school competitions. • 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 to help support staff's subject knowledge. • 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. • 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).

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 data
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: 2020/21		Total fund allocated: £18,590		Date Updated: Dec 2020	
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: %
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) 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 health week. Promoting across a range of social/ communication platforms to parents and the wider community. Remote learning has also been encouraged by using a variety of active learning tasks set via Google Classroom. 		<ul style="list-style-type: none"> Chair Yoga every morning has helped with children’s wellbeing 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 challenges/ tasks. Also supported in screen time breaks due to current remote learning offer. 	<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 with Blacklow Brow and other Trust Primary Schools. 	

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<ul style="list-style-type: none"> • Increase the number of students accessing extra-curricular clubs and community clubs in KS2. • Raise the profile of PE across the school with staff 	<ul style="list-style-type: none"> • Provide a range of sporting clubs after school for children to attend and increase the range of clubs provided; Gymnastics, tennis, games, rugby, dance. • Working and liaising with more providers and sports clubs. • Pupil needs/interests (Pupil Voice) –pupil questionnaires to be monitored by new Sports leaders. • Sports coach employed to support teaching of PE across the school and to ensure children are receiving high quality PE lessons. 	<p>No cost (staff to internally provide.)</p> <p>£8,000</p>	<p>Promoting importance of active learning both inside and outside of the house.</p> <ul style="list-style-type: none"> • Daily active calendars created for children to support their physical activity at home. • To commence once risk assessment/ restrictions allow us to do so. • Sports coach supporting staff during PE lessons and delivering CPD sessions during lesson time. • Due to COVID-19: Sports coach running live PE sessions for children to take part in. (Positive feedback from pupils and parents with a good level of engagement and participation.) 	<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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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	
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"> Pupils have increased involvement in promoting physical activity during break and lunchtimes. To upgrade the resources in the playground e.g. sports equipment for KS1/KS2 at break/lunchtimes. (Bubble specific allocation). PE & School Sport to be included in the weekly celebration assembly to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. 	<ul style="list-style-type: none"> Introduce PE leaders and play leaders across the school to support with the subject development and increase sporting games at playtime/lunchtime. Each class provided with a sports bag containing variety of equipment to access during playtimes. Liaise with Miss Walker and class teachers to send pictures and display on weekly newsletter to celebrate sporting achievements. Outside school achievements to be celebrated during 	<p>£100</p> <p>Approximately £300 for medals and trophies</p>	<ul style="list-style-type: none"> Class PE leaders were identified for each class and were given responsibility of their bubble's equipment bag during Autumn term. However, training did not take place due to COVID-19. Increase range and variety of activities taking place. Creating ownership and responsibility for highlighted children and promote leadership within the environment. Raise the profile of PE across the school. Children to take the lead in games and PE during playtimes. 	<ul style="list-style-type: none"> Continue to develop this role and create timetable for sports coach to carry out training so that leaders can lead break and lunchtime sporting activities. 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. Newsletter to promote both school achievements and children's active participation in external community sports/ clubs. • PE displays to be regularly updated with sports achievements, photos from lessons, extra-curricular photos and information about healthy. Knowledge Organisers to be used to support skills and technical vocabulary. • Participate in competitions in collaboration with KSSP along with other schools in 	<p>celebration assemblies to increase interest in joining sports clubs.</p> <ul style="list-style-type: none"> • Any PE achievements celebrated throughout the week. • Develop a PE award with trophy awarded. • Children and families have access to information on School Sport and Physical Education e.g. competitions/PE expectations/outside agency clubs etc. • Use PE displays in the hall. Update termly based on what they have with photos and quotes from children. • Virtual competitions have been provided due to current restrictions. 	<p>£500</p>	<ul style="list-style-type: none"> • Encourage children to lead healthy and active lifestyles. PE policy in place. • Raise the profile of PE across the school. • 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. • Increased knowledge in targeted topic specific skills. Purposeful outcome 	<ul style="list-style-type: none"> • Continue to collaborate with KSSP and participate
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<p>the area. Selecting a range of children depending on the outcome of the competition provided (competitive and non- competitive events scheduled.)</p> <ul style="list-style-type: none"> • Whole school ‘Santa Dash’ 	<p>Positive communication links set up and each key stage provide with relevant details to conduct competitions both within and outside of school.</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. (Individual rota for each bubble to participate). 		<p>and recognition for achievement. Awards for positive outcomes. Children have enjoyed competing virtually against various school pupils in the area.</p> <ul style="list-style-type: none"> • Unable to carry out due to effects of COVID-19. 	<p>in future events. Promoting opportunities to continue outside of the school environment.</p> <ul style="list-style-type: none"> • Develop and implement next year.
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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"> Implement PE knowledge organisers for September for KS1/2 which will be developed with our Trust Schools. Improve teaching and learning in KS1 & KS2 and increase staff confidence when teaching PE. Lesson observations to take place in Spring/Summer term after CPD sessions for staff. 	<ul style="list-style-type: none"> To be used alongside teaching and incorporated in areas of display to continue to highlight and promote within and around school. Opportunities for CPD to be given to staff members after key areas of support identified. 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. 	N/A - Use PE coach and staff who are specialists.	<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. 	

<ul style="list-style-type: none"> Scheme of work 'PE Planning' available for staff to use and support during teaching of subject. 	<ul style="list-style-type: none"> Help support staff plan and deliver high quality PE lessons and if needed adapt lessons to suit the needs of the class. 	£292		
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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?:
<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. Organise and run a sports day with different sports and competitions. 	<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) 	£85 per hour	<ul style="list-style-type: none"> Currently postponed due to restrictions and risk assessments in place. To be reviewed regularly.

<ul style="list-style-type: none"> Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Particularly focus to be given to those pupils who do not take up additional PE and Sport. In order to provide a broad range of sports, school to purchase resources that are currently in low supply or need replacing such as footballs and tennis balls. 	<ul style="list-style-type: none"> Discussion with Kin Ball/karate/yoga/Quidditch 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. Purchase any sports and physical education equipment that is needed or needs to be replaced. (Audit of PE cupboard) 	<p>Yoga - £1000 Quidditch £850</p> <p>Approximately £2,000</p>	<ul style="list-style-type: none"> Quidditch has been re-arranged until after school closure. Other sports rescheduled to later in the school year (Judo/ Karate). Audit carried out by PE lead however order put on hold due to COVID-19. PE lead and sports coach to review sports equipment audit and process an order. 	
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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. Virtual competitions currently taking place due to restrictions in place. 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. PE leads from Park View and Blacklow Brow school, alongside PE coach to organise sporting competitions for schools to compete in. Organise Intra-school competitions based around the Euros when they begin in the Summer term. 	<p>£1,300</p> <p>N/A – provided by staff and sports coach</p>		

	<ul style="list-style-type: none">• Events 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			
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