

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	£5,549.17
Total amount allocated for 2020/21	£17656
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4929
Total amount allocated for 2021/22	£17656
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22585

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>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>	82%
<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>	53%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	94%
<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?</p>	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: £22585		Date Updated: July 22	
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: 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"> Embed high quality teaching of PE for an extensive range of physical activities, to enable children to develop a well sequenced and progressive set of knowledge and skills using the jasmine and creative steps platform. For children to be able to swim at least 25m by the end of KS2, and use a range of strokes including performing safe rescue. Increase the levels of pupil fitness in order to encourage them to have a healthy, active lifestyle Embed as much physical activity into the school day as possible, to allow children to reach their 60 minute a day target and to develop good well-being practises. 	<ul style="list-style-type: none"> Embed the progressive LTP in place, through high quality PE. Embed the use of the Walk to School initiative from year 2 upwards through sharing of class data and winning classes each week. Embed the daily mile in break time, whereby children spend the first 5 mins completing laps around the playground. Year 4 and 5 children to go to swimming lessons and Year 6 to take advantage of top up swimming sessions through the year. To embed the roles of SSOC from year 3 upwards, to ensure children access at least 30 active mins a day. To complete a heat map to ensure children are accessing at least 30 mins of physical activity in a day – use of active teaching High quality equipment to be purchased to deliver PE lessons and extra curricular sessions. 		£495 Funded Funded £512 £1500 £995 £1702.50	In Jan 22, year 1 upwards are following the LTP well. Chn are getting a broad and balanced offer of PE/sport. In Apr 22 R upwards are following the LTP well. As all children in these year groups are participating in the walk to school initiative, the number of active journeys to school has increased from 72% to 76%. In Apr the level has decreased to 70% active travel In Apr 22, most classes are completing a daily mile. All year 4 and 5 children have attended swimming lesson this year. Year 6 children who did not achieve DfE 2 have had access to top up sessions There has been no access to the active planner, as it was registered under another teacher's name and multiple teachers were unable to register. Due to having Kobocca, we have been able to add active learning to their platform and have therefore been able to track some activity. Pupils in the mentioned year groups now have greater confidence and independence in gathering equipment and creating an activity for their peers to join in with. (Aut and Spr 1)	To continue to embed the LTP with a focus on ensuring as many units are linked to competition as possible. To relaunch walk to school in an assembly in the academic year 22-23 To ensure every class in the school completes a daily mile within their timetable and to be documented on the active planner. To send any children from current year 5s on top up sessions next academic year to achieve 80%+ To advertise and interview new SSOC members from Year 4 upwards. Year 4 to run a lunchtime session for Year 3s to aid transition. Year 3 SSOC members to be active from Spring 23. Launch assembly in late September with the SSOC members to introduce to the school with hoodies. A reset of the active planner has now been achieved and fully active heat maps will be created for Sept 22-23 After results of Year 5 swimming are shared from Live wire plans will continue to invite any children to access top ups sessions in year 6, who require them. Year

	<ul style="list-style-type: none"> To launch the use of the MDAs leading lunchtimes activity, after recent training. To target the least active children. 		<p>Due to the weekly club, SSOC members are confident in their roles. They are chn from years 3-6, taking pics of lunchtime activities and afterschool clubs, plus leading activities at lunch time for their peers.</p> <p>Due to the vast amount of games available in the given folder, KS1 MDAs are delivering activities daily to children in KS1. 100% of y1 and 2 chn access games organised by MDA</p>	<p>4 and 5 will continue sessions again next year.</p> <p>To continually audit current equipment to ensure high quality delivery.</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: 30%</p>
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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>
<ul style="list-style-type: none"> Raise the profile of PE and sport through whole school focus days/ weeks to present children with opportunities to see PE and sport as a tool for positive change. Establish and embed the use of the SSOC from Y3 upwards to lead activities in school, leading to increased confidence and self-esteem for the SSOC children and chn participating in the activities. Whole school display to celebrate and showcase PE, sport and wellbeing, to improve pupil aspirations and desire to achieve personal bests. As many classes as possible to have participated in L2 competition to increase the use of A, B and C teams, which in turn raise pupils' self-esteem and confidence. 	<ul style="list-style-type: none"> SSOC and PE lead to change the PE and sport display at least 3 times a year. SSOC undertaking the YLA award SSOC and teachers to award children based on their school games values they have shown. As part of a Lifestyle week, offer a range of activities for chn to experience Plan annual sports day and sports focus week Use of Chn's university to raise profile of PE. Chn awarded credits for voluntary extra-curricular sessions. Each half term a school games value to be focused on alongside Christian values. Audit and attend the L2 competitions that are available through the school games programme 	<p>£1500</p> <p>£1010, £400. £388, £160</p> <p>£695</p> <p>Part of Livewire subscription</p> <p>£2735</p>	<p>Due to change in clubs and timetables each half term, displays are changed to reflect current learning and clubs that are happening in the school.</p> <p>Year 4 children are more confident and independent in seeing the values that our children demonstrate in the activities and actions that they do. As a result, the children are recognising when they are showing our values and the SG values in their sporting activities.</p> <p>All children in Years 1 –6 experienced various activities within Lifestyle week such as Parkour, Healthy nutrition, Hula fun, dance and zorb football. All EYFS and KS1 children achieved mini first aid.</p> <p>Due to the large variety of clubs in KS1 and 2 through the Spring and Summer term, more children are being awarded credits for Children's university, therefore more children will be ready to graduate at the end of the year. There are 32 chn ready to graduate from participating in the variety of ASC.</p> <p>Each school games value has been assigned to the school Christian Values.</p> <p>Due to the reinstating of a varied school</p>
			<p>Sustainability and suggested next steps:</p> <p>To continue to update the PE and Sports display with the support of the SSOC. To embed the use of the PE and Sports display as a working wall within lessons. For members of the SSOC to approach JH so that SG value certificates can be awarded to children in celebration assemblies.</p> <p>To continue to plan Lifestyle Weekes, which increase the profile of PE and Sports and expose the children to various opportunities and experiences, they may not otherwise encounter.</p> <p>To continue to participate in the Children's university initiative to reward children for ASC.</p> <p>The values to become the focus in PE lessons, lunchtime activities and ASC.</p> <p>To continue to audit and monitor the L2 competition offer.</p>

			games programme, 100% of Y6 have attended a hockey comp, 10 chn across Y3 and 4 attended a gym comp, 10 chn in Y3 and 4 have attended a cricket comp and 20 children across KS2 have attended a trigolf comp. 14 chn who are part of an elite football team have attended comps against other schools.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 9%
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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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<ul style="list-style-type: none"> Maintain a high standard of subject leadership. Tailored CPD for all teachers to ensure the consistent delivery of the PE curriculum. Attainment levels for pupils in all areas of NC to be 85% + ARE To establish practises whereby pupil's expertise within class is utilised, through allowing and encouraging the more able pupils to coach alongside teachers & lead small groups Enhance the teaching and learning of PE with strong delivery and assessment. 	<ul style="list-style-type: none"> Current PE lead to work closely with successive PE lead across the year to maintain a high standard of PE leadership. Access bespoke CPD through Livewire and Create development to ensure Real PE, Gym and dance are delivered to high standard. All teachers to use robust assessment systems in PE such as the Real PE/Gym assessment wheel and the creative steps dance framework. Teachers to identify the more able or talented children within a sporting area and allow them to model and coach the other children within class. Teaching and learning to be monitored through a rigorous monitoring cycle, so lessons and pupil voice are captured regularly. 	<p>£495</p> <p>£495</p> <p>£160 approx daily rate for a supply teacher</p> <p>Due to the fact that EP and ZM meet weekly for PE, ZM is becoming more aware of the role of the PE lead and the requirements of the role and therefore more confidence to answer deep dive style questions from a school improvement partner.</p> <p>Due to the Real PE package, 75% have been trained in the Jasmine platform. The 2 ECT teachers have had inhouse training from the PE leads. As a result, PE teaching and learning is consistent across the school.</p> <p>All teachers from 1-6 have had recent CPD for dance, through the creator of creative step dance.</p> <p>As a result of informal roll out by ZM, the PE assessment wheel is being used by teachers in R, Y3, 4 and 5. SLs are now more able to identify the strengths of different classes and the AFIs within the PE curriculum.</p> <p>Due to the fact that there is a half termly pupil voice, children speak highly of their PE lessons, showing enjoyment and confidence. year groups so far are Y2 and 6</p>
		<p>Sustainability and suggested next steps:</p> <p>Moving into the new academic year EP and ZM to still work closely to ensure high quality leadership of PE and Sports. ZM to take more of a leading role through 22-23</p> <p>All teachers to successful teach the dance curriculum, navigating and confidently using the creative steps resources and new assessment tools.</p> <p>In the 22-23 academic year ensure all teachers from N to Year 6 are using the PE assessment wheel to ensure accurate PE assessments.</p> <p>Through monitoring of lessons ensure that teachers are targeting more able children to showcase and model skills.</p> <p>In 22-23, PE leads to use designated monitoring time to observe PE lessons, continue to carry out pupil voice and analyse data from PE assessments, so that gaps can be closed, with a target of 80%+ to</p>

				achieve ARE.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 46%

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"> Increase the range of sports offered to pupils to broaden their sporting experience To maximise opportunities pupils have through purchasing/using commercial, quality resources/equipment. 	<ul style="list-style-type: none"> Continue to audit, plan and develop lunch time and after school clubs and activities using staff, coaches and young leaders to improve the range of activities offered to pupils after school and at lunch. 	<p>£7797</p>	<p>Aut – KS2 archery = 89%, ks2 karate = 85%, ks1 multiskills = 80%, karate R, KS1 = 64, R/Y1 Football = 77%, ks2 multiskills = 72% Spr 1 term sustained attendance – dodgeball = 88%, archery ks2 = 81%, gym Ks2 = 86%, archery ks1 = 74%, ks1 dance = 85%. Spr 2 sustained attendance R/KS1 football = 87% , KS1 dance =58% KS1 gym = 64% KS2 dance =81% KS2 gym = 78%,ks2 handball = 89% yr 5 and 6 football = 92% , yr 3 and 4 rugby = 75% Sum 1 – Rec/KS1 cricket =85% KS2 athletics = 85%, KS1 dance = 81%, KS2 cricket = 80%, Y3/4 rugby = 75%, KS2 Judo = 57%, Yr5/6 Basketball = 71%, KS2 rounders = 77%, Rec/KS1 athletics = 91%, KS2 tennis = 87% Sum 2 Athletics Rec 1 and 2 = 87%, Rounders KS2 = 72%, Tennis KS2 = 52%, Athletics KS2 49%, Cricket kS1 = 66%, Hula Fun KS2 79%, Cricket KS2 55%, Dance KS1 = 72%, basketball 47%</p>	<p>Sustainability and suggested next steps:</p> <p>To continue to audit and monitor the ASC provision, to ensure high quality provision is delivered and a range of ASC are provided.</p>
	<ul style="list-style-type: none"> SSOC/YLA trained and developed to deliver quality lunchtime activities SSOC to independently carry out lunch time activities for the rest of their peers. 	<p>£1500</p>	<p>Due to weekly club to train the SSOC the children are offering lunchtime activities throughout the week, recognising chn for living the SG values. During Lifestyle Week, children were exposed to mini first aid, dance, parkour, zorb football,</p>	<p>To advertise and interview new SSOC members from Year 4 upwards. Year 4 to run a lunchtime session for Year 3s to aid transition. Year 3 SSOC members to be active from Spring 23. Launch assembly in late September with the SSOC members to introduce to the school with hoodies.</p>

	<ul style="list-style-type: none"> • During lifestyle week, ensure a broad and diverse range of sports and opportunities are offered so that children are able to experience something they haven't before. • Deliver new afterschool clubs that the children haven't tried before and gather what the children would like to try through pupil surveys. • Deliver a range of afterschool clubs that the children can participate in • Target the inactive children through surveys to put on clubs that the least active children can enjoy. 	£1010	hula fun and orienteering. After completing a survey through the new Koboca platform, the most popular club not tried was a cycling club, followed by a basketball club. Both of these are in the process of being booked as a future club. As a result of high-quality provision, clubs delivered this year are: mutliskills, karate, dance, football, archery, gymnastics, gardening, rugby, handball, dodgeball, cricket, circus skills, athletics, rounders, tennis, judo June 22 – chn have accessed a basketball club in KS2	To carry out a survey using the Kobocca platform to gather information from the children as to which clubs they would like to attend. To use this information to target the least active.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				12%	
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?:	
<ul style="list-style-type: none"> • Increase the number of pupils representing their school in L2 competitive sports competitions to 85% of KS2 children • Increase the amount of L3 competitions, so that £15% of KS2 children are attending. • Increase the number of games played between cluster schools, especially for more able children. • Improve personal best times or scores through the use of SSOC. 	<ul style="list-style-type: none"> • Send classes of children to L2 sports competitions that are offered through school games • Create A, B and C teams from the classes of children that enter the competitions. • Ensure afterschool clubs are linked to the competition programme so that more children have the skills to move to L3 • Enter competition linked to the PE LTP, to enable more children the opportunity to apply learned skill and move to L3 competitions. 		£2735	<p>100% of Y6 chn have attended hockey comp</p> <p>Due to the offer within the SG, multiple teams of chn have been sent to gym and trigolf.</p> <p>Through mapping afterschool clubs and lunchtime activities, children have attended gym comps, football comps, cricket comps and trigolf comps. We have 10 chn in Y5/6 attending the L3 trigolf competition. The Yr 3 and 4 children have been entered into the Warrington Wolves Rugby tournament. 20 children across both classes have attended.</p>	Through the mapping of L2 competitions against the schools' LTP will ensure A, B and C teams from whole classes can attend competitions. As of June 2022 – 85% of KS2 pupils have attended a competition.

Signed off by	
Head Teacher:	<i>JE Hodgkinson</i>

Date:	21.7.22
Subject Leader:	Emma Perkins/Zoey Millar
Date:	15/7/22
Governor:	Carsten Kressel
Date:	27.7.2022