

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.

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|-------------------------------------------------------------------------------------|--------|
| Total amount carried over from 2019/20 | £6920 |
| Total amount allocated for 2020/21 | £16840 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £4784 |
| Total amount allocated for 2021/22 | £17040 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £21824 |

Swimming Data

Please report on your Swimming Data below.

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| <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> | 100% Self rescue |
| <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> | 88% |
| <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> | 88% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 88% |
| <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 |

| | | | <p>Reduced amount of first aid incidents as a result of children being engaged in structured activities.</p> <p>Staff observations and feedback have shown that the Play leader programme further developed skills in communication, determination and responsibility as well as improved self-esteem.</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> <p>%</p> |
| 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> | <p>Sustainability and suggested next steps:</p> |
| <p>The profile of PESSPA is used to:</p> <ul style="list-style-type: none"> - Improve pupil resilience - Improve pupil confidence - Support parental engagement | <p>Edsential Rainbow Programme 12-week programme supporting emotional regulation and resilience through yoga and mindfulness</p> <p>Play Leader Training supports improved confidence, leadership and communication skills.</p> | <p>£3400</p> <p>£675</p> | <p>Insert link to Edsential Rainbow Programme Impact Report here.</p> <p>Leadership opportunities created for children through leading 'Active Play' (See KI1).</p> <ul style="list-style-type: none"> - Increased confidence - Improving communication skills <p>Children enthusiastic, excited and eager to join in with PE and</p> | <p>Positive attitudes to health and well-being. Positive impact on whole school improvement.</p> <p>Explore how emotional wellbeing</p> |

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| | | | extracurricular activities - developing positive attitudes towards being active. | |
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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: |
| To raise the quality of teaching in Physical Education and Sport. | Edsential Fundamental Skills Programme, including CPD for teaching staff. | £1400 | See Edsential Impact Report for full details: - Insert link to Fundamentals Impact report here. | Staff will have increased knowledge and can teach high quality physical education in a range of activities appropriate to pupils' age groups. |
| To develop knowledge, skills and confidence within school staff to teach the whole child through physical education in a range of inclusive activities. | Edsential Curriculum Support Programme (x 3) - Audit of staff needs so CPD can be planned to support teaching in their delivery of PE teaching. | £2,670 | % of staff who took part reported an increase in confidence with the teaching of PE. - The Dance CPD was directly aimed at supporting the teaching of Dance, while improving children's' cognitive and social and emotional skills. | Observations will show consistently good PE teaching across the school ensuring all children have access to quality physical education. |
| | Edsential Subject Leader Support Programme - Specialist PE Leader also provides high-quality CPD for staff within school, including school PE Lead | £600 | Pupils show positive attitudes to health and well-being with PE lessons (staff observations). | Sustainable activity through staff CPD leading to continued delivery of high-quality physical education through an enhanced and inclusive curriculum provision. |

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| | <ul style="list-style-type: none"> - PE Lead to access training and networking events. - Edsential PE Scheme of Work subscription | £240 | 1-year subscription to the Edsential PE Scheme of Work has helped to ensure staff have access to high-quality lesson plans to support the teaching of PE. | More confident and competent staff. |
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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 | |
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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: |
| Increase the range and variety of opportunities available to all pupils. | <p>Long Term PE plan features a broad range of activities – access to the Edsential PE Scheme of Work ensures our staff can deliver these lessons.</p> <p>Employ a variety of qualified sports coaches to increase the range of extra-curricular activities available for children to access.</p> <ul style="list-style-type: none"> - All extra-curricular activities free of charge to children. | <p>See KI3</p> <p>£1200 (Edsential Clubs £600)</p> | <p>Broader experience of a range of sports and activities on offer during and after school e.g. Tae Kwando, dance, karate, judo, cricket and tag rugby.</p> <p>% of pupils from Key Stage 1 have attended at least one extra-curricular club this year – 2021/22 % increase from last year</p> <p>% of pupils from Key Stage 2 have attended at least one extra-curricular club this year – 2021/22 % increase from last year</p> | <p>Review of PE equipment to further extend the range of equipment available for lessons and extra- curricular clubs.</p> <p>P.E equipment upgrade/ maintenance check.</p> <p>Links to community clubs provide opportunities for children to continue to participate in sport and lead healthy active lifestyles both this year and beyond.</p> |

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| Key indicator 5: Increased participation in competitive 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: |
| Increase range of sports we compete in. Increase the number of competitive opportunities we provide to children. | <p>Access to Edsential 'Competitions for All' Programme</p> <ul style="list-style-type: none"> - Weekly competitions on offer within the local area <p>Additional equipment purchased to support the lunchtime development of competitive opportunities at lunch times.</p> | <p>£300</p> <p>£2000</p> | <p>Number of competitive events taken part in this year:</p> <ul style="list-style-type: none"> - Key Stage 1 – - Key Stage 2 – <p>% of children who took part in a competition or event this year:</p> <ul style="list-style-type: none"> - EYFS - KS1 - KS2 <p>% of children who took part in a competition or event for the first time:</p> <ul style="list-style-type: none"> - EYFS - KS1 - KS2 <p>-</p> <p>Young Leaders within school are supporting increasing competitive opportunities at lunch times:</p> <ul style="list-style-type: none"> - Number of competitive opportunities provided at lunch times throughout the year | <p>To maintain participation levels in inter and intra school sporting opportunities to promote wider participation amongst children, including increasing the number of children who take part in competitive opportunities outside of school hours.</p> <p>Ensure relationship with Wirral School Games Organisers continues.</p> |

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| <p>All pupils leave the Primary stage having achieved at least the National Curriculum expected level of water safety, confidence and swimming.</p> | <p>Leader to have non-contact time to organise PE events and competitions etc.</p> <p>Additional sessions of swimming for Year 6 pupils to ensure 100% of all pupils achieve at least expected NC level prior to transition and to account for effects of the Pandemic and closures.</p> | <p>£1000</p> <p>£2100</p> | <p>88% of children have achieved all 3 aspects of NC</p> | |
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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |