

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Thomas Gray Primary School
Chestnut Grove
Bootle
L20 4LU
2019-20

Commissioned by



Department
for Education

Created by
 Association for
Physical
Education



YOUTH
SPORT
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 2020** at the latest.

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 2020. 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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Key Indicator 1:- Children are more engaged at lunchtime and only 4 children now need targeting. Lunchtime is much calmer and children are engaged. Less disruption during afternoon lessons. • Key Indicator 2:- Only 4 children now need to be targeted. Red cards have decreased. Children really enjoy going swimming. High quality lessons from LEAP and Beth Tweedle gymnastics have skilled up sport coach and offered gymnastic to all pupils from age 2. • Key Indicator 3:- High quality lessons from LEAP have skilled up EYFS staff. • Key Indicator 4:- Y6 enjoyed their residential and broadened their experiences and developed their key PSE skills in team work and resilience.. Y3/4/Y5 enjoyed their residential and came back talking about what they had done and the things they achieved that they didn't think they could. For example:- The zip wire. Y2 grew in confidence on their residential and two children who had never stayed away from home stayed both nights! • Key Indicator 5:- July 2018:- Children have enjoyed competitive football. Sports Day was a success and all children enjoyed it. A boy came 6th in the Merseyside cross country finals. • Evidence collated to submit application for the Silver Schools Games Award. – Award gained. 	<ul style="list-style-type: none"> • Key Indicator 1:- To continue to employ a sports coach to engage the children in physical activity at lunch time in 2019/20 as this has been successful in engaging children and has reduced incidents on the playground. To build sustainability of improved lunchtimes through sports coach training sports leaders. • Key Indicator 2:- To continue to employ a sports coach to engage the children in physical activity at lunchtime in 2019/20 as this has been successful in engaging children and has reduced incidents on the playground. Sports coach to teach to EYFS Dance/Gymnastics. • Key Indicator 3:- Staff to now teach their own Dance / Gymnastics in 2019/20 when timetabled. • Key Indicator 4:- July 2019:- To continue to provide Judo, Fencing, Football, Dance, Gymnastics and swimming lessons. To continue to provide Y2-Y6 outward bound opportunities on residential events. • Key Indicator 5:- July 2019:- To increase competitive sports within school. To continue to have a whole school sports day. To increase competitive sports outside school with the Sefton and Merseyside schools.

Meeting national curriculum requirements for swimming and water safety.	
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.	69% (16/23)

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60% (14/23)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60% (14/23)
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: 2018/19		Total fund allocated: £		Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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?:
Sports Coach change in timetable – extra-curricular focus and lunchtime provision to be provided too. Sports coach to train up sports leaders from UKS2 to lead activities for Reception children Impact – children passing on passion for physical activity through peer to peer support		Organise timetable for sports coach with focus on UKS2. Arrange sessions to train up UKS2 pupils to lead activities with other children		£6774	This has supported our children to engage in physical activity and lunchtime provision was helping children take an active part during their lunchtime. Sports Leaders were trained up to help reception during lunch times – Stopped during COVID19
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: We have received certification that our children's up take in PE at home during lockdown has been great. We hope to continue this....

<p>To set up new initiatives with South Sefton Sports Association.</p> <p>To reduce the percentage of pupils who are obese or overweight in year 6. Historical data shows that the percentage of pupils who are obese at Year 6 is higher than the percentages of pupils who are obese at Reception.</p> <p>2019 data Reception 2019: 12% obese; 15% overweight Year 6 2019: 21% obese ; 9% overweight</p> <p>Impact – empower children to take control of their own weight and make better lifestyle choices. Reduction in percentage of pupils shown as Obese Year 6 over next 2 years.</p>	<p>Look into the mile a day and fitting it with our timetable</p> <p>Join Sefton Sports association</p> <p>Active Sefton will come in and work on Healthy Schools week with our school. They will increase competition in making lunches healthy and who has the healthiest lunch – whole school impact.</p>	<p>£1500</p>	<p>We have continued to buy into Sefton Schools Sports Partnerships and we have now since COVID19 – Received a Virtual Schools Certificate for taking part in Virtual Activity for our parents and children.</p> <p>We were piloting a scheme with Liverpool FC to have children identified as overweight or not taking part I physical activity to have pedometers to be monitored at home and in school but this was for end of Spring Term/Summer Term – Due to COVID19 unfortunately this never happened.</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:
				%
Intent	Implementation		Impact	3% of £17633
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 training with South Sefton Sports – Upskilling non-PE specialist staff	Work with sports coach and team deliver sessions to upskill CPD to be booked for staff following staff audit.	£500	Mr Davies and Sports coach had some training before lockdown and have completed online webinars and training since lockdown.	To continue some CPD as of September if virtual or face to face.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	49.6% of £17633
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:
Additional achievements: Additional swimming for Y2, Y3 and Y4 as well as Year 5 and 6. To join Sefton Sports competitions and training. To continue Judo/Fencing To provide Swimming Staff Training. School fund out of school sports for some children to increase range of	Sessions to be booked in for classes to attend for 6 weeks. Send teams to events and vary opportunities for children to participate. Fencing club return and teach bespoke lessons during school day. Pay for children to attend	£6000 swimming (Year 6 and catch up lessons funded from school budget additional £2000) £750 Judo ;	Our Year 3 and 4 children completed Swimming in Autumn Term as well as Year 6 – due to COVID19 we have not been able to complete all of the programme...	To monitor COVID 19 situation and book swimming when we can...

experiences for our children Continue to subsidise extra curricular trips.	swimming and football clubs at weekends.	£750 fencing (additional funding from school budget) £2000	Some of our extra curricular trips didn't go ahead due to COVID19	To maintain trips when we can after COVID19
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %
Intent	Implementation	Impact	0%	
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:
Swimming with Liverpool Council – Also Lifestyles – opportunity for Swimming Galas and Water Polo Competitions to attend Continue links with Cross-Country South Sefton Sports Partnership re-joined – opportunities for to participate in inter school tournaments. Leap dance extra-curricular club to encourage participation in competitive dance and gym competitions. Pupils compete in other competitions other than football and cricket. Five a day interschool competitions	Competitive swimming galas Participate in cross country tournament to embrace mile a day in competitive context Communicate with Alison Watts to arrange entry to events on the PE calendar. Ensure sessions are being delivered and giving opportunities to children. Children entered into competitions.	No additional funding included in swimming costs. Sports associations membership eg football league; cross country - £300. Charge TBC – funded via school budget. £279	We have moved from Bronze level school games to silver and now receiving a virtual schools award to show dedication to PE and online learning. We do need to Tournaments were attended in Autumn Term with South Sefton Sports College and before lockdown– however due to COVID19 we have not completed all of our planned Galas or competitions.	In 2020-21 Year – As soon as school can take part in any events this will go ahead. We have had some indication that we may well take part in some virtual school games too.

Signed off by	
Head Teacher:	Mrs R Rimmer
Date:	13 th July 2020
Subject Leader:	Mr C Davies
Date:	13 th July 2020
Governor:	Peter Reed
Date:	13 th July 2020