

# 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](http://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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17945
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17945
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><b>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</b></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><b>N.B.</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 2022.</p> <p>Please see note above</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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: 2021/22	Total fund allocated:	Date Updated:		
<b>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</b>			Percentage of total allocation:	
			%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
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 afternoon sessions for a rotation of classes during the year. Also to provide extra- curricular sessions. (For a range of classes once guidelines allow)	Sports coach to work with teachers not receiving support for Everton in the Community.	£7661		
Everton in the Community (EitC) employed to deliver high quality lessons/ CPD. Also to provide after school club.	Virtual sessions – CPD through Sefton School Sport Partnership. EitC to deliver lessons. Y1 – Autumn Y3 – Autumn Y4 – Autumn	£1850		
Sefton School Sport Partnership to deliver CPD.				
Provision of a selection of after school clubs.	EitC and LEAP to provide sport clubs.			
5 a day to engage children in regular, cross-curricular physical activity	Teachers can provide children with			

breaks throughout the day (active breaks and mental health and wellbeing).	5 minute breaks as they see fit within their classrooms.			
All children encouraged to increase their fitness through internal and external competitions.	Internal/external sporting tournaments/competitions throughout the year, for all children, ie: football, cricket, multi sports, cross country, etc.			
Children engaged in high quality play/regular activity throughout lunchtime break to increase: mental wellbeing, pupil aerobic activity, team building and communication; balance, co-ordination and core strength; skill, tactic and to encourage pupils to independently design and build.	Year groups engaged in daily physical activity on the field/playground for approx' 45 minutes a day. Play time and lunch time staff to have support/training to lead engagement. External training for our new Pupil Advocates (Sports Leaders) and mid-day supervisor training where necessary.			

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	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:

To set up new initiatives with South Sefton Sports Association.	Join Sefton Sports association	£2000		
To embed physical activity into the school day through active travel to and from school, active break times and active lessons and teaching	All classes to engage children in active breaks in or between lessons to increase regular physical activity			
Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.	Introduce a healthy eating week. (EitC) Through PE, Science and DT children to be aware of a healthy lifestyle and how they can improve			
Pupils, staff and parents are aware of sporting activities and achievements across the school	Upcoming sporting events to be advertised online. Results and photos to be displayed. Greater visibility and celebration of sporting achievements: weekly assemblies (virtual), bulletins, HT newsletter, etc.			

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school	To use qualified sports coach to work alongside teachers to team teach- enhance or extend current opportunities.  PE leaders to use GETSET4PE curriculum	£500		

<p>Provide staff with professional development, mentoring, training and resources to help ensure confidence in teaching and delivering high quality PE resulting in higher quality teaching.</p> <p>Qualified sports coaches and PE leads (via Sefton) to work with teachers and mid-day supervisors to enhance or extend current opportunities.</p>	<p>Training CPD from Sefton and EitC to support teacher delivering sessions across the school</p> <p>Scheme of Work is embedded with a clear curriculum map across all phases. Staff are trained appropriately to ensure quality of teaching.</p> <p>Staff confident to deliver quality sporting opportunities. Mid-day supervisors to work cooperatively with children during lunchtimes.</p>	<p>£1750</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	
<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>Additional achievements: Additional swimming for Y2, Y3 and Y4 as well as Year 5 and 6.(Suspended due to covid) To join Sefton Sports competitions and training. To continue Judo/Fencing</p> <p>To provide Swimming Staff Training.</p> <p>School fund out of school sports for some children to increase range of experiences for our children</p>	<p>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 and judo return and teach bespoke lessons during school day.</p> <p>Pay for children to attend swimming and football clubs at weekends</p>	<p>£4000 swimming (Year 6 and catch up lessons funded from school budget additional £2000)</p> <p>£750 Judo ; £750 fencing (additional</p>		

<p>Continue to subsidise extra curricular trips. (All dependent on Covid restrictions.)</p>	<p>Gym/Dance afterschool club – Autumn 2021</p>	<p>funding from school budget)  £2050 £750</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:
Swimming with Liverpool Council – Alsoop Lifestyles – opportunity for Swimming Galas and Water Polo Competitions to attend Continue links with Cross-Country (To begin May 2022)	Competitive swimming galas	No additional funding included in swimming costs.		
South Sefton Sports Partnership re-joined – opportunities for to participate in inter school tournaments.	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.	Sports associations membership eg football league; cross country - £300. (School funded)		
Leap dance extra-curricular club to encourage participation in competitive dance and gym competitions.	Ensure sessions are being delivered and giving opportunities to children.			
Pupils compete in other competitions other than football and cricket. Five a day interschool competitions  (All dependent on covid restrictions)	Children entered into competitions.	£279 (School funded)		

Signed off by	
Head Teacher:	Rachael Rimmer
Date:	
Subject Leader:	Peter Sutton
Date:	
Governor:	
Date:	