

# 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](#).



Created by:



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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.	£17945

## 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>7/25</p> <p>28%</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>	28%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	28%
<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: 17945		Date Updated: 11/3/22	
<b>Key indicator 1: The engagement of all 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: £9511 = 53%
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:	
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	This has supported our children to engage in physical activity and lunchtime provision has helped children take an active part during their lunchtime.	Through changes in staffing and the upskilling that has been achieved EitC will not be used again next year.	
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.	£1850	Everton PE coach supported staff and upskilled them in different sports.	Most staff will now teach their own PE. This will be completed through the GETSET4PE scheme.	
Sefton School Sport Partnership to deliver CPD.	EitC to deliver lessons. Y1 – Autumn Y3 – Autumn Y4 – Autumn		Children actively engaged both in school and at home.	There will still be some specialist coaching that we are either unable to provide (swimming) or requires specialist equipment (Judo).	
Provision of a selection of after school clubs.	EitC and LEAP to provide sport clubs.		After School Club provided additional selection to children.	We will aim to participate in more inter school sport over the coming year.	
5 a day to engage children in regular, cross-curricular physical activity	Teachers can provide children with		Other clubs offered throughout the year both before and after school. These included Yoga, Running, Judo, Football and		

breaks throughout the day (active breaks and mental health and wellbeing).  All children encouraged to increase their fitness through internal and external competitions.  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.	5 minute breaks as they see fit within their classrooms.  Internal/external sporting tournaments/competitions throughout the year, for all children, ie: football, cricket, multi sports, cross country, etc.  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.		Multi-Sports.  Children made aware throughout the year about the necessity for fitness and how this impacts their ability to perform.  Through high level coaching and teaching, children are now more aware of skills and tactics as well as strength and coordination.	We plan to train up sports leaders across Years 5 and 6 as well as maintain the sports ambassadors from each year group.
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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:  
£2000 = 11.4%

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:

<p>To set up new initiatives with South Sefton Sports Association.</p> <p>To embed physical activity into the school day through active travel to and from school, active break times and active lessons and teaching</p> <p>Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</p> <p>Pupils, staff and parents are aware of sporting activities and achievements across the school</p>	<p>Join Sefton Sports association</p> <p>All classes to engage children in active breaks in or between lessons to increase regular physical activity</p> <p>Introduce a healthy eating week. (EitC) Through PE, Science and DT children to be aware of a healthy lifestyle and how they can improve</p> <p>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.</p>	<p>£2000</p>	<p>We are still joined with Sefton School Partnership.</p> <p>Through PE lessons and Science children are more aware of the importance of a healthy lifestyle and the impact of not having a healthy lifestyle.</p> <p>Events that the children have entered have been shared on social media and in newsletters and the parents made aware of the achievements of the school. Assembly of achievement at the end of the year.</p>	<p>We need to focus on participating in more inter school events in 2022/23.</p> <p>This to be completed through Sefton Sports Partnership.</p> <p>We will need to look at the feasibility/ cost of training another person to drive the mini bus to aid with travel.</p> <p>Through Science and Jigsaw there has been lots of learning about healthy eating. This is to continue next year.</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:  
£2250 = 13%

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>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</p>	<p>To use qualified sports coach to work alongside teachers to team teach- enhance or extend current opportunities.</p> <p>PE leaders to use GETSET4PE curriculum</p> <p>Training CPD from Sefton and EitC to</p>	<p>£500</p>	<p>All children were provided with a high quality PE curriculum.</p> <p>Staff were upskilled through EitC.</p> <p>The use of GETSET4PE meant that any staff who lacked confidence were able to follow a simple plan</p>	<p>Continued use of GETSET4PE to give teachers a professionally designed lesson to follow and guide them through the curriculum. We are also aware that some staff are more experienced and able to alter the plans.</p>

<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>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>	<p>that explained each step of the lesson and what would be required to teach it.</p> <p>Additionally, professional sports coaches were used to increase knowledge of staff and to give them ideas as to how lessons could and should look.</p> <p>Staff delivered sporting opportunities during lunch breaks with children.</p>	<p>Complete an audit of sports equipment and ensure that all plans can be followed.</p> <p>We will continue to use professional sports coaches to upskill for sports required.</p> <p>Look to ensure that a member of staff out during lunch is able to organise sporting opportunities.</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:  
£4050 = 23%

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 funding from</p>	<p>Children from Y3 – Y6 were provided the opportunity to swim. Judo was provided for classes throughout the school as a different experience and the feedback was that it was something very different and enjoyed by the children. This was also provided as an after school activity.</p> <p>LEAP (Gym) has been provided in school for some classes and has</p>	<p>Continue with this next year. Look to use Bootle Baths again for swimming to aid time lost from driving.</p> <p>Use Judo, LEAP and Forest school again to give children a range of activities that would otherwise not be provided. Look to see whether any others can be offered as a termly activity as something different.</p>

<p>Continue to subsidise extra-curricular trips. (All dependent on Covid restrictions.)</p>	<p>Gym/Dance afterschool club – Autumn 2021</p>	<p>school budget) £2050 £750</p>	<p>also been provided as an after school activity.  Funding was provided for Kingswood trip (OAA) to enable children who might not otherwise be able to attend.  An afterschool club providing a forest school was also offered.  Staff were also able to offer Yoga, Running, Football and multi sports clubs before or after school.</p>	<p>Continue to fund children to attend OAA activities outside of school.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £579 = 3%
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 – Alsop Lifestyles – opportunity for Swimming Galas and Water Polo Competitions to attend Continue links with Cross-Country (To begin May 2022)  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  (All dependent on covid restrictions)	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. (School funded)  £279 (School funded)	Within swimming lessons children competed with one another but not against other schools.  Children competed in activities with EitC. This included a range of children from different year groups.  As a school we participated in the local football league and won. Children were encouraged to train and work hard to achieve. This was celebrated. This was for Year 5 and 6.  We were also able to arrange and play several football matches for Year 3 and 4 which was a success and enjoyed by the children.  We had a successful sports day where children competed against the other children in their year.	Continue with the Football League.  Join in with more of the activities from Sefton Sports Partnership having ended our partnership with EitC.  Sports day to be more competitive. This could include the use of house teams. Different events including Relays and field events.

Signed off by	
Head Teacher:	Rachael Rimmer
Date:	15/7/22
Subject Leader:	Peter Sutton
Date:	15/7/22
Governor:	
Date:	