

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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:
<p><u>Key achievements to date until July 2019</u></p> <ul style="list-style-type: none"> • Staff are supported through on-going training and up to date resources, feeling more confident and competent. • Playground equipment and provision for all at break and lunch times. • Introduction of Active 10 for all classes and encouragement of active play through new resources and equipment provided for playground leaders. • Use of the Sport Board to promote active lifestyles – celebrating achievements to inspire. • Renewal of resources (handballs, beanbags, footballs). • Bikeability carried out in Year 5 and 6. • Swimming pool – invested in maintenance to ensure longevity and pool provisions for all year groups in the Summer Term. • Maintained competitive opportunities for children in a range of sports. <p><u>Since September 2019 we have also achieved:</u></p> <ul style="list-style-type: none"> • Swimming – Year 5 received additional swimming, provided with funding from the PE and Sport Premium. • Virtual lessons – We have accommodated the home-learning through the provision of online resources (both school games and Real PE/Gym) • Renewed resources. • Attended the AVIVA School Sportshall competition, winning first place at a cluster level and placing third at a Warrington level. 	<p>Bearing in mind the impact of Covid-19 on our existing plans, some will carry over from this academic year into 2020-2021:</p> <ul style="list-style-type: none"> • Utilisation of the new Orienteering Course onsite to improve team communication and adventurous activity challenges. • Encourage children to record their personal bests in certain activities such as athletics to give them an individual benchmark for improvement. • Continue to arrange interschool competitions within the cluster and beyond to provide a range of competitive opportunities. <p>These targets will also be added considering that some targets were met in the Autumn term:</p> <ul style="list-style-type: none"> • Extra coaching staff on playgrounds at lunch to support active play. • Time allocated to staff to nominate and attend the Warrington Primary Sports Awards. • LiveWire SLA membership (already purchased for 2020-2021) – continue to attend WaSSP competitions and activities as part of the membership. • PE CPD for all staff. This year that will include training three new teachers and the rest of the staff will be new to their year group, with the exception of Reception. • Extra-curricular clubs – in accordance with guidelines on social distancing and sharing of equipment. • Time to research what the least active children want & book in experiences them

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.	97 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90 %
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 Children in Year 5 received additional swim coaching in Autumn 2019.

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: 2019/20		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:
				6 %
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>Continue to provide a range of high quality resources for teachers to deliver a broad and balanced PE curriculum.</p> <p>Two hours dedicated curriculum time to PE, per class.</p> <p>Every child participates in an Active 10 on the days where PE is not allocated</p>	<ul style="list-style-type: none"> Ordered additional resources to deliver PE in accordance with the social distancing guidelines set out by the government. Each class will be given an allocation of resources and storage. Added additional hula-hoops and skipping ropes to the break time provision. The classes have achieved two hours of curriculum PE each week. Active 10 has become even more frequent and both teachers and pupils have enjoyed using the playtime resources to make the active ten minutes more challenging. 	£1004	<ul style="list-style-type: none"> Children have been able to access PE in school during the pandemic – this has also been prepared for their return in September as each class will have access to necessary equipment for any sport. At break times, equipment has been out more regularly and it has transferred to skills in lessons (particularly in KS1). 	<ul style="list-style-type: none"> This step will be continued next year through an inventory of resources and ensuring that equipment is to a high standard and is safe for our pupils to use in lessons and outside.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				25 %
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>Implement additional swimming for Year 5 (2019-2020) as their swimming attainment was poor from LiveWire. This is already organised and will take place in the Autumn Term.</p> <p>Raise the profile of sport as a tool for whole school progress.</p>	<ul style="list-style-type: none"> Additional swimming lessons were provided for Year 5 to raise their attainment data. We brought in a 'Sportivator'. Wheelchair athlete, Anna Jackson, who ran a fitness session with each class across the school and then delivered an assembly to raise awareness of different abilities in sport. Fit4Kids came into school to deliver healthy eating lesson with each class to raise pupils awareness of the traffic light system with food, healthy snack choices and how to maintain a balanced lifestyle. 	<p>£2977</p> <p>£878</p> <p>£497</p>	<ul style="list-style-type: none"> Swimming attainment for Year 5 significantly improved. Those who have not met the KS2 standard were non-swimmers previously however, their progress was significant and their confidence in the water improved. The children now know that there are a range of sports that can be completed in a wheelchair. They now have a better understanding of making activities in lessons accessible for all and broadened their knowledge of a Great British athlete. During the Fit4Kids workshops, the children learned a lot about hidden 	<ul style="list-style-type: none"> Additional swimming may be required in future year groups, especially due to the impact of Covid-19. Further decisions about this will be made when pools reopen. Next year, we would like to arrange for more inspiring athletes to lead assemblies for our children. This may be possible through electronic portals and therefore require less funding next year. Information will be provided to parents regarding healthy food choices and a display to visually represent sugar

			sugars and salts in fast food. They picked up extra tips on how to make sensible food choices. This will be reflected in information sent to parents in September about healthy lunch and snack choices.	and salt in foods will be created by our Sports Crew.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14 %
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:
Introduce the new software and resources for Real PE and ensure Real Gym is up to date – ensure that staff are utilising these to their full potential.	<ul style="list-style-type: none"> PE lessons will involve the projection of the Real PE and Real Gym activities on the large screen in the hall. Children will also use iPads to direct their own challenges once they have had quality input from the class teacher. 	New software: £1876 + Jasmine Portal: £462	<ul style="list-style-type: none"> Children are now able to see the lessons, follow the sequences and choose appropriate challenges. During lockdown, we were able to share lesson plans and games to ensure children had PE provision at home. Parents have been able to see the curriculum planning we use and how that progresses through each year group. 	<ul style="list-style-type: none"> Ensure we have the most up to date resources and utilise the full benefits of REAL Leaders next year. While children may not be able to mix between classes, the skills gained from REAL Leaders will support their learning in each subject. In the event of another lockdown, teachers will continue to be provided with a range of electronic lesson resources to share with parents.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19 %
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:
Dance across the school has been delivered by a specialist teacher (so far, Y1, Y2, Y5 and Y6 have received this in 2019-2020).	<ul style="list-style-type: none"> We have partnered with an external club to provide a high quality dance teacher for all our pupils, coupled with opportunities to perform at the school productions and at Great Sankey High School in their theatre. 	Dance Teacher: £1260	Children continue to come through the school with confidence in their performance skills. They are able to share these with parents and broaden our community links.	This provision will be continued where possible. Due to current circumstances, we may need to resource a curriculum for staff to deliver themselves.
A review of the curriculum to ensure a range of sports and skills are taught from foundation (EYFS) through to Year 6. Every child to have the opportunity to attend extra-curricular clubs regardless of financial standing	<ul style="list-style-type: none"> The long term plan of the curriculum and clubs on offer has been adapted to suit the wants and needs of the pupils and staff this year. 	£0 Clubs: £2130	The children have a wider experience of clubs and sports within the curriculum. The skills they learn are transferable and impact their performance in all activities.	Clubs will continue to be offered to children while meeting the requirements of social distancing for staff, to maintain high interest and activity levels for our pupils.
Provide a range of opportunities for Year 1 and EYFS children to access our forest schools programme.	<ul style="list-style-type: none"> Year 1 and EYFS pupils have accessed the forest schools each week. For one term, their objectives linked to Physical Education (the other two terms focussed on 	£0	Year 1 and EYFS pupils understand the safety measures needed in Willow Wood. They can navigate the space confidently and play, practicing a range of physical skills.	The EYFS 'POD' will receive a weekly Forest Schools curriculum. Some of the activities focusing on physical development may be subsidised with funding from the Primary PE and Sport

	Science and PSHE). Funding for this has come through forest schools for this reason.			Premium. From December, this may be reviewed to include Year 1 also, dependent on the rules for social distancing of adults within school.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1 %
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>Encourage children to record their personal bests in certain activities such as athletics to give them an individual benchmark for improvement.</p> <p>Continue to arrange interschool competitions within the cluster and beyond to provide a range of competitive opportunities.</p>	<p>Personal bests were recorded for Year 5 and 6 pupils in the run up to our Indoor Athletics competition.</p> <p>PE co-ordinators within the Omega Multi Academy Trust (MAT) arranged competitions for the calendar year in September. The calendar of activities was varied and included a range of competitive, non-competitive and performance opportunities.</p>	Travel: £200	<ul style="list-style-type: none"> Pupils were able to set weekly targets to challenge and extend their performance in each athletics activity. This was to be continued this summer in preparation for Sports Day but has had to be postponed for now. Children were however, provided some sports day activities linked to our curriculum programme which involved personal best targets. The competitions that ran were very successful. The costs are minimal as they were organised by schools within the MAT and the costs were reduced to travel. Pupils from the host schools led the 	<ul style="list-style-type: none"> This target will continue next year as we have not met it in full. It is our focus that children understand their progress and can see this visually on an individual achievements card. This could then be sent home, to be practiced, in the event that we return to home learning. This will change next year as we will not be able to host events in our schools. A suggestion has been made to create an online scoreboard with events held at schools individually and collated after completion.

			activities.	
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Percentages of expenses have been rounded up, in total. They contributed to an expenditure of 65%. The remaining premium funds will be allocated for the academic year 2020-2021.	
Signed off by	
Head Teacher:	Heather J Muttock
Date:	30/07/2020
Subject Leader:	Jessica Baker
Date:	22/07/2020
Governor:	Paul Carr
Date:	30/07/2020