

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.

Total amount carried over from 2019/20	£ 6486
Total amount allocated for 2020/21	£ 24,236 (17,750 + surplus)
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 4582
Total amount allocated for 2021/22	£ 17740
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 22,322 (allocation + surplus)

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	24/29 Two confident children were absent on assessment day and would have passed all assessments.
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. Please see note above	96% (28/29 swimmers)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	96% Front Crawl and Backstroke (28/29 swimmers – assessed in an earlier session when all children were present) 82% Breaststroke
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

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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: 2020/21		Total fund allocated:	Date Updated:			
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				Percentage of total allocation: 49%		
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?:		
<ul style="list-style-type: none"> All pupils to access 2 hours of high-quality PE each week. The curriculum is to be developed through coaches working alongside teachers, staff training and improved resources. This year, we will hire qualified sports coaches to work alongside midday assistants to extend the provision of physical activity opportunities and ensure all children are active for 30 minutes a day, within our school day. 	<ul style="list-style-type: none"> Each class has been allocated 2x 1 hour PE lessons each week on the school timetable. The long term plan explains they are a mixture of Real PE/Gym, alongside a Games based lesson following 'The Power of PE', which feeds into PE provision at Great Sankey High School. In EYFS, there is scope for children to pick their learning unit based on their interests. We hired Sports Coaches to support every year group, every day. Therefore, there has been provision of 30-40 minutes of physical activity for every child in school daily. This prevailed through lockdown and children were provided with online learning to sustain their physical activity levels while not in school. 		£ 9569	<ul style="list-style-type: none"> All children were permitted to wear their PE kit on their two PE days per week, to reduce risk of COVID-19, and the cross-contamination of using 'spare' PE kit if a child had forgotten. This meant the time allocated to PE lessons was also spent more effectively as children were not getting changed for activities. Children across school are aware of the daily expectation to be physically active for 30 minutes a day in school. They were encouraged to take part in the coach lead sessions every day, but to allow some time to play freely, were permitted to not take part on their class PE days. Due to the positive culture around sport in school, children would often 'opt in' anyway. 		<ul style="list-style-type: none"> We are continuing with the expectation for children to come to school in their PE kit two days a week. Whilst we cannot continue to provide daily coaching at the same rate next year (every class, every day), we will continue to provide a range of activities at lunch times across Key Stage groups. We will do this through hiring two coaches we have worked with this year, as well as training our Midday Assistants and Teaching Assistants - through our SLA funding - to lead activities in 2021-2022.

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			<p>The coaches planned fun activities and taught them a range of skills, some of which were not sport specific, such as communication and team-work, which many children had missed during lockdown last year.</p> <ul style="list-style-type: none"> • Most of our Year 6 pupils travelled to school by car, but many of them chose to walk part/all of the way home. 	
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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: % 2
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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:
<ul style="list-style-type: none"> • We will promote healthy lifestyle choices. • To provide opportunities for children to develop skills so they can play a variety of sports. • To provide the children with self-esteem, confidence and self-belief. • Continue to use the Jasmine planning online as well as the resources for Real PE and Real Gym. 	<ul style="list-style-type: none"> • Ensure equipment is maintained to a safe standard. Provision of equipment for each bubble to deliver PE without sharing resources and increased risk through not cleaning. • Make sure the delivery of PE in school and remotely is of a high quality and promotes values of resilience, determination, self-belief and self-esteem. Staff are to offer positive feedback and praise to those engaging with remote activities. • Children are to be given logins and passwords to access the Jasmine (Real PE/Gym) activities remotely and take ownership of 	£ 295	<ul style="list-style-type: none"> • Children are aware of what they should and should not be eating as part of a healthy balanced lifestyle and this has been shared with parents. Parents and carers were sent a new list of healthy 'snack' ideas for break times and lunch times in September 2020. • The curriculum is varied and the activities on offer at lunch also promote a wide range of sport and non-sport-specific skills. • Children are developing self-belief, resilience and confidence through the Real PE and Real Gym curriculum. They were also given a range of personal 	<ul style="list-style-type: none"> • Get commitment from all staff to reflect on their teaching and adapt the planning to ensure quality of teaching and learning for all children. • Next year, staff should continue to use Twitter, SeeSaw and the school website to promote the physical activities and school sports that are taking place. • Resume celebrations of sporting activities during assembly when competitions re-start. Encourage the connections to our community and ask parents to share their children's out of school

	their PE learning at home.		<p>challenges through lockdown to try and develop resilience to tricky tasks.</p> <ul style="list-style-type: none"> As part of their curriculum, children have worked their way through the personal best tasks in Real PE. These were also promoted during lockdown and supplemented by the '60 Second Challenge' from the Youth Sports Trust. 	<p>sporting achievements with the class teacher via SeeSaw.</p> <ul style="list-style-type: none"> Upload a recorded presentation about the important of PE to the school website and SeeSaw to allow parents to understand the importance of PE and the value it holds in our curriculum. Enhance this with the use of pupil voice and interviews/statements from the children about why they enjoy PE. Bring back Active 10 to break up longer lessons once staggered entries and exits have been removed. These tasks will come from the Real PE planning to encourage children to beat their personal bests.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11%
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:

<ul style="list-style-type: none"> PE Specialists now trained and in post to effectively support teachers. More consistent approach to delivering PE lessons across the school. Staff prioritise PE, highlighting its importance to the children. If a PE lesson is missed, where possible, teachers rearrange their timetable to accommodate it on another day or at another time. Continue to use the high-quality planning and activities provided on the Jasmine platform to deliver Real PE and Real Gym lessons. 	<ul style="list-style-type: none"> PE SLA – training for PE lead. Jasmine – Real PE/Gym platform and planning. 	<ul style="list-style-type: none"> £ 1705 £495 	<ul style="list-style-type: none"> Children were able to access their PE lessons remotely during lockdown: understanding their task from visual and audio instructions (often accompanied by video explanations). PE lessons prevailed in all weather conditions this year. Children felt that PE was as important (highlighted by wearing our PE kit on PE days). Many children used their Jasmine logins in KS1, with KS2 children following a rota during remote learning of one class teacher lead activity and one KS2 teacher lead task (we created our own Cheshire Peaks challenge and remote sports week activities). During remote learning, these KS2 lessons, set once a week, allowed siblings to take part together and PE was streamlined to Tuesdays and Thursdays for all classes to reduce workload on parents during this time. 	<ul style="list-style-type: none"> Observe all staff delivering PE, from the RealPE framework, in the first half term with in class supply from T.Crowder. All staff to receive PE kit to deliver lessons safely and confidently. This is in line with our school uniform policy, set out for the children and outlines our high expectations. Conduct a staff questionnaire, via Google Forms, to understand staff “wants and needs” in regard to future PE training. In the academic year 2021-2022, staff will support the PE lead in attending competitions and running more clubs to engage all adults and enhance buy-in of a whole school approach to being more active. Mentoring will be put in place for our NQT. Curriculum resources will be maintained to ensure a consistent approach and equip teachers to deliver PE lessons.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
39%

Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<ul style="list-style-type: none"> Sports Coaches, supported by midday assistants, will deliver active lunchtimes which include skipping, tennis, football, athletics, dodgeball, cricket, dance and a range of multi-skills games. Equipment is to be brought by the coaches and cleaned between year groups. In the summer term, Year 6 children should complete their “Bikeability” Level 1 and Level 2. Utilise the Orienteering Course onsite to improve team communication and adventurous activity challenges. To improve swimming attainment. <p>Additional achievements:</p> <ul style="list-style-type: none"> Year 6 children to lead a “Race for Life” activity. 	<p>Dance Classes</p> <p>Swimming (invoiced for last year)</p>	<p>£ 2160</p> <p>£5430</p>	<ul style="list-style-type: none"> Lunchtime behaviour has improved remarkably since engaging the children in active lunchtimes. Play areas are not dominated by football/rugby and all coaches offered a range of activities to engage all. Year 6 pupils were able to opt-in to “Bikeability”. A scheme to teach road safety and encourage active travel to and from school. All children who took part secured their Level 2 accreditation. All classes used the orienteering course to enhance their cross-curricular activities and encourage all pupils to use the physical space in our school grounds. Curriculum swimming attainment figures have been raised significantly since 2017. In the summer term, two year 6 pupils organised a ‘Race for Life’ event in school. Every class took part in a race and a sport-based quiz to earn trophies and a ball - rather than sweets - suited to each age group, i.e., a small foam ball, a fabric wrapped football, or a super bounce handball. 	<ul style="list-style-type: none"> Next year, our priority will be to resume the provision of after school and before school clubs. Clubs have not run this year due to staggered entries and exits, alongside separation of year groups in a one form entry school, for example, teachers would have been unable to lead activities with other year groups. Create and ask children to respond to a Google Form about the activities and school sport they would like to see in school. Ask the site manager to reinstall the missing signs from the orienteering course and re-print maps, where structures no-longer exist. Continue our provision of ‘Bikeability’ and Orienteering experiences on day-trips/residentials when they resume to create purposeful learning.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
<ul style="list-style-type: none"> Encourage children to record their personal bests in certain activities such as athletics to give them an individual benchmark for improvement. Children to take part in Sports Days (in their bubbles). This gives them opportunity to participate and compete in a range of field and track events, like a mini-Olympics. After school sports club every night with clubs relating to the competition calendar. Clubs delivered by staff and local clubs 	<ul style="list-style-type: none"> Year 5 and Year 6 pupils competed in their PE lessons, following the Aviva Indoor Athletics format and recording their personal bests on cards. Children are to access age-appropriate challenges for Sports Day, which can be completed as a class and lead by the class teacher as opposed to Year 6/all staff. Sports Days will be COVID-19 secure. Parents will not be allowed to attend school considering the recent increase in cases. Clubs will not take part until the school day resumes its regular entry and exit times and locations. The clubs cannot be adequately staffed until 3:20pm which is 45 minutes after the first class leave each day. It is therefore not currently 	No cost.	<ul style="list-style-type: none"> In class competitions were held and fell in line with the Real PE planning. The Power of PE planning also led to in class competitions in certain sports at the end of each 6-week block. Inter-school competitions have not gone ahead due to reducing workload and expectations on students and staff and to avoid detriment to everyone's mental-health and wellbeing. Inclusive health check tool has been used and information and tips for next academic year will be considered in our next steps. School Games Mark Application has been completed. Information and tips from this tool will be considered next year. Sports Day became 'Sports Week' when cases in our local area spiked. All classes completed 	<ul style="list-style-type: none"> All year groups to record their personal bests in a 'PE Passport' which they can fill in during lessons with the number of repetitions/times they have completed a task. Bring back the weekly sporting award during Celebration Assemblies (Ryan Diamond trophy). This award highlights and celebrates those children who do well in sport and physical activity in lessons, at clubs and at competitions. Continue to re-build links with the schools within the MAT to allow children to take part in competitions locally. Monitor engagement in festivals and competitions. Resume a traditional "Sports Day" structure next year and

	<p>sustainable.</p> <ul style="list-style-type: none"> Inter-school competitions have become online tasks. Staff have had too many expectations on them from other areas of the curriculum and have therefore not been asked to complete online competition tasks this year. 		<p>races and a range of physical challenges (though not our full provision of Sports Day) and recorded this on SeeSaw/Twitter to promote physical activity in our school.</p>	<p>try to complete this in June during National Sports Week. Year 6 should resume hosting the KS1 activities, as bubbles should be permitted to mix, even if parents are not permitted on site.</p>
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Signed off by	
Head Teacher:	Heather Muttock
Date:	30 th July 2021
Subject Leader:	Jessica Baker
Date:	26 th July 2021
Governor:	P. Carr
Date:	30 th July 2021