

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) (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 **31<sup>st</sup> 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:   | Areas for further improvement and baseline evidence of need:  |
|---|---|
| <ul style="list-style-type: none"> <li>• Happy lunchtimes continue to ensure active and structured play during lunchtimes (this is now to be under covid guidance)</li> <li>• More intra and personal best competitions ensuring all children have opportunities to take part, challenge themselves and recognise achievement</li> <li>• Staff have developed confidence in the delivery of PE across the school (still an area to continue to develop moving forward)</li> <li>• Incorporate social distancing games and activities for break and lunchtimes</li> <li>• Increased selection of all school clubs and increased participation in them</li> </ul> | <ul style="list-style-type: none"> <li>• Staff beginning recognise children’s ability in an area of PE and support their next steps with confidence (disadvantaged, SEND and G+T children)</li> <li>• Support staff in embedding active learning opportunities across the wider the curriculum (active maths, active english)</li> <li>• Attend a range of competitions organised by WASSP</li> <li>• Organise intra school competitions for within year group bubbles</li> <li>• Encourage a strong growth mind-set amongst all learners and a positive mental well being</li> </ul> |

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| 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?<br><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 2020. | Target 90% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | Target 90% |

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| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | Target 100% |
| 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? | Yes/No      |

| Academic Year: 2020-21   | Total fund allocated: £23, 529<br>Carry forward £3,209<br>2020-21 funding - £20,320   | Date Updated: October 2020  |   |                                      |
|--|---|---|---|--------------------------------------|
| <b>Key indicator 1:</b> 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:<br>% |
| Intent   | Implementation  |   | Impact  | Sustainability and next steps        |
| <ol style="list-style-type: none"> <li>To provide targeted activities or support to involve and encourage the least active children (based on current evidence)</li> <li>To encouraging active play during break times and lunchtimes</li> <li>Re-establishing school sport clubs and activities (morning movers, afterschool clubs). Funding the places for some of our disadvantaged and SEND children</li> <li>Raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim</li> </ol> | <p>All children receive two hours of PE a week</p> <p>Re-introducing and embed the active mile initiative and children begin to set personal best challenges.</p> <p>Sports Ambassadors take pupil voice on activities for break and lunch times to encourage active play.</p> <p>Sports Ambassadors to be timetabled to delivered structured games for EY and KS1 during lunch times (Same two children weekly, remaining 2m at all times, hand sanitising the equipment once finished)</p> <p>Morning movers for targeted children (funded by SP for Spring and Summer Term)</p> <p>Teachers to lead an activity at first break for the children (in their bubble) to participate in.</p> | <p>Morning Movers: 10 children per week (3 days a week)<br/>£60 x 10 = £600<br/>£60 x 12 = £720<br/>£1320</p> <p>Year group break/lunch time equipment<br/>7 x £100 = £700</p> <p>Supply cover T to take chn<br/>Swimming cost<br/>Coach cost<br/>6 sessions @ ?</p> <p>Contribution to PE Apprentice<br/>£2000</p> | <p>All pupils are active every day and engaged in physical activity</p> <p>Pupils have increased self-esteem and confidence</p> <p>All pupils engage in regular physical activity in and/or out of school.<br/>100% of pupils undertake 30 mins of activity per day Pupil activity levels recorded termly</p> |                                      |

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|  | <p>After T modelling a few times, children could then lead it</p> <p>Year 3 and 4 children to attend weekly swimming sessions delivered by qualified swimming teachers, who are able to rapidly move their skills on (due to Covid, the current Y4 children will need extra provision as will children in Y5, who didn't meet the end of KS2 standard)</p> <p>Allocate PE apprentice to support in promoting physical activity and school sport</p> |  |  |  |
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| <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: |
|   |  |  |  | %                               |

| Intent  | Implementation   | Impact   |  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>To develop young leaders, who are resilient, confident and motivating one another. Children who are able demonstrate and promote the core values and key skills needed to learn, achieve and succeed in all areas of the curriculum and beyond.</li> <li>Embed physical activity through the school day and beyond (travel to school, active break times, active learning).</li> </ul> | <p>Children take ownership and responsibility to report on the events and competitions they had been involved in.</p> <p>Sports Crew training with DA from Livewire</p> <p>Six year 5 children to train as Change4Life champions. These champions to provide structured activities across the school for targeted 'least active'.</p> <p>Certificates and trophies for Sports Day, termly certificates for demonstrating</p> | <p>£400</p> <p>Supply to cover teacher to take chn to course £150 + course fee</p> <p>£250</p> | <p>Clubs are full and there is a culture of 'opting in' to things. Children want to be first on the list.</p> <p>Children are delighted with their achievements. Children are proud to represent the school.</p> <p>Children took on the ownership and responsibility to report on the events and competitions they had been involved in.</p> <p>Increase in staff awareness of the signs a child requires support to discuss any worries or concerns they</p> |



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| <ul style="list-style-type: none"> <li>• To celebrate achievements in PE, School Sport and Physical Activity.</li> <li>• Use staff and other role models to speak to children about participation in school sport and physical activity. Share personal challenges, barriers to success and sporting achievements.</li> <li>• Raise awareness of healthy mind set. Bring in a nutritionist to share advice with chn and virtually with parents.</li> </ul> | <p>characteristics of learning</p> <p>Purchase spare kits for each year group bubble for when children don't bring kits in.</p> <p>Promote healthy eating – combine with DT lead/Science/PSHE lead. Children to prepare and cook healthy meals and then taste them. Looking at healthier options for packed lunches.</p> | <p>£TBC</p> <p>Supply cover for PE + DT lead to deliver the workshop £300<br/>Food £500<br/>Nutritionist cost –TBC</p> | <p>have.</p> <p>Positive feedback from the children attending the lunchtime provision. They felt that it was good to talk to familiar adults and enjoyed having time out in a quiet and relaxing environment.</p> <p>Children are aware of healthy food options and can make conscious choices about their packed lunches. They understand the importance of nutrition.<br/>Parent feedback suggests that they are thinking about the food groups that they are giving the children and the amount of it.</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: |
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|  |   |   |  | %                               |
| Intent   | Implementation  |   | Impact   |                                 |
| <ul style="list-style-type: none"> <li>To ensure that teachers have quality training, support and resources which develops their confidence and competency in delivering exciting, progressive and inclusive teaching and learning in PE.</li> <li>Use qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils through team teaching and CPD</li> <li>Jasmine portal (REAL PE, REAL Foundation, REAL Leaders and REAL Play)</li> <li>ENRICH – Orienteering course</li> </ul> | <p>REAL PE online training for NQT staff and new starters.</p> <p>REAL Foundations drop in session for EYFS staff.</p> <p>PE lead to develop a robust action plan focusing on intent, implementation and impact.</p> <p>Time for subject leader to observe, monitor and team teach with staff across school</p> <p>Subject leader training and support through WASSP. PE lead to deliver CPD and support as needed.</p> <p>Our school has the support of a specialist gymnastics coach (EYFS Teaching Assistant) who supports the planning and delivery of gymnastics for those staff requiring additional support.</p> <p>PE subject leader to hold drop in sessions modelling how to safely assemble and dismantle the gym equipment.</p> | <p>Funding allocated:</p> <p>£690 CPD</p> <p>Supply cost for PE lead 1 per half term (A2, Spring and Summer - £750)</p> <p>WASSP membership – £2100 (£400 refunded due to covid and school closure)</p> <p>Free with membership</p> <p>Free</p> <p>Free</p> | <p>REAL PE scheme is followed and pupils are able to discuss the cogs and identify the fundamental skills they are working on. Children are beginning to challenge themselves and recognise that success looks different for every individual.</p> <p>Staff can confidently assess children using the REAL PE wheel. Staff are using this assessment wheel to identify gaps in skills and inform future planning, teaching and learning.</p> <p>Improvement in the quality of teaching and learning in PE. Staff report and increased confidence to deliver both dance and Real PE. Feedback from children suggests that they enjoyed dance as it allowed them to be creative, express themselves and perform.</p> <p>Liaising with other primary schools, during network meetings, has provided support for one another which have been invaluable.</p> |                                 |



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|  | <p>Membership of Warrington PE and Sport so we can access CPD, competitions, equipment loan, subject leader days and PE conferences.</p> <p>Renew and upgrade Jasmine portal, so staff and parents have the home learning aspect of REAL PE (a scheme which the children are familiar with)</p> <p>Orienteering course with mapping and activities. Staff meeting to share outcomes and knowledge about the course which has cross-curricular links; geography (mapping skills) and PE (OAA skills)</p> | <p>Free with membership</p> <p>£495</p> <p>TBC</p> | <p>Increased confidence and ability of children reading maps</p> <p>Improvement in team work and communication skills.</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   |   | A/<br>Impact  |   |
|---|--|---|---|---|
| <ul style="list-style-type: none"> <li>Introduce a new range of sports and physical activities (yoga, street dance, judo) to encourage more children to take part in sport and physical activities.</li> <li>Partner with outside clubs to offer extra-curricular activities which run beyond the usual 4:15-4:30pm finish time.</li> <li>Provide a range of</li> </ul> | <p>Sports ambassadors to survey the children and discover the interests and views of the children before developing extra-curricular clubs.</p> <p>Design and deliver a PE curriculum which engages and caters for the needs and abilities of all learners.</p> <p>PE leader to support school staff when planning activities in PE and extra-curricular activity, to ensure</p> | <p>Funding allocated:</p> <p>HLTA staff to run clubs</p> <p>funding tbc</p> | <p>Increase in the number of children attending clubs</p> <p>External pathways available for children to access:</p> <p>Whittle Hall FC, Penketh/Wire Gymnastics, Warrington Cricket Club, Warrington Running Club, Warrington Town Netball Club, Warrington Sport for All (basketball and netball), Warriors Swimming.</p> | <p>The majority of clubs run by members of staff and supported by PE lead.</p> <p>Provide more breadth through clubs, as well as the curriculum.</p> <p>Continue to gain pupil voice on the sports and activities offered through sports ambassadors. Further develop</p> |

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| <p>opportunities for children to access experience days, forest schools programme, primary ability days and additional resources through Warrington School Sport partnership.</p> | <p>it is accessible for every learner and allows children to progress/succeed at their own rate.</p> <p>To deliver more structured activities/games at break and lunchtimes.</p> <p>Continue to deliver adventurous activities through residential and OAA.</p> <p>Engage more children in active clubs and activities.</p> <p>Engage more girls into clubs and activity by offering a girls' session.</p> <p>Bike Ability – to raise awareness of cycling on the roads</p> | <p>Supply and transport for experience days and ability days<br/>£1500</p> <p>Free</p> | <p>Increase in the number of children from EYFS to Year 6 engaging in active clubs outside of school including: Dodgeball, Football, Cross Country, Netball, Gymnastics, Forest School, Zumba, Multi-Sports, Jag Tag, Circuit Training, Commando Jo (OAA)</p> <p>More children attending Morning Movers takes place every morning from (8:15 – 8:45am) and offers children an active start to the day. This club is a full capacity daily.</p> <p>Participation in clubs from SEND, disadvantaged and girls will have increased.</p> | <p>our offer of clubs to include activities provided by community partners e.g. yoga, hula hooping, cycling, lacrosse, curling</p> <p>PE lead to research external agencies to support the delivery of OAA on site (Orienteering track)</p> <p>Use morning movers club to target inactive children and reluctant learners.</p> |
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| Key indicator 5: Increased participation in competitive sport  |  |  |  | Percentage of total allocation: |
|--|--|--|--|---------------------------------|
|  |  |  |  | %                               |
| Intent   | Implementation   |  | A/<br>Impact   |                                 |
| <ul style="list-style-type: none"> <li>Develop curriculum opportunities within school to offer a wider range of physical activities. (virtual competitions due to Covid 19)</li> <li>To actively involve as many children in competitions including personal best, intra and inter school competition and tournaments</li> </ul> | <p>Each cohort will complete an intra-school competition per half term.</p> <p>Track participation inter school competition and analyse data to target and provide opportunity for the least active children to represent school.</p> <p>Work with the MAT schools to develop competitions within our trust.</p> <p>Provide transport to events where needed.</p> <p>Encourage children to take part in personal challenges during PE and at break and lunchtimes.</p> <p>All children to participate in a fun, engaging and competitive sports day.</p> | <p>Funding allocated:</p> <p>Supply cover and travel costs £1000</p> | <p>More disadvantaged, SEND and girls competing.</p> <p>Entering more competitions and wider range of competitions</p> <p>Planned at least one intra school competition per half for year group bubbles</p> <p>Increased confidence and willingness to participate in competitive and non-competitive activities from all children</p> |                                 |