

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education



Created by





It is important that your grant is used effectively and based on school need. The Education Inspection Frameworkmakes 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 benefitpupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school'sbudget 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 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. All funding must be spent by 31st July 2023.

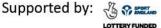
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021.

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Details with regard to funding Please complete the table below.

| Total amount allocated for 2022/23 | £21,320 |
|---|---------|
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £21,320 |

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 | Target: 90% Actual: 58% |
|--|--|
| DFE1: 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 2023. Please see note above | Target: 90% Actual: 74% |
| DFE2: 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 | Target: 90% Actual: 63% |
| DFE3: What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? 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? | Actual: 73% Contacting local swimming provider to provide as many children as possible additional sessions. |













Action Plan and Budget Tracking

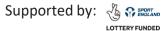
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2022-23 | Total fund allocated: £19,026 – 89.2% of total funding | Date Updated: N | November 2022 | |
|---|--|--------------------------------|---|---|
| Key indicator 1: The engagement of <u>a</u> | Percentage of total allocation: | | | |
| primary school pupils undertake at le | ast 30 minutes of physical activity a da | y in school | | 13% |
| Intent | Implementation | tion 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: |
| Play Leaders to provided targeted activities or support to involve and encourage the least active/reluctant children. Promote active learning across the curriculum – at least 6 hours of activity during the week inc. minimum 1 targeted PE session. | (8-10) Year 5 & 6 children. | WASSP Membership: £2,782 | All pupils are active every day and engaged in physical activity All children receive at least one active cross-curricular lesson a week All play leaders will feel confident to plan and deliver structured sessions across the school (pupil voice) Most pupils will have increased self-esteem and confidence from their starting point (pupil voice) Most pupils engage in regular physical activity in and/or out of school. Most pupils undertake a min 30 mins of activity per day. | Pupil Play leaders are in place, formal training to be provided 2022/23 Structure of break time and lunch time improved so that children have at least 1 hour of active play every day. All classes have at least 1 hour of structured 'Real PE' per week. Teacher's lead break time sessions on playgrounds. TA's lead structured games at lunchtimes Maintain level of activity during breaks and lunch Dedicated staff to lead on intra-school competitions and increase participation at extra-curricular clubs. Further develop school gym equipment. |











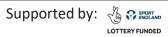


| Key indicator 2: The profile of PESSPA | Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | |
|--|--|-----------------------|--|--|
| | | | 21.1% | |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you 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: |
| To celebrate and share achievements in PE, School Sport and Physical Activity in and out of school Display awards, achievements, house points and trophies of sporting achievements in the corridor near the hall Partnership with WASSP to raise the profile of sports across the school | Children's sporting achievements presented on the weekly newsletter and Facebook page (granted permission) Children take ownership and responsibility to report on the events and competitions they had been involved in. | £500 | All children are delighted with their achievements. All children are proud to represent the school. Most children will take on the ownership and responsibility of reporting/commentating on the events and competitions they have been involved in. Most children understand that there are barriers and challenges but can begin to discuss how they overcome them. | Recalibrate celebration assemblies and the inclusion of sports achievements. House points system reintroduced post-COVID and promoted through the school via sports day Pupil news bulletins – bring back the school news team with a focus on activity. |
| 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. Increased amount of intra-school competitions to promote fair play, teamwork and tolerance (achieve school games award for 2022-2023) | Play Leaders share achievements from their sessions weekly on the school Facebook. Achievements in the school Sports Days celebrated on the School Facebook, Twitter and on the Newsletter. | | All children can share a role model in sport and somebody who inspires them to participate in physical activity Most children shared their enjoyment and involvement of the intra school competitions. | |













| - Top up swimming sessions for the children who have not met the end of Key Stage 2 expected standard. | Swimmers in the current to conort | Additional swimming lessons £4,000 | - At least 90% of children will be able to competently, confidently swim using a range of strokes whilst also performing self-rescue. | - Maintain level of 90% achievement ensure that current Y5 have support to reach targets set. |
|--|--|---|---|---|
| - Encourage a 'Walk to School' month to promote physical activity. Share results with parents via school platforms | - Staff to record daily whether children in their class have walked to school. The winning child each week, in each class will be celebrated via the school platform and will win a ball of their choice (at the end of the month). Liaise with Living Streets about joining the funded walk to school initiative. | | - Increase in the amount of children walking to school instead of traveling by car. | Living Streets established – ensure that this is regularly promoted through school – using achievement assemblies, social media and banner outside school |











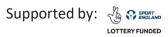


| Key indicator 3: Increased confidence | , knowledge and skills of all staff in t | eaching PE and sp | port | Percentage of total allocation |
|--|--|--|---|--|
| | T | | T | 5.8% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: To ensure that teachers have | Make sure your actions to achieve are linked to your intentions: - Key Steps Gymnastics CPD | Funding allocated: Supply for CPD | Evidence of impact: what do pupils now know and what can they now do? What has changed?: - REAL PE scheme is followed | Sustainability and suggested next steps: - Provide training to new |
| quality training, support and resources which develops their confidence and competency in delivering exciting, progressive and inclusive teaching and learning in PE. - 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 - Jasmine Active portal renewal to support staff with a whole school scheme providing progressive skills, differentiation, and assessment tools. (REAL PE, REAL Foundation, REAL Leaders, and REAL Play) | training (2 members of staff – 1 KS1 and 1 KS2) - REAL PE online training for NQT staff and new starters. REAL Foundations drop in session for EYFS staff. - Staff meeting to provide CPD on REAL PE, REAL GYM and the new assessment wheel from Livewire - Subject leader day per half term to allow time to monitor and support the delivery of PE in school - PE subject leader to hold drop-in sessions modelling how to safely assemble and | £250 PE Planning £399 Annual Jasmine/Real PE £495 Annual | and most pupils are able to discuss the cogs and identify the fundamental skills they are working on. - Staff confidence in the delivery of REAL PE/REAL | teaching staff across school to enable a consistent approach to teaching across the school Provide staff with high quality planning resources to support an supplement the established curriculum. |













| - WASSP membership | - Membership of Warrington PE and Sport so we can access CPD, competitions, equipment loan, subject leader days and PE conferences. | Cost on pg 1 | Liaising with other primary schools, during network meetings, will provided support for one another. | PE Subject lead to attend Termly network meetings via WASSP to get up to date advice and knowledge from other professionals in the field. Support to achieve School Games Mark. Inclusion checklist Access to intra-school and county competitions. |
|--|---|--|--|--|
| - Provide middays with training specific to leading play at lunchtimes – providing them with the tools to be able to successfully deliver effective playground games through Livewire membership | | MDA Overtime to attend training - £100 | - MDA's can confidently deliver sessions to children in their care | Access Playleader training Arrange high quality training for MDA's |













| Key indicator 4: Broader experience o | Percentage of total allocation: | | | |
|---|---|--|--|---|
| | | | | 39.9% |
| 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: |
| Partner with outside clubs to offer extra-curricular activities which run beyond the usual 4:15- 4:30pm finish time. | - To survey the children and discover the interests and views of the children before developing extra-curricular clubs. | HLTA/TA's staff to run clubs - £4,500 | Increase in the number of children attending clubs External pathways available for children to access: Whittle Hall FC, Penketh/Wire | - Work with Personal Development Lead (CG) to look at 'outside the box' activities via WASSP |
| Provide a range of opportunities for children to access experience days, forest schools programme, primary ability days and additional resources through Warrington School Sport partnership. Provide children with a wide range of activities through the coverage in the curriculum and extra-curricular clubs | Design and deliver a PE curriculum which engages and caters for the needs and abilities of all learners. PE leader to support school staff when planning activities in PE and extra-curricular activity, to ensure it is accessible for every learner and allows children to progress/succeed at their own rate. To deliver more structured activities/games at break and lunchtimes by introducing play leaders Continue to deliver adventurous activities through residential and OAA. Engage more children in active clubs and activities. | Supply & transport for Experience days £1,500 | Gymnastics, Warrington Cricket Club, Warrington Running Club, Warrington Town Netball Club, dance, Warrington Sport for All (basketball and netball), Warriors Swimming. - 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) - Increased participation in clubs from SEND, disadvantaged and girls | Network with out of school sports clubs to enhance the offer provided to all children – and to enable children with differing interests access clubs. Networking with national bodies regionally to support different sports – i.e. skateboarding. |













| | Engage more girls into clubs and activity by offering a girls' session. | | | |
|---|---|-----------------|--|---|
| | - Commando Joe's Physical Equipment | CJ Boxes £1,500 | | |
| - Ensure that Year 5 and 6 children understand how to stay safe when cycling on the roads | - Bike Ability – to raise awareness of cycling on the roads | £1000 | Most children in Year 5 and 6 will achieve a level 2 in Bike Ability | - Purchase 3 bikes, adequate storage and safety equipment for bike ability classes to support disadvantaged pupils who otherwise would not be |













| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|--------------------|---|--|
| | | | | 9.4% |
| Intent | Implementation | Implementation | | |
| 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: |
| Develop curriculum opportunities within school to offer a wider range of physical activities. To actively involve as many children as possible in competitions including personal best, intra and inter school competition and tournaments Attend inter school competitions organised by WASSP. Provide specialist rugby training for Year 3 &4 children and attend the tag rugby festival organised by the Warrington Wolves Charitable Foundation | intraschool competition per half term. Track participation inter school competition and analyse date to target and provide opportunity for the least active children to represent school. Work with the MAT schools to develop competitions within our trust. | | More disadvantaged, SEND and girls competing in competitive sports inter and intra school competitions. All children to have taken part in at least one intra school competition per half term. Increased confidence and willingness to participate in competitive and non-competitive activities from all children. As a school, we will have attended at least 5 inter-school competitions varying in sport and ages. Children will receive 6 weeks of specialist rugby coaching and staff will receive CPD from this opportunity. Take at least two teams of year 3 & 4 children to the tag rugby festival. | - Partnership with Warrington |









