

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

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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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● School gained Silver in the School Games Mark (SGM) in July 2019 – was on track for Gold in 2020 but was interrupted by school closures due to Covid – 19. ● Increased participation in competitive sport through PE. ● MDA training given through WASSP membership. ● Renewal of resources to support physical activity. ● Virtual lessons - We have accommodated the home learning through the provision of online resources (both school games and Real PE/Gym). ● Physical activities still accessed despite regulations due to socially distanced games, resources and classroom based fitness to allow physical activity within year group bubbles. 	<ul style="list-style-type: none"> ● Further implementation of variety of PESSPA for children to access. ● Increase and promote further 'active' lessons to achieve minimum standard of 30 active minutes in school. ● Year 5 swimming will need to be caught up as the cohort missed out on swimming due to Covid-19 lockdown. Year 5 data to be analysed – catch up if needed. ● Continue to develop the Sports Crew programme – Covid- 19 measures to be considered. ● Continue to work towards Gold SGM. ● Continue to provide a variety of sporting opportunities to increase participation of least active pupils. Time to research what the least active children want & book in experiences for them.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you **MUST** complete the following section. Any carried over funding **MUST** be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

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.	
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.	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
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?	No. This was not possible due to Covid-19 epidemic leading to partial school closure (Mar-Jul 20) (Jan-Mar 21)

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: £17,700		Date Updated: March 2021	
<p>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</p>					Percentage of total allocation:
					%
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:
Increase activity levels in classrooms to ensure that all children achieve 30 active minutes in school.	All children receive two hours of PE per week.	No cost.	Higher % of children participating in minimum 30 mins activity per day, through active session per day.	Class teachers report use of Go Noodles and use of Espresso keeps children motivated and engaged in lessons.	Continue to improve children's physical activity levels throughout the day.
Offer a variety of activities at break and lunch times for the least active children.	Train MDAs to deliver physical activities with pupils over lunchtimes. Further training for teachers.	Free through Wassp membership.	MDAs feel confident engaging pupils in physical activity.		To continue to improve the delivery of structured lunchtime physical activities. Provide opportunities for MDAs to manage and support activities and games. Questionnaire for MDAs and children to find opinions about lunchtime physical activities. Indoor/outdoor PE equipment easily available and accessible. Pupils developing key skills.

<p>New equipment for PE cupboard to support development of activity levels.</p> <p>Sports apprentice (Autumn term).</p>	<p>High quality resources to support whole school curriculum PE. Keep equipment well stocked throughout the year.</p> <p>High quality Gymnastics mats purchased.</p> <p>Sports apprentice to support staff with physical activities for all children.</p> <p>Sports apprentice to support staff with high quality PE lessons.</p>	<p>£150</p> <p>£360</p> <p>Harry</p>	<p>KS1 children have more opportunity to access active sessions and facilitate learning of striking and fielding games.</p> <p>PE standards in school high and increasing (% of pupils achieving school defined expectations).</p> <p>All children have access to safe, quality equipment to access learning.</p> <p>Sports apprentice and class teachers worked together to create opportunities for children to be active.</p> <p>Children engaged in high quality PE lessons.</p>	<p>Children to continue to achieve high expectations.</p> <p>Classroom based fitness set up on the Google drive for staff to access and use. Staff to continue to use. High quality delivery to continue.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
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 increase the amount of inter and intra school competitions.</p> <p>PESSPA is regarded with high-value in school and achievements are celebrated regularly.</p>	<p>Any inter or intra school competitions to be shared in the Newsletter. Ensure at least two inter school competition is arranged (remotely if required). Virtual games to be arranged between year group classes.</p> <p>Sports Champion in assembly each week, certificate and mention in newsletter.</p>	<p>Within Wassp membership.</p> <p>No cost.</p>	<p>Year groups engage in competitions. Y4/5/6 engaged in virtual Quicksticks tournament.</p> <p>Children will be celebrated for physical activity and become more engaged.</p>	<p>Competitions are celebrated across school, engaging more pupils and families.</p> <p>One more competition to be completed remotely in the summer term.</p> <p>Plans on hold due to Covid-19 – to be implemented in Summer term.</p>

<p>PESSPA is prioritised during lunchtimes to engage a high % of children.</p>	<p>Notice board continues to showcase and celebrate children's achievements both in and out of school. Inspirational athletes display?</p> <p>Achievements of sports teams are celebrated in newsletter, social media and on website, and also through celebration assemblies.</p> <p>Sports Crew work with SL to engage all children in different competitive activities.</p> <p>School Games Mark is applied for, achieved and celebrated widely across school.</p>	<p>£150 for certificates/trophies.</p>	<p>Families will be engaged in physical activity.</p> <p>Sports crew will have a pupil voice for changes in school PE. All children will be engaged in activity.</p>	<p>Plans on hold due to Covid-19 – to be implemented in Summer term.</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:
				%
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:
Warrington PE membership package.	<p>Purchase support package for teaching and learning of PE</p> <ul style="list-style-type: none"> - Use this membership to provide CPD for staff who require and to keep up to date on PE standards and requirements. - subject leader day - Network meetings - Lesson observations for model PE lessons 	£1705	Staff and SL feel confident in the delivery of PE.	Progress made across school in fundamental movement skills and increased confidence in staff.
To further staff confidence in delivering PE lessons, especially with new C-19 guidelines, so that children receive high-quality lessons.	<p>Jasmine online resources purchased for all staff to utilise and use to support teaching.</p> <p>Creative steps package purchased for dance.</p>	£495	Real PE scheme is followed children are able to identify fundamental movement skills. Children can self-evaluate their skills and recognise their success. Children understand success is different for everyone and challenge themselves to work on their own skills.	Staff have high confidence in delivering the curriculum and children are aware of the skills they develop and how they can transfer skills across the curriculum.
A review of the curriculum to ensure a range of sports and skills are taught from foundation (EYFS) through to Year 6.	Long term plan of the curriculum and on offer has been adapted to suit the wants and needs of the pupils	No cost.	Children are engaged in PE lessons and progress through the fundamental skills.	Staff have an awareness of how key skills are built on and the foundations children need to know to progress.

Resources collated by SL to support staff with covid-19 regulations	and staff this year. Google drive shared with staff for folder of socially distanced activities, classroom based fitness and isolation physical activities.		Children have a wider experience of sports within the curriculum. The skills they learn are transferable and impact their performance in all activities. Children continue to access physical activities regardless of Covid-19 regulations.	
Long term plan contains clear progression in key skills that chn are expected to achieve.	Progression documents for all areas of PE set up. Teaching sequences are clear and intentions for learning clear to staff. Progression files in PE set up on Drive for Staff.	No cost.	Progression is clear across areas of PE and children are aware how they develop their skills each year.	Staff are clear of progression and vocabulary to be using in lessons.
Teaching and learning is high quality and challenge and differentiation is focused upon individual needs.	Lessons meet the needs of all children and provide inclusion for all.	No cost.	All children are involved and engaged with high quality lessons.	Continue to monitor engagement across lessons and how needs of children are met.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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>Additional achievements:</p> <p>Children in all year groups have access to a range of sporting and physical activities throughout the school year.</p> <p>Health and Well-being week / School Sports Week – Children to participate in a new sport.</p>	<p>Y5 Active Cheshire Yoga</p> <p>Y3/4 Sky Try tournament and coaching</p> <p>Y5 Bikeability</p> <p>Y5/6 catch up swimming</p> <p>WaSSP competitions: Finch Farm Football, Rounders, Kwik Cricket, Handball, Athletics. (C-19 dependent).</p> <p>Promote the clubs as much as possible. - Where possible find local club links for children to extend their enjoyment of the activity if possible.</p> <p>SL to co-ordinate covid-19 compliant.</p>	No cost.	<p>Children will gain new skills and interests.</p> <p>Children learn important life skills.</p> <p>Children learn methods to control emotions and breathing through Yoga.</p>	<p>Wassp competitions put on hold due to Covid-19.</p> <p>If successful, Yoga to be rolled out across school.</p> <p>Sky try, bikeability and swimming dependent on Covid-19.</p> <p>SL to work with sports crew to survey children on sports to try.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Long term plans provide opportunities for interclass and intraclass competition (all children provided the opportunity to participate in competition)	Long term plan review. Competition built into the curriculum either as Personal Best or against others.	No cost.	Children engaged within competition across school. LTP allow for intra class competitions.	SL to work with sports crew and set up competitions.
Increase participation in school sport	School Games mark applied for and achieved. Keep working closely with LW and Collin (SGO) to increase the number of pupils participating in competitions.		School games mark achieved. Y4/5/6 completed inter-school hockey tournament. Some children represented school in PE for the first time.	Competition virtually to be completed in summer term.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	K Mills
Date:	16/3/21
Governor:	
Date:	