

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:
<ul style="list-style-type: none"> • Staff using newly acquired resources to full potential. • Active learning included in provision mapping. • MDA staff trained in positive playgrounds and involved in CPD around physical activity and well-being. • Maintaining culture of high expectation and growth mindset amongst learners/staff • Regular continuous mix of planned and habitual review by learners during PESSPA sessions 	<ul style="list-style-type: none"> • Increased participation in activity based sessions such as daily mile, active lessons, active travel. • Development of further assessment/tracking to incorporate other physical activity opportunities. • Promote and sustain active learning in subjects other than PE • Further build on capacity (resources, training, CPD) to ensure improvements can be sustained • Respond effectively to the challenges of new approaches post Covid 19 and in the future (Children's' health and well-being)

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<p>72%</p> <p>This information was provided by Livewire Swim Scheme Warrington; however, we believe the data to be incorrect as our records are inconsistent with the swim scheme records. We believe</p>

	<p>that there was an omission of some children achieving this aim by the swimming instructor prior to the paper records being converted into percentage records. We have contacted Warrington Swim Scheme about this and whilst they agree there does seem to be an anomaly, they are unable to contact the swimming instructor, therefore this is the only data we have at this point.</p> <p>Previous years have been 100%</p>
<p>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?</p>	<p>Yes/No</p>

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: £19360		Date Updated:29.7.20	
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:
					20.0%
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?:	
Extend heat map across further year groups so that teachers can plan for active learning opportunities to tie in with our newly developed and revised foundation curricular offer as well as in core subjects in order to impact on pupil outcomes.		Tracked all year groups on heat map tool. Encouraged the staff to use information to extend opportunities to be more physically active in lessons, including Pens and Technology down day. Actively encouraged staff to use resources such as five a day, go noodle, BBC Super movers as teaching tools.		£750 (Staff time for mapping/admin/cover/delivery)	
To continue to provide physical activity at break times and lunchtimes pursuant to the children’s interests so that will impact on time spent on physical activity.		MDAs encouraged/trained/mentored to work with Play buddies to facilitate active play.		£252 (Five a day subscription)	
To carry on extending participation in		Promotion of Active Mile across the		Children reported increased physical activity when new playground games are introduced.	
		Teachers on duty encouraged to support Active play.		Increased uptake of Active Mile opportunities – better in KS1 than	

active mile initiatives and encourage Year one children during transition to be enthusiastic and positive about physical activity. To continue to use appropriate resources to increase children's' physical activity throughout the day.	school. To allow teachers to implement as they see fit for their Year groups. Provide and prepare resources for staff to use during periods of physical activity.	£1314 (Resources)	KS2 however more participation during lockdown with KW children and then as Year 6 returned to school. Teachers became used to providing more outdoor learning and activity for children. Hopefully this will continue upon full return next academic year.	Year Group pods should help with this as should staggered break times. Monitor closely outdoor physical activity opportunities as a tool to help children both physically and with mental health and well-being.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
To continue to celebrate through displays and other promotion in order to raise the profile of our school as a lead in PE for other schools in our networks/MAT/Community. To continue to showcase our school as a local leader of good practice.	Celebration assemblies used to highlight those who have impressed in lessons, competitions and festivals. Use of whole school displays to promote achievements and provide role models for children. To provide support for other schools to achieve School games mark and for us to achieve School games awards to the same standard (platinum).	£433 (production costs) £2,000 (Staff Cover costs)	PESSPA has a high profile in our school. There has been an increased awareness by parents of the sporting and other physical activity opportunities available to children, now that we are using additional platforms such as twitter. We have again been awarded Platinum status (4 years in a row) for our School Games Mark. The PESSPA lead has been asked by other schools to help them achieve similar awards and provide support for PE lead teachers.	To continue to showcase the work of our school on various platforms. To highlight to the wider community to importance of physical activity on mental and physical well-being. To encourage family participation in physical activity through initiatives such as active travel, family events (e.g colour run) in conjunction with

<p>To invite further inspirational sports personalities into our school to inspire the school community. To liaise with Active Cheshire and other to take part in initiatives such as the Active lifestyle pledge and to further celebrate our achievements as opportunities arise.</p> <p>Regular updating of resources and planned programme of personal challenge events and competitions. Training provided for PE Teaching assistant as required to deliver CPD alongside PESSPA lead.</p>	<p>Invite sports personalities in to promote healthy lifestyles.</p> <p>Involve children (sports crew) in planning programme of challenges and intra school activities, provide resources and time to support this.</p>	<p>£245 (Real leaders training)</p>	<p>We were planning to use the Olympic Games this year as an event in which we could invite outside speakers to the school however due to lockdown this was not possible. Hopefully we will be able to achieve this next academic year. During lockdown however, we actively encouraged the children to be physically active at home and the staff participated in a physical activity challenge which was shared on the parents' association forum. As a result, the staff reported feeling better mentally and physically during the challenge of lockdown. It also served as an inspiration for families to get out and active as much as possible.</p> <p>Our PE TA was trained further prior to lockdown. He was also accepted into teacher training for next academic year. A new appointment has been made.</p>	<p>our parents' association.</p> <p>To use the Teach Active resources to the fullest potential on the allocated PE days as we return to school post lockdown. To take part in challenges and sporting opportunities promoted by Warrington School Sport partnership and Livewire as much as possible in the coming months until we are able to return to normal competitions frameworks.</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:
				48.0%
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:
Resources continually being upgraded in response to need and feedback from teachers. Staff trained/coached/supported/mentored to support colleagues in their development of PE teaching and learning.	Real Legacy support in conjunction with Create development to be undertaken. Staff meetings dedicated to refreshing staff knowledge and an audit of staff confidence done.	£3725 (Real legacy)	Staff generally felt supported and confident with the Real PE resources. They like the whole child and multi abilities approach which ties in with our whole school philosophy. Some staff felt they needed more support which was given resulting in children being able to evaluate and reflect in a more in depth way.	We will continue to access Real Create upgraded resources and complete our Real Legacy training and support. The PESSPA lead will train our new PE support assistant in her role.
Further training in Real Gym/Creative steps dance for next academic year to improve quality and delivery of gymnastics and dance across the school.	Training in Real Gym/ Creative steps for those who need it was planned for Spring Term as opportunities to explore resources were needed.	£3000 (Staff support and training) £695 (Creative Steps)	Due to lockdown the Real Gym/Creative Steps CPD was not able to be completed. This will be planned for in the coming months as far as possible which the planning for return to school allows.	Plan for Real Gym to be included in timetable and individual support for teachers to deliver this as it becomes possible to do so.
Continue to be part of the Warrington PE and School Sport Reference Group. Access as many opportunities as possible.	Access as many opportunities as possible within the constraints of staffing and time available.	£1876 (SLA Warrington PE and School Sport partners)	Several events were attended pre lockdown however the majority of events are during summer term and due to lock down did not go ahead. However, we did promote on our home learning pages the challenges in various sports	Continue to provide online challenges and encourage children to share sporting achievements outside of school on our platforms. Participate as much as

			available through the Warrington Sports partnership. We also ran a Home learning School Sports Week to encourage learners to be active at home.	possible on online and face to face events as it becomes possible to do so in a safe manner.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4.0%
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:
Continue to offer activity/sports clubs the children are interested and engaged in. Further develop our offer to include different activities such as yoga, futsal and hula.	Taster sessions with particular year groups planned, implemented and evaluated by staff and children.	£800	Unfortunately, due to lockdown these activities did not go ahead.	Planning for safely distanced sessions for next academic year will be undertaken when it is safe to do so.
Provide Kinball throughout the school as a social skills multi ability focus. Introduce the sport to staff and provide CPD.	Kinball to be introduced to Year Five and Six. Staff to be trained in staff meeting session.		Carry forward	

Key indicator 5: Increased participation in competitive 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:
<p>To continue to liaise with our partner schools to provide a variety of inter school competitions.</p> <p>To use trackers to provide information link to website, twitter YST dashboard.</p> <p>To audit our provision for SEND/inclusive opportunities using the YST health check tool and provide regular opportunities to participate in PESS to all.</p> <p>To continue to promote competitive opportunities and actively engage children who have never represented the school to do so.</p>	<p>Inter school activities planned for academic year with partner schools and agencies. Viability of attending discussed with SLT and provision for cover, transport etc decided upon.</p> <p>Trackers updated regularly.</p> <p>Use Inclusive health check tool to further extend provision of SEND children and to use information and tips to increase the children able to access these activities.</p> <p>To audit records and identify children who have “slipped through the net” and examine the reasons why they haven’t participated. To encourage them to take part and to liaise with parents to overcome barriers to participation.</p>	<p>Staffing £2,000</p> <p>£770 (transport)</p>	<p>Activities were planned. Several were cancelled due to weather and other circumstances beyond our control.</p> <p>Due to lock down we did not attend the full programme of events and festivals.</p> <p>Trackers have been updated as far as possible.</p> <p>Inclusive health check tool has been used and information and tips for next academic year will be taken into account in our next steps.</p> <p>Monitoring did show some hard to reach children and families. Barriers such as time, transport etc were identified and these children were targeted to participate however due to lockdown some events were not able to be accessed.</p>	<p>Further planning will be undertaken next academic year as it becomes safe to do so. In the mean time opportunities for virtual competitions will be explored further and opportunities actively pursued.</p> <p>Trackers have been updated and put on the school’s intranet system ready for next academic year.</p> <p>Inclusive health check will be used as will further data from other sources to target children with SEND and other health issues to participate in competitive opportunities.</p> <p>PESSPA lead and PE support assistant to liase with families to overcome barriers to participation.</p>

Additional achievements: School Games Recognition award Virtual School Games award				
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Head Teacher:	S Quinn
Date:	29.7.20
Subject Leader:	M McGregor
Date:	29.7.20
Governor:	As above (Head Teacher)
Date:	