

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	
Total amount allocated for 2020/21	£19260
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3449.57
Total amount allocated for 2021/22	£19200
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22649.57

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<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> <p>Please see note above</p>	<p>59%</p> <p>Information provided by Livewire Warrington Swim scheme based on Year Four data 2018.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	59%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	Yes/No

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: £19260		Date Updated: 28.7.21	
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: 20.01%
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:
As lockdown has affected the children's physical and emotional well-being our school has determined to place an emphasis on our recovery curriculum. We are operating in Year group bubbles for this academic year. Staff need to be supported to deliver and further training is being provided to effectively engage children in activities designed to promote health and well-being as far as possible within the constraints of our risk assessments. Therefore, providing equipment boxes for bubbles, staff training for supervisors of breaks and subscriptions to active learning resources is a priority.	Undertake anecdotal survey from staff of children's physical and emotional well-being in September to ascertain levels of difficulty being encountered. Discuss with children their own experiences over lockdown re physical activity. Provide staff with a list of online resources available to use within bubbles. Provide staff with a suggested list of cross curricular learning opportunities linked to physical activities. Provide physical activity boxes to be kept with bubbles as per risk	£3854.42 To cover supply costs to release PE subject lead Equipment costs Subscriptions for online resources Staff training	Increased uptake physical activity due to smaller numbers during staggered playtimes and more equipment therefore available in larger space to play. Supervisors more aware of the need for physical activity and how to manage this effectively. Staff using outdoor learning opportunities within the constraints of risk assessments. Opportunities for personal best games and mini competitions have engaged more pupils in physical activity – very few children appear inactive at break times.	Continue to provide the children with a variety of equipment to use at break and lunch time. Encourage staff to further explore outdoor learning opportunities. PE subject Lead to work closely with PSHE and Forest School Lead teachers to develop a menu of timetabled opportunities to Year Groups to further enhance and facilitate outdoor learning opportunities, such as orienteering linked to curriculum etc Continue to offer training to Midday supervisors as we have new staff for next academic year.	

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	assessments e.g wipeable etc Support staff to deliver physical activity sessions e.g midday assistants, PE Teaching assistant.		Staff using brain breaks, mindfulness, yoga, physical maths and english to add to their curricular offer.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Use online celebration assemblies, seesaw learning platform and other online sources to keep our school community informed about PE and Sport within our school, within the constraints of our risk assessments. Provision for Year Group bubbles with competition opportunities through the virtual offer (School Games). To take part in National School Sport week within the constraints of risk assessments – providing Key stage bubbles with a memorable competitive and participation experience.	Encouragement of staff to provide physical “at home” activities for those children who are learning from home. Use of Real PE at home resources and provide families with log ins to access these resources. Highlighting virtual competition results via seesaw assemblies etc Using the theme of “Together Again” - running an outdoor distanced whole school assembly for the first time in several months. Promoting Olympic and School Games values by discussing profiles of Team GB athletes as role models. All children participating in the week in both participation and	N/A	Real PE at home was accessed by some families. Those who did access the resources reported enjoyment and family participation. Children reported being proud of their achievements in virtual competitions. 100% of KS2 pupils took part in the School Games Virtual offer and most year groups were able to take part in more than one competition. This was inclusive of all our SEND pupils.	Continue to give access to home learning opportunities and virtual competitions. Actively encourage family participation in physical activity. Develop a “Personal Best” philosophy using YST resources alongside our Real PE multi abilities materials to further develop the children’s physical, mental and emotional well-being.

	competitive events.			
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Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport Percentage of total allocation:
% 53.22

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>All staff to be provided with appropriate covid safe PE planning for application lessons (2nd Weekly PE lesson after Real PE skills lesson), in order that the pupils can consolidate and apply skills taught in a more sport specific context.</p> <p>Employment of support coach who was available in sessions to develop staff skills (CPD) and assist with assessment and development of the children’s skills and progress, including mental health and well being.</p>	<p>Investigate appropriate planning resources for staff to use. Purchased subscription to resource. PE lead cross referenced half term blocks to Real PE resource and to virtual competitions offer so that children could develop skills and intra competition between classes in bubbles before taking part in School Games virtual competitions.</p> <p>Availability on site of a support person who could upskill teachers, demonstrate sessions for both skills and sport specific, develop use of trackers of childrens fundamental movement skills and teach staff how to use them.</p>	<p>£10251.01</p> <p>Purchase of PE planning resource; inclusive of covid safe plans staff online support, additional resources etc</p> <p>Staffing costs including cover and time for administration and tracking purposes.</p>	<p>Better links from skills sessions and sport specific. Ensuring all children who took part in competitions had been taught relevant skills and had a chance to consolidate skills before applying them to competitions resulting in a wider range of children able to access intra competition as an integral part of the PE and School Sport programme.</p> <p>Our support coach was a former women’s representative footballer and county cricket player. She was able to advise staff on technical aspects of various sports and apply her knowledge of mental health and well-being to our school setting. She worked with the PE Lead and agencies such as the</p>	<p>Purchase of Create development Legacy package to further upskill staff and provide appropriate CPD post lockdown.</p> <p>Provision of staff CPD linked to outdoor active learning e.g cross curricular orienteering and quidditch.</p>

			School Sport Partnership and Livewire Warrington to develop and fine tune existing assessment procedures. The children perceived her as a role model.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 8.85%
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:
Use of PE planning and revision of POS to broaden sports and activities offered to pupils. Revisit activities for which we have equipment in storage which are suitable for lockdown/bubble use. <u>Additional achievements:</u> Golf Team 1 st in Cheshire and Warrington school games Cricket team 3 rd in Cheshire and Warrington School Games Gymnastics team 5 th in Cheshire and Warrington School Games Athletics – Spirit of the games award – Cheshire and Warrington School Games.	Revise POS to include more variety in sport specific offer and make it more closely linked to fundamental skills offer.	£1705.00 Warrington PE and School Sport Primary Schools SLA	This had an impact on children’s experience of PE in that they could clearly see the link between the two hours of PE per week and the competitions offer.	Continue to review and revise POS and long term planning. Introduce new sport of quidditch early in next academic year. View to developing an inter school league with partner schools in out MAT. Having staff CPD for delivery of this. Develop cross curricular orienteering – map the school and have CPD for staff.

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:
Children maintain their multi ability skills through a competition offer albeit virtual this academic year.	Work with Warrington School Sport partnership to enter as many virtual competitions as possible.	(SLA as above)	<p>The children reported that they were happy to be able to use a variety of equipment and develop a broader range of skills. Parents comments reflected that they were happy that their children were still able to take part in a competition offer despite covid restrictions.</p> <p>100% of children in KS2 took part in the competitions offer and we incorporated KS2 athletics into our sports week/days so that every child took part.</p>	Continue to engage with Warrington school sport partnership and other agencies to offer as many competitive events as possible both virtual and face to face next academic year.

Signed off by	
Acting Head Teacher:	Mary Brennan
Date:	28/7/21
Subject Leader:	Melanie McGregor
Date:	28/7/21
Governor:	Acting Head Teacher as above

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Date:	28/7/21
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