

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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](#).

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 2021: | Areas for further improvement and baseline evidence of need: |
|--|---|
| <ul style="list-style-type: none"> • Judo extra-curricular clubs have been provided by a high quality coaches with KS1 children. • Increased range of opportunities provided to pupils. • Positive attitudes continue to be developed linked to Health and Wellbeing, Children’s mental health week, delivered both in school and via remote learning. • Working in partnership with school games • Staff more confident teaching cricket lessons as a result of high quality CPD from Chris Chambers. • Year 2 dance workshop led by Karen Elliot; performance to families. • Active Maths and Active English used regularly to enable children to become more active across the curriculum. • Enhanced quality of teaching and learning. • Entered all the competitions offered from SGO for KS1. Competitions entered cancelled due to lockdown. • Increased the number of children of walking, biking, scooting to school each day. • Higher profile for PE with Sports Ambassadors established. • Children more active at lunchtimes and playtimes due to using trim trail and climbing frames. | <ul style="list-style-type: none"> • Develop further the variety of extra-curricular clubs offered free of charge to all pupils. • Continue to develop staff CPD in a wide variety of sports and games. • % increase on pupil participation. • Continue to develop and promote Health and Wellbeing understanding of all, particularly those identified as least active or with SEND. • Continue to increase engagement of all pupils in physical activity daily. • Continue to develop broad range of activities for all pupils specific target groups. • % increase in number of pupils participating in competitive sport at inter and intra level. • % increase in extra- curricular clubs, tournaments and leagues over previous two years. • Develop lunch time provision. |

Details with regard to funding

Please complete the table below.

| | |
|---|----------|
| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £0 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £17, 188 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £17, 188 |

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: 2021/22 | | Total fund allocated: £17,188 | | Date Updated: December 2021 | |
|--|--|-------------------------------|-----------------------------|---|--|
| 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: 59% |
| Intent | Implementation | | Impact | | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i> | |
| All children will have 2 PE lessons a week. | Sequenced lessons delivered to children using 'Get Set 4 PE'. | | Included in Key indicator 3 | As a result the children's fitness and engagement will increase. | |
| All children encouraged to increase their fitness through inter-house and external competitions (St Helens school games). | Inter-house/external sporting tournaments/competitions throughout the year. | | £200 | External and internal comps to be organised through SHSG; as a result children engage in more competitive sports. | |
| Staff will engage children in physical activity during break and lunch times through the use of the new multi-sports markings on the playground. | Following whole school CPD, staff are equipped to use the new multi-sports markings on the playground to maximum effect. | | £6,560 | Increased levels of physical activity each day. Increase in mental-wellbeing. Staff upskilled. | |
| Encourage children to cycle to school and provide bike racks for safe storage. | Bike racks to be fitted | | £600 | More children cycle to school | |
| Extend the trim trail to encourage more children to use it. | More children will be able to use. | | £2824 | Increased levels of physical activity. | |
| | | | | Sustainability and suggested next steps: | |
| | | | | Whole school CPD | |
| | | | | Review training needs for MDS | |
| | | | | Reach out to local primary schools for more external competitions. | |
| | | | | Review through questionnaires for both children and staff. | |
| | | | | Have cycle to school weeks, monitor numbers. | |
| | | | | Enhance the area with posters showing usage and skills. | |

| Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|---|--|--|--|
| | | | | 2% |
| Intent | Implementation | | Impact | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i> | <i>Sustainability and suggested next steps:</i> |
| To raise the profile of sporting activities, achievements and experiences to parents, carers and the local community. | Promote through school newsletter. Celebrate in assemblies. | £0 | Children join new clubs both in school and out of school. | Sports display board in school. |
| Sports ambassadors gain pupil voice to feed into future activities, experiences and clubs. | PE subject leader supports the sports ambassadors in gaining pupil voice and analysis of views. | £300 supply costs for subject lead cover | All children are part of school improvement. | Sports newsletter written by sports ambassadors. |
| Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise. | Introduce a healthy eating week and ensure links across the curriculum are clear to children. | £0 | Children more aware of their health and fitness. | Cookery lessons to support healthy eating, use Hope Academy. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|-------------------------------|--|--|
| | | | | 9% |
| Intent | Implementation | | Impact | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i> | <i>Sustainability and suggested next steps:</i> |
| Staff will engage children in physical activity during break and lunch times through the use of the new multi-sports markings on the playground. | Following whole school CPD, staff are equipped to use the new multi-sports markings on the playground to maximum effect. | (Included in Key indicator 1) | Increased levels of physical activity each day. Staff upskilled. | Review through questionnaires for both children and staff. |

| | | | | |
|--|---|-------|--|---|
| Provide 'Teach Active' for teachers to deliver PE related sessions in Maths and English lessons. | Linking physical activity to Maths and English concepts. | £488 | Improve staff knowledge in delivering cross-curricular lessons. | Review use of scheme |
| To provide staff with high-quality resources to help ensure delivery of the school scheme is consistent across school. | Pe lead to work alongside staff with planning high-quality sessions using the progression map. | £1081 | More children achieve age-related expectations. | Audit yearly |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 26% |
| Intent | Implementation | | Impact | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i> | <i>Sustainability and suggested next steps:</i> |
| Support and involve the least active children by providing targeted activities and running school sports clubs. | Encourage attendance of this group of children at various clubs of interest to them. | £0 | Improved physical and mental-wellbeing. More children achieve age-related expectations. | Pupil voice to gain interests of children |
| Introduce local sports to children. | Local sports coaches to deliver taster sessions to children within the school day and clubs after-school. | £815 | Children have a wider experience of accessible sports and join local clubs. | Team of sports ambassadors increases. |
| Use sports specialists to deliver particular elements of the national curriculum to fulfil yearly objectives. | Children provided with 6 sessions of gymnastics and dance. | £3600 | Children receive specialist teaching of gymnastics and dance to develop technical skills. Children develop flexibility and strength. | Teachers skills and knowledge improved through the CPD. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|---|---|--|
| | | | | 4% |
| Intent | Implementation | | Impact | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i> | <i>Sustainability and suggested next steps:</i> |
| All children encouraged to increase their fitness through inter-house competitions. | Inter-house sporting competitions throughout the year. | £0 | Improved physical and mental-wellbeing. More children achieve age-related expectations. | Reach out to local primary schools for more external competitions. |
| All children encouraged to increase their fitness through external competitions (St Helens school games) | Attend external sporting competitions throughout the year when available. Transport provided | Included in Key indicator 1 £720 | External competitions organised through SHSG; as a result children engage in more competitive sports. | Impacts on new clubs in school and the community. |

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| Signed off by | |
| Head Teacher: | Nicola Kearney |
| Date: | 16.12.21 |
| Subject Leader: | Katherine Grange |
| Date: | 16.12.21 |
| Governor: | Gill Tuck |
| Date: | 16.12.21 |