

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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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 2021:	Areas for further improvement and baseline evidence of need:
<p>School Gamesmark: Gold achieved for last 4 years Very popular extra-curricular clubs funded by PE Premium (80% of KS2 children, 81% KS1/F2 children attended at least one course 2018-19) Opportunities for competitive sport beyond level 1. (86% KS2 chn represented St. Bridget's 2018-19) Teams qualified to represent Wirral at Cheshire/Liverpool City Region finals for Gymnastics (2018-19) School Games Certification of Participation 2020</p>	<p>Using PE and physical activity to support overall wellbeing – Personal Best Programme Tracking engagement and participation – Edsential PE Passport Staff training: New/Movement of staff means staff are teaching PE for first time/ different age groups. Continue to target least active children to engage in physical activity. Edsential Bespoke Package Purchased. Total £7317.75 PE Subject Leader Support PE Curriculum Design Fundamentals Programme Rainbow Project- Yoga based intervention New scheme of work Breakfast and After School Clubs Carried over £5400 Personal Best 6 sessions PE Passport 1 year subscription Y5 Playmaker training- carried over £675</p>

Meeting national curriculum requirements for swimming and water safety.	
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.	%94
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%89
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%92
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?	Yes/No No due to covid

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: 2020/2021	Total fund allocated: £19820 and £1656 (previous year spend has been highlighted) Total spend: £16145.75 Under spend: £3674.25 to be carried over. 18% underspend.	Date Updated: 15/07/21		
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: %
Intent	Implementation		Impact	18
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:
Active play Activities and encourage a wider range of children, esp girls and reluctant participants- keeping active (on hold currently due to staggered playtimes-covid)	Play Leader training will ensure that all children during lunch times have the opportunity to engage in structured physical activity. Playmaker Award to play leaders- Year 5 children Play Maker Award Training (will be year 6 next when training takes place.) Dedicated Play leaders - (adult only due to Covid)	£ On going surplus PE carry over due to Covid- July 2022 £675-carried over £2960	Subject Leader will monitor and evidence engagement with lunch time activities across the year. Meeting with RR to discuss future practise. Non- Due to covid.	ASAP-implementation across all key stages when spacing allows. Identified 2 members of staff and training scheduled for next academic year. Play leaders to train peers. More efficient use of playleaders leading games.

<p>Use of physical activity in the classroom</p> <p>Swimming Key stage 2- Years 3, 4, 5, 6</p>	<p>Staff to use online resources such as BBC Supermovers, Cosmic Yoga, Change for life activities. KS2 Physical challenge activities for use when games lessons cancelled due to wet weather</p> <p>Swimming to take place at local leisure centre-</p>	<p>£0</p>	<p>Online tool to encourage Physical Activity during Lockdown and limited interactions during covid.</p> <p>Autumn 2020 dates cancelled due to pool closure/local lockdown measure. Spring- Waiting on guidance due to Covid 19 restrictions. Summer- Year 4, 5 priority swimmers. Year 4 as missed swimming in year 3 and year 5 to collate data for year 6. Update- swimming for spring/Summer 2021 cancelled due to Covid-Subject Lead and Headteacher decision.</p>	<p>Continue to promote with Staff.</p> <p>Swimming to be a priority September 2021- Year 6 to swim in Autumn Term 1.</p>
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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	9
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 offer wide range of sporting opportunities to children for both physical and mental health benefits as well as personal development School Games Mark Aim to retain Gold Status and work towards Platinum Level.	Personal Best Competitions- In house competitions due to Covid. Preparation of data for Goldmark application. Case study for Platinum application.	1049.95- (1656- carried over from 2019/2020) £0	Baseline questioning before starting- same questioning when completing. To	Children physical and mentally healthy - resilient and engaged with learning. Children adopt lifelong healthy lifestyles.
Pupils engaged in planning of PE and school Sports.	Pupil Voice to monitor pupil feedback and inform future planning-.		Feedback-verbal and pupil voice.	

Track Participation across school.	PE Passport Depth of learning.	£638.80- (606.05- carried over from Previous year)	Roll out whole school use of PE Passport. Postpone until Jan 2021 Deputy head at request due to staff well-being and work load. Postponed roll out due to lockdown Spring term.- review effectiveness of passport. Summer term- decided not to roll out P.Passport- plan to use alternative assessment tool- currently using DOL.	
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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	27
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:
Whole school staff CPD Improved quality of children's physical education in Key Stage 1/2 to ensure staff are competent and confident.	Staff CPD Swimming teaching 2-day course (AH/AC/LC) Access Subject leader training/conferences & updates as available during the year	£468.00- carried over	Improved quality of teaching, Legal requirement of adult-pupil ration for class over 30 pupils Subject Leader up-to-date with information needed for curriculum improvement/development and sporting opportunities available.	3 more staff now with up to date qualifications. PE Subject Leader monitor and provide support as appropriate in order to ensure progress and achievement are maintained by all pupils.
Fundamentals EYFS CPD training	CPD with a sport specialist. 6 weeks course looking at children's development.	£840	Goss moor and fine motor skills development. See Report from Edsential. Staff feedback.	Transferable skills- across EYFS to Year 1.
Subject leader update/networking Professional development in subject leadership for PE subject leader. PE Subject lead/Curriculum Design/	All staff to be aware of and use the new 2020 Wirral scheme of work. Introduce/made aware of the progression tables to make sure that progress is being seen across the school- linked to milestones and threshold concepts.	£84.00-Summer Term- Edsential package. £600- Supply £1390-	Curriculum design, professional development and assessment design.	
Improve standards of teaching and learning across the school- areas of weakness for staff- progression and differentiation in PE.				
Edsential to introduce the Rainbow	Ks1 staff will stay in for CPD. Weekly hour session sessions-			

project to ks1 year 2 staff in spring 1. It is a blend of yoga and mindfulness and self-regulating techniques	whole class for 12 weeks. Class teacher is given tasks that can be completed within the class environment. Update- 2 sessions a week continued in Spring 2 to complete missed sessions due to Covid.	£2040.00	Staff will be able to roll out the programme at no cost next year as they have the CPD and additional course material. Transferable skill set.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
%

Intent	Implementation	Impact	27
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?:
Additional achievements: Virtual whole school competitions	Edsential Virtual Competitions – each weekly competition has a different focus. Lunch time engagement – Play Leaders will ensure that throughout the year, children are given the opportunity to take part in a broad range of activities during lunch times.	NA	Edsential PE Passport will be used to track participation and engagement in competitions. Roll out postponed due to Covid. Subject Leader observations and Pupil Voice will be used to measure the impact of Play Leaders on engagement.
Investigate funding for outdoor improvements for a track on the school field.	Use subject leader time to investigate provides and costs for improvements.	NA	Whole school participation, resilience and participation-encourage daily exercise.
			Playmaker award for further training and involvement of the children. Increase in staff run clubs for free where willing. Introduction of paid courses to reduce cost to school and to evaluate effect on participation

Retain high percentage of children participating in breakfast and after school clubs	Essential package- extra-curricular courses	£5400 Carried	Not completed due to Covid.	in anticipation of PE Premium ending.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	0
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:
In house competitions- ran by Edsential- participation-team building.	Whole class engagement- including SEND children- fully inclusive challenges.	N/A	Recorded on Twitter-leader board published weekly. Pupils are very eager to complete challenges-working on collaboration not personal gain. Edsential PE Passport will be used to track participation and engagement.	To encourage whole school participation.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Lyndsay Daltrey
Date:	16/07/21
Governor:	
Date:	