

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

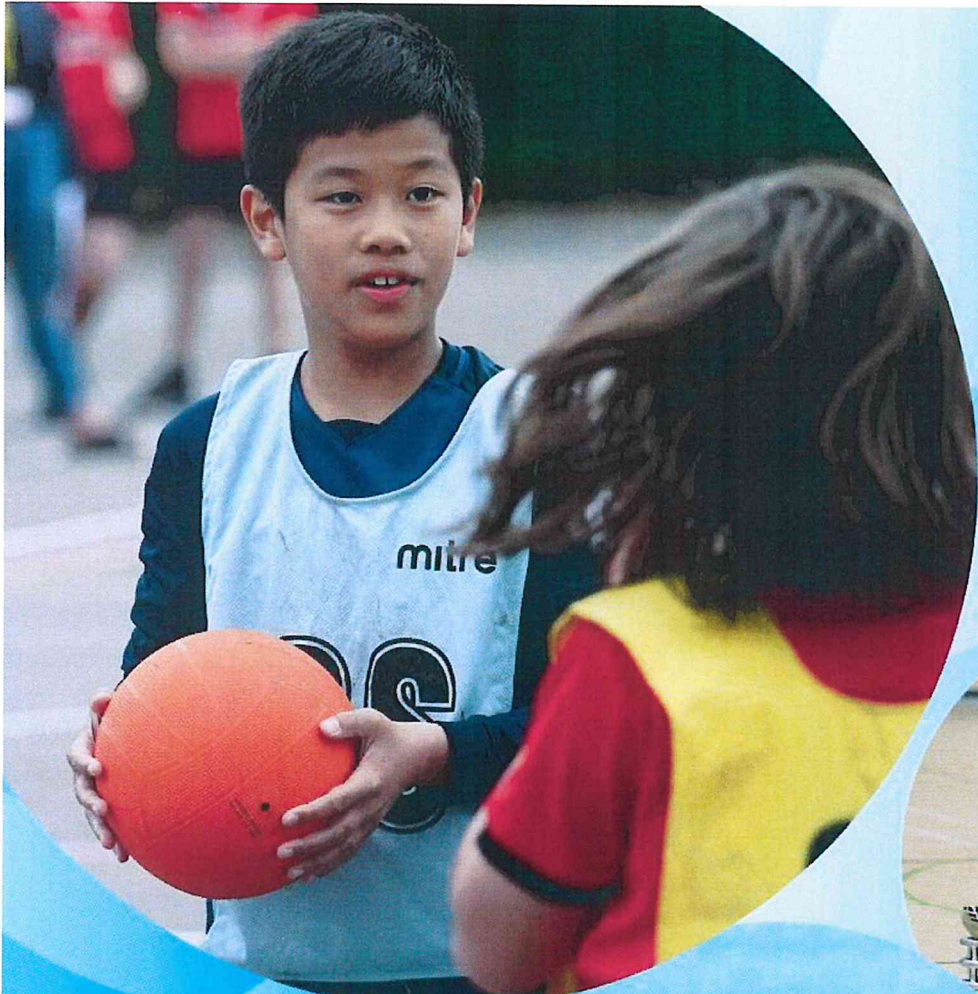


Department
for Education

Created by



YOUTH
SPORT
TRUST



Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

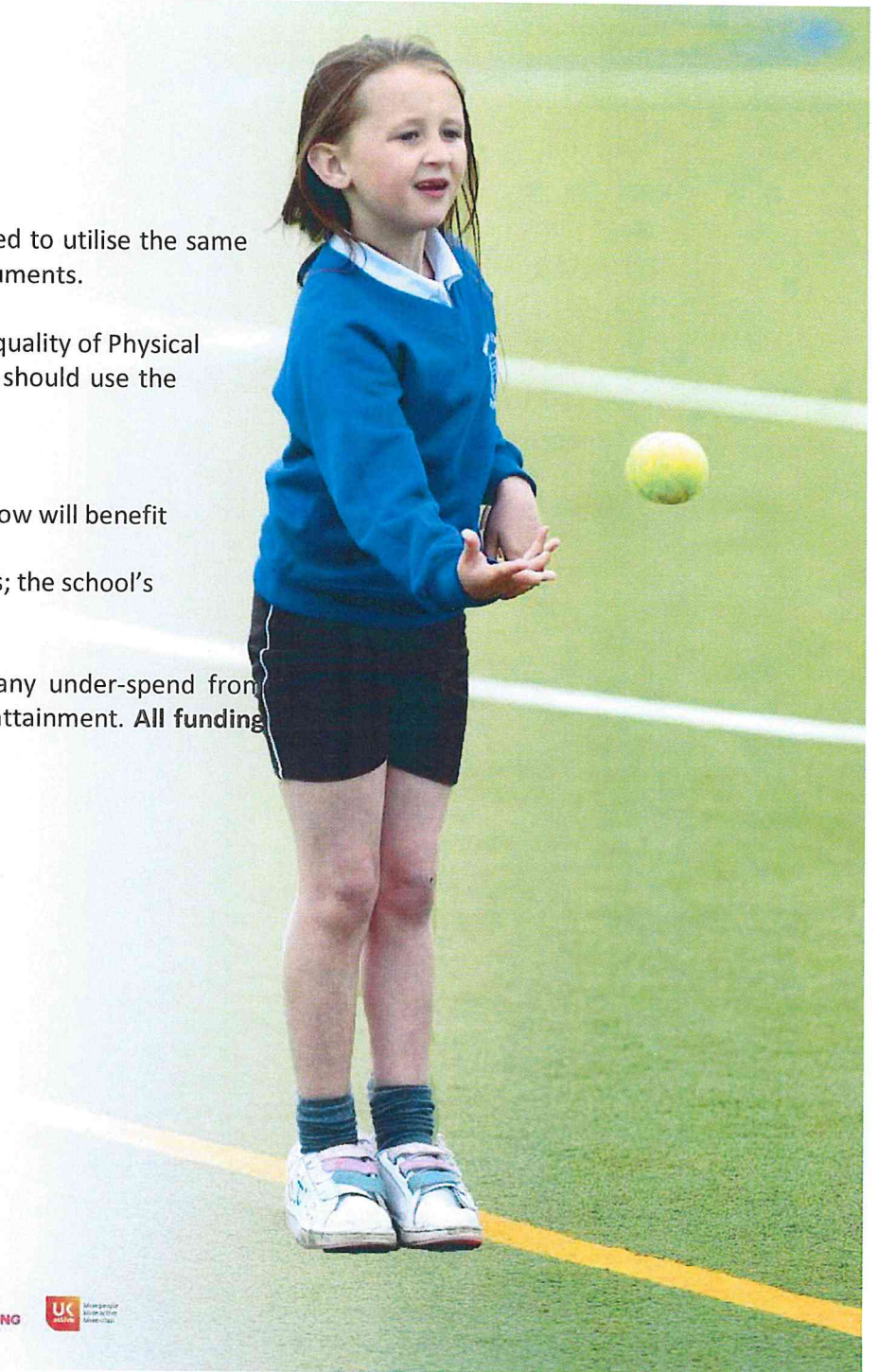
Impact - Attainment and progress

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.

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.**



Details with regard to funding 2021/2022

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£12,751
Total amount allocated for 2021/22	£18,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£30,751

Swimming Data 2021/2022

<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>	78%
<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>	75%
<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>	75%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%
<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 £4000 (Pools to schools)

Action Plan and Budget Tracking 2021/2022

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: 18,000		Date Updated: 10/10/21	
<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:
					23%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>A. Provide a broad and balanced programme of physical activity which is effectively monitored.</p> <p>B. Provide positive experiences with an aim to establish lifelong interest in physical activity by increasing the range of physical activities to include: athletics, dance, games, gymnastics, swimming and outdoor education.</p> <p>C. To provide a safe and purposeful space for PESSPA.</p>		<p>A. Regular monitoring will ensure the levels of physical activity are sustained in length and frequency.</p> <p>B. Active break times which will be led by teachers and PE staff. This includes use of the activity markings on the playground.</p> <p>C. The upgrading of facilities in line with our action plan.</p>		<p>£7150</p> <p>A. Pupils will be accessing a playground that lends itself to physical activities and offers a range of stimulating and motivating equipment and activities. (Lunch activity timetable)</p> <p>B. The vast majority of children will achieve at least 30 active minutes a day in school or after school events. All of the children in KS1 have achieved 30 active minutes per day in an informal setting I.E Active break-times and Lunch times.</p> <p>C. Pupils will be accessing a playground that lends itself to physical activities and offers a range of stimulating and motivating equipment and activities. (Lunch activity timetable)</p>	
					The implementation of Moki fitness trackers are sustainable technology as it is a one off cost.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				24%
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>A. Support will be targeted to involve the least active children by providing targeted activities and extending school sports choice, resulting in the children identified becoming more active.</p> <p>B. Increase participation through child lead activities through further development of play leaders.</p> <p>C. Involve the school council in key decisions around which sports need accessing on a daily basis and how to develop the playground further.</p> <p>D. Barriers to engagement are identified and plans are in place to remove or reduce these.</p>	<p>Children will be trained and will model/promote the use of playground equipment and activities.</p> <p>B. Adults will teach and model how to lead simple activities to encourage participation, especially in clubs/activities which are run by a sports leader.</p>	£7500	<p>There is an increase in the number of pupils who were reluctant to participate becoming involved in physical activities – resulting in a long term positive impact on health and wellbeing. (The improvement in the percentage of children who have attended extra curricula clubs throughout the year)</p>	<p>The profile of PE will become sustainable once barriers to engagement are identified and acted upon.</p> <ol style="list-style-type: none"> 1. Create a recognition and achievement culture for those who show effort and determination. 2. To continue with pupil voice surveys 3. Retrain children to become effective playground leaders.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
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>A. Provide staff with professional development, mentoring, training and resources to help them teach PE and Dance provision effectively thus improving teaching and learning and so outcomes for pupils.</p> <p>B. Ensure all staff have a diverse knowledge of different PE topics and can confidently deliver a wealth of age related activities to their class to further improve the quality of teaching.</p> <p>C. Provide staff with access to PE passport our curricula monitoring system for PE.</p>	<p>A. Staff skills audit/self-assessment undertaken, along with school evaluation and monitoring by PE lead (JC) and SLT</p> <p>B. Targeted team teaching in place to support and develop staff knowledge and skills in all aspects of PE curriculum and assessment.</p> <p>C. Lessons are carefully planned to meet the needs of all pupils (particularly SEND), to ensure progression and skill development.</p>	£4500	<p>Teachers have grown in confidence and ability and the SSE identifies a high quality of PE teaching. (Lesson observations, staff audits revealed an increase in their confidence and competence when delivering PE)</p> <p>CPD is carefully targeted and planned to ensure the teaching profile has improved, walk through, lesson observations, data etc. (CPD to be evaluated)</p> <p>The profile of PE and sport in school has been raised, supported by parents and community, resulting in higher levels of participation. (Extra Curricula evidence/ Participation up to 60%)</p> <p>Teachers have a greater understanding of NC standards in PE through collaborative assessments. (A part of the staff audit)</p>	<p>The quality of teaching in PE has improved.</p> <p>Outcomes for pupils have improved (see assessments)</p> <p>PE enjoyed by most pupils (pupil voice)</p> <p>Staff are confident to deliver follow up activities to the Dance specialists lessons (See Staff audit results)</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 25%
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:
A. Children have access to a range of non-traditional after school clubs including; Yoga, Dodgeball, Gymnastics.	<p>A. Consult with pupils, staff and parents to identify activities and sports that will engage and motivate pupils.</p> <p>B. Buy equipment to increase the range of provision provided.</p> <p>C. Target the least active children within school by carefully selecting appropriate activities to encourage participation.</p>	£7600	Increased participation in the broader range of sports and activities offered. (Evidenced in registers and in response to parent suggestions. Participation up to 60%)	Continue to change afterschool clubs every term to increase range of sporting experiences for every child based on consultation and participation rates.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			13%	
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:	Sustainability and suggested next steps:	
A. Partner with other MAT schools (including Penketh Primary, Alderman Bolton, Birchwood CofE and Beamont Primary) and also partnered with SSG to increase participation in Competitive sport.	<ul style="list-style-type: none"> A. Audit competitive sport in all MAT schools working with other PE leads. B. Identify target pupils. C. Arrange MAT competitions. D. PE coach available at events. E. Buy resources to accommodate multiple schools attending. F. Contact local high schools to use sports leaders as a part of the competition team. G. Support teaching and support staff to lead interclass and within school competitive activities at lunch and break times. 	£4000	<p>More pupils belong to teams and take pride in representing the school.</p> <p>Children from Years 3,4,5,6 have had access to a varying range of competitions.</p> <p>Pupils experience joy of competition (pupil voice). Sports partnership developing (see timetable of activities).</p> <p>Targeted pupils are accessing competitions which will improve their outcomes.</p> <p>Teaching and support staff lead competitive games at lunch times and break times to support enjoyment and participation in a range of activities such as dodgeball, netball, basketball and bat and ball games.</p>	<p>Continue to develop school sport partnerships within the MAT and beyond.</p> <p>Sustain competition team training which is already established but open to wider audience and become self-sufficient.</p>

Signed off by	
Head Teacher:	<i>L Smith</i>
Date:	17.01.23
Subject Leader:	<i>S Imblett</i>
Date:	17.01.23
Governor:	<i>[Signature]</i>
Date:	17.01.23