

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> 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.**

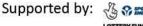
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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 2020/21	£NIL
Total amount allocated for 2021/22	£19300
How much (if any) do you intend to carry over from this total fund into 2021/22?	£NIL
Total amount allocated for 2022/23	£19250
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19250

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	79%
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. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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?	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: 2022/23	Total fund allocated:£19,250	Date Updated:	June 2023	
			Percentage of total allocation: 21%	
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:
High quality PE lessons delivered to all pupils to develop previous and new skills.	Teachers given big question planning to support the delivery of all PE sessions.	£4028	Pupil's are continuing to excel within the PE curriculum, constantly improving and developing skills.	To continue to deliver high quality PE lessons to ALL pupils challenging all pupils needs and ensuring they are
Supporting teachers with the delivery of each PE lesson and ensuring equipment is available.	Ensuring every sport has the right equipment to use for the lessons.		Attainment at the end of each year group to improve regarding	happy and confident whilst taking part.
PE lead to provide CPD for all teaching staff.	Teachers are provided with CPD during staff meeting and can build on areas of weakness.		the expected and greater depth milestones. Pupils are thriving within the PE	To continue to develop teacher knowledge within PE, learning from specialists that can support
Teachers delivering PE lessons along side specialist practitioners to develop their practise.	Teachers gain more confidence working along side specialist practitioners.		curriculum opening up more sporting opportunities for	Marking up tracks to begin daily mile.
PE lead to support medium/long term planning.	Medium/ long term planning gives teacher's a starting point of what to include within each PE lesson.		Pupils are practising and developing movement skills using equipment during break times	
Increase the amount of active play during break and lunch times.	Playground equipment available for pupils to play with during break times and lunch times.		daily.	













Key indicator 2: The profile of PESSPA	I A being raised across the school as a to	l ool for whole sch	ool improvement	Percentage of total allocation:
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Intent	Implementation		Impact	0070
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Your school focus should be clear	Make sure your actions to achieve	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	are linked to your intentions:	allocated:	pupils now know and what	next steps:
and be able to do and about			can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
-Pupils receive two high quality PE	-PE is taught twice a week to a high	£12,000	-As a result pupils will excel	-To ensure staff are updated on
lessons a week.	standard. First lesson delivered by	112,000	within this subject area and end	latest training and pupils
	PE specialist. Second lesson		of year achievements and	continue to received their two
-Pupils get involved in walk, cycle, or	delivered by teacher.		attainment will rise in all year	weekly PE lessons to a high
jog to school once a week every half			groups.	standard.
term.	-Getting pupils more physically			
	active and raising the profile of		-Pupils will enjoy walking to	-Staff continue to encourage
-Whole school participation in walk a	physical activity.			pupils to walk to school and
mile.			which positively impacts their	take up more physical activity
	-Promoting exercise as part of a		physical and mental well-being.	to raise the profile of PE.
-Sport's Day showcasing skills pupils	daily routine.			
have worked on that school year.			-Pupils have a love and passion	-To continue to provide good
	-Celebrating achievements within		for sport and strive to achieve	subject knowledge within this
-Celebration of achievements at the	the PE curriculum weekly in		personal bests.	curriculum area.
end of each topic.	assemblies and newsletter.			
			-High quality teaching will give	-Whole school to continue to
-PE champion award weekly.	-Staff are up to date with most recent		pupils the opportunity to excel in	
	training and are able to give the		this area and strive to continue to	support PE lessons.
-All staff (including support staff) and	pupils good subject knowledge.		achieve.	
pupils have good subject knowledge				
in the curriculum area.	To improve pupils skills which can		-Pupils can continue to improve	
	be used of multiple sports.		and master basic skills which can	









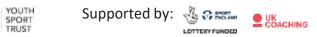


-Use of afPE resources and training.	be carried across.	
-Use of KSSP leaders to support PE leader.		
-Weekly challenges set for classes to raise the standards of skill based activities.		

Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and	l sport	Percentage of total allocation:
				7%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:
and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
-Upskilling of all staff across the school ensuring pupils receive high quality PE lessons and activities during breaks and lunch times. -Upskilling of welfare staff to deliver some high quality games during lunchtime play. -Greater range of resources available to staff to help them teach and prepare	-To ensure all staff are confident when delivering PE lessons and lunchtime activities. -Welfare staff can lead skill based activities/games during lunch time to give pupils the opportunity to practise skills and to continue to develop making bonds and playing fairly.	£1,232	-Pupils will excel within this subject area. -As a result of CPD attainment wil rise across all areas of PE across the school. -Breadth, balance and progression will be clearly monitored by the subject leader.	-Staff watch others teaching to support one another and ensure pupils are all receiving good lquality lessons throughout the school. -Staff reflect on teaching and work together to continue to gain confidence in this subject area.
lessons.	PE lead to develop his leadership skills through regular CPD courses.		-Pupils will master skills they are currently learning and progress further within the PE curriculum. -PE leader confident that PE provision is outstanding and has the means to support teaching and	-To make sure this is carried out for every year group with the school and skill based activities are linked to the national curriculum. -To ensure all teachers are













			learning to bring about this aim.	confident within the PE curriculum and subject leader provides support for all staff.
Key indicator 4: Broader experience o	f a range of sports and activities offe	red to all pupils		Percentage of total allocation:
				6%
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:
Additional achievements: -Attending competitions.	-Beginning to attend competitions again so pupils are given more opportunities and experiences.	£1,140	-As a result of improved access to sporting activities the pupil's confidence to succeed.	-Ensure we continue to provide pupils with further opportunities within the PE curriculum.
-Pupils being selected by outside clubs.	-By attending more comps it will give pupils more opportunities to		-Pupils may be selected to represent other teams within the	-All staff members to have
-To gain status for most improving school within PE award in Knowsley.	be selected by outside clubs.		sport locally.	Quidditch and Orienteering CPD training.
-Specialists providing after school clubs with opportunities to join them.	-Key Stage 1 and 2 children to take part in Quidditch tournament over two days.		-More children will be inspired to participate.	
-Incorporate Forest School into PE provision to support other PE skills e.g. orienteering.	-Train you Brain program available for Year 6 pupils to prepare for high school transition.		-Children who are hard to reach in terms of attending clubs to take an active role during the two days.	
-Train you Brain program.	angli sonooi transitioni		-Developing fitness levels and creating good techniques to help support and manage worries.	













Key indicator 5: Increased participatio	n in competitive sport			Percentage of total allocation:
				5%
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:
-Enabling more pupils the opportunity to attend competitions.	-Taking A teams and B teams to competitions to provide more pupils with the experience and	£850	-Give pupils that would not normally attend competitions the drive and motivation to improve	-Continuing giving pupils the opportunity to compete.
	opportunity.		within the sport and compete.	-Continue providing pupils with engaging PE lessons with
within PE lesson.	-Adding an element of competitiveness within the sports		-Gives the pupils more enthusiasm and more determination to	the element of competition.
-Open up extra curriculum activities for all pupils to attend.	in the PE lessons.			-Ensuring as a school we are providing pupils with
-Ensuring all pupils including SEN have equal opportunities within the PE	-Providing pupils that extra opportunity to continue to improve within a sport that they enjoy.		-Could give pupils the opportunity to excel within an area of sport and be selected by clubs within the	1 * *
curriculum.	-Making sure all pupils with SEN are planned for within all PE		areaSEN pupils are able to achieve	
	lessons.		targets and feel a sense of achievement.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	













Governor:	
Date:	











