



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

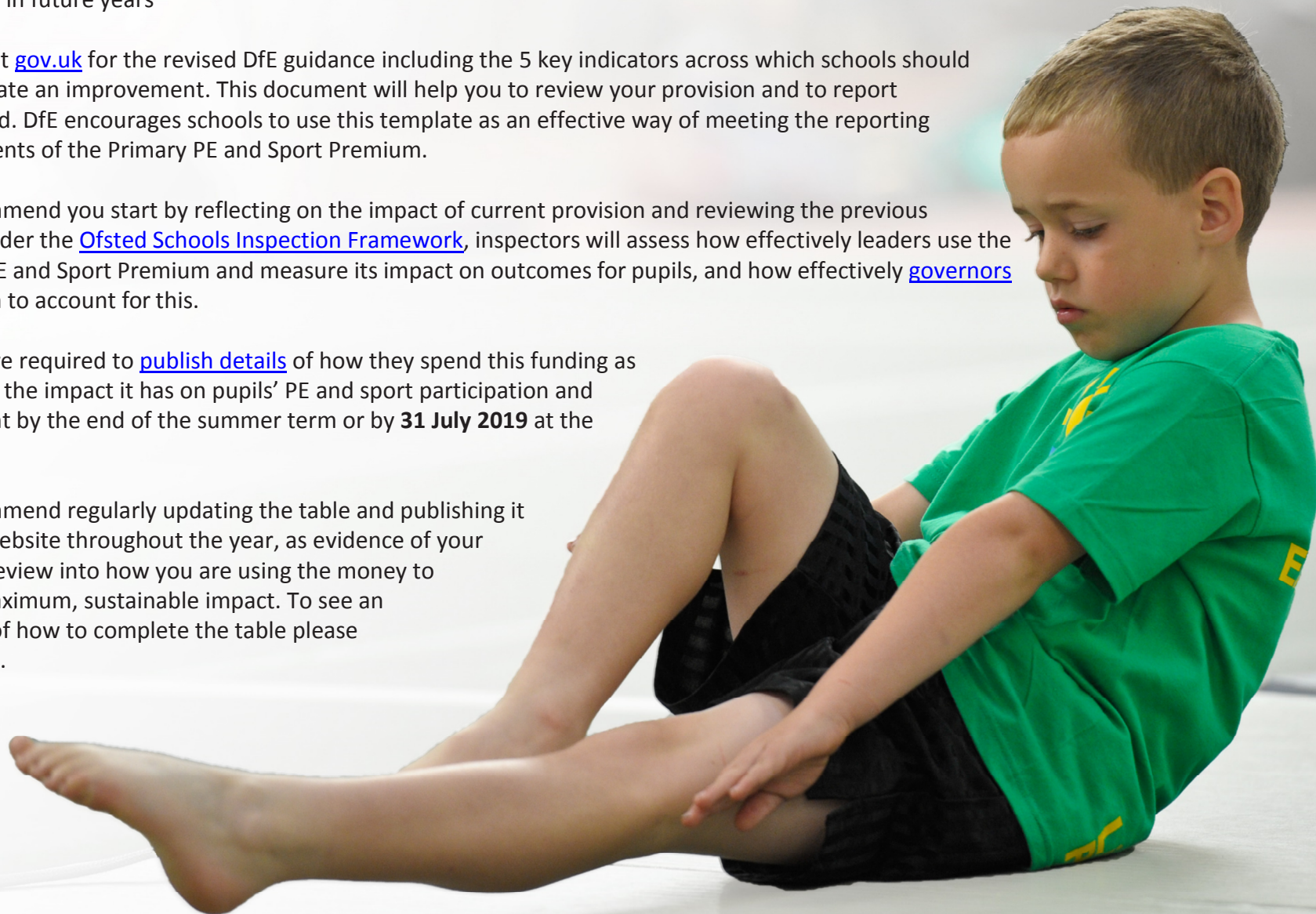
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
Solid and consistent data for Out of Hours School Provision Overall % for school participation Y1-6: 56% Overall % SEN children engaged in after school clubs 2018-19: 62% Overall % of FSM children engaged in after school clubs 2018-19: 72%	Swimming data for last year lowest it has been for a number of years. Due to maternity leave of PE Coordinator Year 5 data was not flagged up. Top Up swimming and Year 6 returning to swimming this year. Active 15 minutes curriculum time introduced with training for staff but not yet embedded into timetable or curriculum. My personal best recording not consistent through the school Focus needed on a few key events through the year (e.g- daily mile/running data). YST My Personal Best Programme too expansive to introduce due to other initiatives within school. Consider use of existing drivers (e.g- School Games Values) and raising profile of these rather than adding in new ones.
Second highest level of entries into South Sefton Partnership Competition Events	
Continued improvements of intra school competitions and new sports events (e.g Quiddich/Archery/Fencing)]	
Improved curriculum resources – Get Set 4 PE Scheme introduced in school	

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	37 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	43%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	22%
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

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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £19,160		Date Updated: 20/07/2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:	
				16%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
a) Active 20 (adapted) embedded within the whole school timetables during curriculum time on Non-PE days to improve number of children engaged in physical activity through the school day.	Staff Training to include Active 20 on each class timetable Resources expanded for ease of use and variety	Planned: £3000 Spent: £1046.71 a) Staff meeting time for Coordinator to plan meeting and organise resources	Active 20 trialled across a variety of subjects and evidence across school of use. Menus and prompts have been given to staff to display and use in classrooms. Unable to assess full impact on children due to COVID closures.	Continue with Active 20 target and make this foundation of PE outside PE lesson time in September. Review children on their return to school to set suitable target to meet their needs (e.g- no more than 30 minutes sedentary within the classroom without a physical break to tackle issue of inactive/sedentary children during lockdown)	
b) Re-train Playground Leaders in Y5 and Y6 to improve quality of activity during play and lunch times.	Re-train lunchtime leaders with specific focus and year group each half term	b) Playground equipment and new trolley b) Michael Metcalfe training and support of new leaders	Year 6 retrained and used at the end of the Autumn and it the Spring with great success. Positive feedback from both welfare staff and children. Year 5 planned for summer but unable to complete due to closure.	Review playground training in September. Leaders are unlikely to be allowed in bubbles. Consider use of Personal Challenges weekly across the school until playleaders can be reintroduced.	
c) Swimming to be adapted to include Year 6 with additional coach poolside. d) Top up swimming in the autumn term	Adapt timetable so Year 6 non-swimmers attend swimming in the Spring and Summer Terms Liase with Active Aquatics to organise additional top up swimming in the summer term.	c/d) Swimming costs	Year 6 swimming in Spring but unable to complete assessments due to closures. Top up swimming cancelled due to closures.	Follow LA guidance on swimming (unlikely to be in place in Autumn/Spring).	

e) ADAPTED TARGET: As part of COVID response use of Personal Challenges on Twitter to engage children within PODS in school and at home via Twitter.	Coordination with South Sefton Partnership Manager on tasks and weekly promotion on Twitter. Engage staff to lead by example and post if they feel comfortable. Share photos and videos of children engaging in tasks to promote others.	f) PE coordinator time working at home during COVID so no additional costs	Great success. We received recognition in the form of Virtual School Games award from our SGO for engagement in tasks. We were the most engaged school on social media with South Sefton Partnership tasks.	Build on this success next year. Aim to increase number of families on Twitter and consider use of prizes for personal challenges at the start of the year to engage the most children at home and school ready for the possibility of a second lockdown so that they know and want to participate in online challenges in the future. Research private ways of sharing possibly via shared blog on the Purple Mash platform for those concerned about security or unwilling to engage in Twitter.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Active 20 embedded within the whole school to improve concentration and focus of children within lessons.	See Active 20 targets above Staff reminders for computers (make the target visible) for daily use Staff meeting: Coordinators to come up with how 5-10 minutes can be achieved in every lesson (shortened format to be typed and put on class noticeboards to serve as a daily reminder.	Planned: £2000 Spent: £1215.68 Awards and Prizes Supply for co-ordinator	Staff meeting a great success with a range of ideas shared by co-ordinators and placed into an 'Active Menu' book and leaflet for each class. More active lessons evident when walking around the school.	Everything is now in place for the Autumn 2021 to continue and strengthen these targets.
School Games Value Award each half term alongside My Personal Best - Autumn 1: Passion - Autumn 2: Honesty	Noticeboard used to publish focus for PE lessons, clubs and competition Stickers ordered for use in lessons and on the School Yard.	Booklet Prizes and badges	Value book piloted but impact not fully assessed or programmes not fully complete due to COVID 19 closures. Needs more promotion at the start of next	Raised publicity and profile of School Games Values from Week 2 of next year. Develop more accurate way of using SGC and Student voice as part of launch and

<ul style="list-style-type: none"> - Spring 1: Self-belief - Spring 2: Determination - Summer 1: Teamwork - Summer 2: Respect 	<p>Website focus for Sportsmanship Awards for each half term.</p> <p>Staff reminders in staff room and at briefings to expand the values into all lessons</p>		<p>year in order to embed across the school.</p>	<p>feedback (was very adult led this year).</p>
<p>Mindfulness day incorporating Mental Health and focus on active lives for health (yoga/OAA/teambuilding/fencing)</p>	<p>Book external coaches and supply for teachers within school to deliver sessions across days with KS1 and 2</p>	<p>External coaches (Enrich/fencing from Judo Education/AT for Yoga and Pastoral teacher for meditation)</p>	<p>Excellent. Discuss with teachers how to do this earlier in the year with classes in bubbles as part of recovery curriculum.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Curriculum: Renew Get Set 4 PE Website after last year's trial. Make staff more aware of website features and resources (ADAPTED TARGET-include signposting and access for staff to 'Safe Space' PE teaching resources ahead of next year)</p> <p>Assessment: Make use of Getset4PE Assessment criteria and tracking through the year to inform end of Year grade on OTrack and reports.</p> <p>CPD: Courses for staff to be made available in Spring and Summer terms following CPD audit at the end of November 2019.</p>	<p>Staff Training on website in Nov 2019.</p> <p>Curriculum Map updated through the GetSet Website following consultation with staff.</p> <p>Staff Meeting with GetSet staff on assessment (possibly on same day/s as CPD courses).</p> <p>Staff Voice sheets for staff audited by co-ordinator.</p> <p>Following identification of needs use Getset, Michael Metcalfe and South Sefton courses for staff.</p>	<p>Planned: £3000 Spent: £1981.76</p> <p>Website subscription for next 2 years.</p> <p>CPD courses and supply for staff attending courses with South Sefton SSP</p>	<p>Feedback from staff excellent following GetSet4PE use in the Autumn and Spring Terms. All report it is easy to use, adapt to children's needs and resourced. New adaptations for Safe Space PE meet current Government guidelines and will be an essential resource next year.</p> <p>Free webinars as part of package during COVID19 closures were made available for all staff working from home.</p> <p>Curriculum Map updated and justified within School Implementation Statement and Assessment in Impact Statement.</p> <p>Unable to fairly moderate or collate assessment data fully due to COVID 19 closures so continue along with adaptations to the school assessment cycle as written in our PE Impact Statement.</p> <p>Some CPD courses complete. Webinars for OAA, YST, Girls FA and Getset4PE offered to all staff virtually.</p>	<p>Staff Meeting for any staff who missed virtual training on Getset to be organised for the start of next year (new staff/P.Jones)</p> <p>Staff Voice audit to be updated and added to following new feedback from staff and to include new and returning staff in September 2020. CPD courses and support to be booked by the end of the Autumn term.</p> <p>Adapted Curriculum to be used in 2020/21 in Autumn and Spring term to meet the needs of the children and current Government Guidelines. Autumn term will be planned by the end of summer and given to staff at the start of term. Spring to be completed by Christmas rather than planned ahead in order to meet the changing demands of the pandemic.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				31%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to offer as many different activities as possible for children to have a positive and engaging experience of PE in both curriculum time and in after school clubs</p> <p>Continue with SEN events from last year and any additional events placed on calendar (footgolf, seated volleyball, new age kurling, boccia)</p> <p>Update Curriculum Map through GetSet4PE to ensure children are experiencing a wide range of activities through the school year.</p>	<p>Continue with Quiddich and inclusion events from last year (e.g- Seated Volleyball)</p> <p>After school clubs coaches</p> <p>Include new sports such as Kinball and Self-defence activity days to broaden range of sports offered from last year.</p> <p>Within Curriculum Staff Meeting time above make sure we are asking 'What are we teaching and Why?' linking to 'Intent' draft statement. (Focus on physical health, social health and mental health of pupils)</p>	<p>Planned: £6000 Spent: £4477.94</p> <p>Coaches and equipment from a range of sources.</p> <p>Costs cover coaches and external agencies to cover support, South Sefton Partnership Membership and resources for clubs.</p>	<p>This is our strongest area. Quidditch, OAA and Yoga taught has had a positive response from the children and staff and will be an important part of the recovery curriculum.</p> <p>Kinball- unable to attend due to COVID closures and unlikely to be taught next year due to close contact.</p> <p>Inclusion Clubs for KS2 complete. Consider using games within bubbles next year and use of lunchtime clubs for this activity within the future to engage children unable/unwilling to attend after school.</p>	<p>All targets regarding clubs to be made within the Government Guidelines. Activities will be decided by ongoing risk assessments.</p> <p>For Autumn 1 no coaches or external providers within school. This will be reviewed after the first half term and plans made accordingly.</p> <p>Sports and activities chosen will be closely tied in to Mental Health and Wellbeing objectives on children's return to school.</p>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				26%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increase the number of B and C Team entries into Partnership Events</p> <p>Improve quality of competition preparation for partnership events</p> <p>Improve quality and data collection of Intra School Competitive events (e.g-</p>	<p>Contracting additional members of staff to support in preparation and organisation of competitive events- Michael Metcalfe.</p> <p>Additional travel/supply costs to ensure as many children as possible (ABC) enter competitions.</p>	<p>Planned: £5000 Spent: £4110.26</p> <p>Costs cover coaches, supply, transport and South Sefton Partnership</p>	<p>Much better training and selection for KS2 Competitions. This needs to be taken down to KS1 too especially with football.</p> <p>One of the top two schools for A, B and C entries in the South Sefton Partnership prior to school</p>	<p>Make new provision for this target following children's return to school and guidelines on their return.</p> <p>Personal Challenges to be the foundation of competition for the first half term.</p>

Daily Mile)		Membership	<p>closures.</p> <p>School Games Award given in recognition of competitions attended and work towards the School Games Mark this year along with Virtual Competition Award from School Games for virtual engagement during school closure.</p> <p>Unable to achieve last objective due to COVID19 closure.</p>	
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2019-20 Summary

Total spent = **£12, 832.35** (Prior to closure on 23rd March 2020)

Underspend 2019-20 = **£6327.65** (carried over to next year)