

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Began to embed head, hand, heart assessments across the school. Completed sports day virtually and used social media to increase parental engagement Competed in local Tag Rugby competitions. Year 6 attended swimming lessons in Summer 2. Whole school worked together on the Travel to Tokyo challenge. Kept children active during lockdown through the Travel to Tokyo challenge, engaged parents and children through Seesaw and Tapestry. All staff completed CPD with Co op Academy Bebington and Soccer at School, staff voice indicates that these CPD sessions supported teachers confidence and developed knowledge and understanding when teaching PE.</p>	<p>Due to COVID restrictions some targets were not possible to achieve, such as swimming lessons for all of KS2, attending both intra and inter competitions and parents attending sports day.</p> <p>Our key areas for further improvement are increasing attendance of clubs and competitions, last year were limited due to COVID restrictions.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils:	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

<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.</p>	
<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 2021.</p>	<p>36.8%</p> <p>*September 2020-swimming has been rescheduled to the Summer Term*</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>36.8%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>34.2%</p>
<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>	<p>Yes/No</p>

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: 2020/21	Total fund allocated: £17,900		Date Updated: July 2021	
<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: 34%
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: £6000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>All pupils to receive 90 minutes taught PE a week.</p> <p>Lessons to be more active throughout the day and across the curriculum. Brain breaks to be used to re-focus children and improve concentration.</p> <p>All children to attend at least one club. Improve links with external clubs and improve the offer for Key Stage One and EYFS children.</p>	<p>Staff to incorporate at least 90 minutes of PE into their weekly timetable. Spare pe kits bought to enable participation</p> <p>Basic skills to be improved across the school. Lessons to be more active through the day-seizing opportunities for rapid recall and a physical activity.</p> <p>Range of clubs- before school, lunch and after school. Introduce new. Before school dance- parental involvement</p>		<p>PE timetable</p> <p>Progression map of skills for all areas of PE from EYFS to Year 6.</p> <p>Survey conducted by staff prior to the academic year to find out what extra-curricular clubs they would be able to offer. Extra-curricular clubs started in autumn 1, cancelled in november due to COVID restrictions, planned to restart in December, unable to due to COVID restrictions.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue with PE timetable to ensure all pupils receive 90 minutes of taught PE a week.</p> <p>Introduce active learning to other subjects to allow for exploration in lessons and a heightened engagement level.</p> <p>Staff continue to provide morning/after school clubs to give children an enhanced extra-curricular experience. Try to arrange for outside agencies to get involved in clubs.</p>

<p>All Year 6 pupils to receive intensive swimming lessons. Targeted Year 5/6 non-swimmers to participate in booster lessons</p>	<p>Book coach, swimming pool and instructors. Inform parents. Celebrate achievements to raise profile of swimming and engage and enthuse children.</p>	<p>£2210</p>	<p>Replanned to start in January, unable to due to COVID restrictions. Extra-curricular clubs restarted in April, football, street dance and NFL club.</p> <p>September 2020-swimming has been rescheduled to the Summer Term. Year 6 swimming completed in Summer term.</p> <p>Full of Beans Mentors used to support lunchtime plays to support children who had not socialised to socialie and play team sports.</p>	<p>Swimming lessons are an essential part of the curriculum for years 3-6. The next steps for swimming would be to ensure that children are aware of how important it is for them to be able to swim to raise interest and concentration levels while in the pool. This would support the children in reaching more than 60% of Y6 children being able to swim 25m.</p>
<p>All pupils to participate in an intra competition every half term (In pe sessions) Where possible with social distancing. All pupils to participate in whole school intra competitions at least 5 times a year. Children given opportunities to participate in inter competitions through Woodslee led programme of events.</p>	<p>Curriculum lead to organise intra competitions for children to compete in, following social distancing.</p>	<p>£4790</p>	<p>Children have taken part in the 'Travel to Tokyo' virtual challenge. Activity is logged onto this website and tracks the distance you've travelled to a particular country, until you reach Tokyo. Children took part in this during lockdown and this was shared via online platforms (Seesaw and Tapestry). Classes have competed against each other, as well as a school team against other schools. Year 3 and 6 competed in competitions during autumn term. Further competition opportunities scheduled for summer term (e.g. sports day).</p>	<p>Enter more competitions with different year groups taking part and with a range of sports through the Wirral School Games.</p>
<p>Enhance activity at lunch and break times.</p>	<p>Improve quality of playtimes/lunchtimes with quality equipment. Play time equipment to be</p>	<p>£4790</p>	<p></p>	<p>Continue to give new ideas through training to support play leaders in engaging children during</p>

<p>Pupils to 'run a mile a day' Introduce personal challenge (PB) e.g. throwing 10 successful balls in the ball shooter (Playground Leaders within bubbles to support recording) Mile a day to be implemented across the school. Fully implement 'The Daily Mile' across the school</p>	<p>bought to enhance activity at lunch and break times. Full of Beans.</p> <p>All teachers to be informed of benefits of mile a day and all classes to take part in 10/15 minutes of physical exercise per day.</p>		<p>Play time equipment purchased. From observations of play grounds and discussion from teachers/teaching assistants children show engagement in a variety of activities during play time.</p> <p>All teachers were given information about the benefits of the daily mile. Children and teachers took part in the daily mile and a rota was made to ensure that each class got the most from their time outside.</p>	<p>lunch times. Teacher who is in charge of play leaders to make sure the rota for is fair and allows all children to take part (2-weekly rota) Ensure the equipment is looked after and kept safe when not being used to ensure that it is ready for planned activities. Give play leaders time to plan activities that will encourage children to take part.</p> <p>To continue to participate in the daily mile and provide new ways to get the heart rate up while completing it E.g. hop, sprint, skip around the playground to complete the mile. Ensure that all children are taking part in each class by promoting it daily so children get excited about completing it.</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:

6%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £1000</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Use television in playground to celebrate successes in PE and to keep children and parents informed and to raise the profile of PESSPA for all visitors and parents.</p>	<p>Television to be updated regularly Use of screens in playground Report on events in Local newspaper</p>	<p>£989.24</p>	<p>Children and parents were informed of any upcoming activities or events to ensure that if they wanted their child to be involved they had notice to do so.</p> <p>TV software has presented an issue as the technicians were unable to</p>	<p>Where appropriate, invite parents in for sporting events such as sports week to show them how</p>

<p>Parents to be invited to watch Sports Day via social media due to COVID restrictions.</p> <p>For children to demonstrate the Ways of Being in their sporting pursuits; to be a part of a team and for their own physical and subsequent mental health to improve as a result of a PE culture across the school for all staff, parents and pupils.</p> <p>Curriculum Team to produce a termly newsletter focussed on PE and physical activity/competitions across the school.</p>	<p>Ensure parents have at least 2 weeks' notice of sporting events. Stickers for taking part, 1st, 2nd, 3rd,</p> <p>PE objectives link to the Co op Ways of Being</p> <p>Report through regular newsletter and on website and Twitter</p>		<p>come to school to service the system and could not do this remotely. Due to restrictions sports day was recorded and uploaded to learning platforms and social media for parents to watch.</p> <p>Dojos are given to children throughout sessions according to the Co op Ways of Being.</p> <p>Summer term - national sports week results on Woodslee Word.</p>	<p>their children have progressed throughout the year. Invite parents in to watch assemblies to see what their children have learnt. If possible, invite parent in to PE lessons to see how children learn and have a better understanding of the skills that are taught.</p> <p>Continue to use Dojos according to the Co op Ways of Being. Introduce certificates each term for showing the different Co op Ways of Being.</p> <p>Continue to share PE news and competitions on Woodsee Word at the end of each term.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				42%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £7500</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Enhance the knowledge, confidence and skills of staff to ensure the quality of PE is consistently 'Good' or higher across the school</p> <p>Training to be provided to all staff teaching PE and Sport.</p> <p>PE Coach (Co op Academy Bebington) and Soccer at School coach to help improve confidence and expertise of staff.</p> <p>Improve knowledge of staff in more sports/ activities</p> <p>CPD to be provided to ensure that staff have up-to-date knowledge about teaching and learning including assessment strategies.</p> <p>Curriculum Leader to be supported by members of the SLT to ensure effective subject leadership and monitoring</p>	<p>Ensure whole staff know the provision that Co op Academy Bebington Offer Baseline quality of teaching in Pe and identify areas for improvement.</p> <p>Coop Academy Bebington to provide training for all teaching staff on a subject of their choice.</p> <p>Qualified sports coaches to team teach alongside staff to develop knowledge, confidence and skills</p> <p>Coop Academy Bebington to provide CPD during staff meeting time.</p> <p>Curriculum Lead to write clearly linked curriculum maps & progression of skills document to support teachers</p>	<p>£6000 (Co op Academy Bebington)</p> <p>£662.50 (Soccer at school)</p>	<p>Most staff have been able to receive training on a subject of their choice in PE to enhance confidence, knowledge and skills in teaching and assessment. This has allowed children to get more from their learning as new skills have been taught and a new way of assessment has been given to have a better understanding of where children are working. Due to lockdown CPD wasn't able to be completed during spring one.</p> <p>Due to COVID restrictions one recorded CPD session was sent to all staff to develop teachers confidence when teaching fitness and to give ideas for delivering COVID safe PE lessons. This is supporting planning for the next academic year as well as giving staff a confidence of teaching fitness.</p> <p>Curriculum leader has been given time to conduct observations of PE CPD.</p>	<p>Continue to receive guidance and support from Coop Academy Bebington on different subjects in PE to allow teachers to progress in their own learning to be able to pass this on to others.</p> <p>Continue to receive guidance and support from Coop Academy Bebington on different subjects in PE to allow teachers to progress in their own learning to be able to pass this on to others.</p> <p>Continue to be supported by members of SLT to complete lesson observations to ensure</p>


PE conference/Trust Training - Curriculum Lead to attend	planning. Curriculum Lead to collate data and monitoring throughout the year. Cover for Curriculum Lead to lead and monitor (observations)PE across the school, including curricular and extra-curricular PE Curriculum lead to attend PE conference and trust training.	£500	Curriculum lead attended training.	effective subject leadership and monitoring. Continue to attend training to improve curriculum subject knowledge.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 11%
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: £2000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: All pupils will engage in extracurricular PE. They will be inspired by the Olympics and strive to try new/different sports developing within the realms of The Co op Ways of Being. Soccer at school football sessions after school.	Organise for staff or outside agencies to provide clubs to enhance movement.	£1337.50 (Soccer at School)	Survey conducted by staff prior to the academic year to find out what extra-curricular clubs they would be able to offer. Extra-curricular clubs started in autumn 1, cancelled in november due to COVID restrictions, planned to restart in December, unable to due to COVID restrictions. Replanned to start in January, unable	Staff continue to provide morning/after school clubs to give children an enhanced extra-curricular experience. Try to arrange for outside agencies to get involved in clubs.

<p>More opportunities will be available for all children (with a particular focus on SEND and PP) to experience different sports beyond ball sports; inspiring them and able to compete within their chosen specialist area.</p>	<p>Curriculum Lead to update each curriculum map to ensure coverage of a range of sporting activities. Minister for Sports to conduct pupil voice research about PE and what the children wish to learn and try.</p>	<p>to due to COVID restrictions. Extra-curricular clubs restarted in April, football, street dance and NFL club. Children have taken part in the 'Travel to Tokyo' virtual challenge. Activity is logged onto this website and tracks the distance you've travelled to a particular country, until you reach Tokyo. Children took part in this during lockdown and this was shared via online platforms (Seesaw and Tapestry). Classes have competed against each other, as well as a school team against other schools. Further competition opportunities scheduled for summer term (e.g. sports day). LTA Tennis Roadshow - Focussed on years F2, Y1 & Y2 only, each class received a 30minute high quality lesson with one of their British Tennis coaches. It focussed on the multi skill elements required for tennis, and each child then received an invite to attend a festival at Prenton Lawn Tennis Club the following weekend. Pupil voice conducted following that weekend showed children enjoyed the festival and one child said 'I have my own tennis racket now, I love tennis'. Progression map of skills for all areas of PE from EYFS to Year 6. Pupil voice showed sports children wish to learn and try - to be put in place during the</p>	<p>To continue to put into place information gathered from summer 2 pupil voice.</p>
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			summer term.	Pupil voice to be carried out once a term.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
All pupils to participate in (intra)competitions throughout the year. Increased participation at competitions. Pupils to develop their sportsmanship, focusing on our school games values (respect, resilience, responsibility, kindness, aspiration and courage) and the Co op Ways of Being)	To be updated with COVID guidance throughout the year Regular whole school Intra competitions (within bubbles) throughout the year using Personal Best records as a way of measuring greatest success. Ensure intra class competitions every half term in pe lessons Class & Whole School recognised with certificates / trophies. Display values in corridor space, hall and playground	£500	Children have taken part in the 'Travel to Tokyo' virtual challenge. Activity is logged onto this website and tracks the distance you've travelled to a particular country, until you reach Tokyo. Children took part in this during lockdown and this was shared via online platforms (Seesaw and Tapestry). Classes have competed against each other, as well as a school team against other schools. Year 3 and 6 competed in competitions during autumn term. Further competition opportunities scheduled for summer term (e.g. sports day). Sports day, football intra competitions, tag rugby competition (Yr 5 and 6) and National Sports Week were completed in Summer term 2.	Enter more competitions with different year groups taking part and with a range of sports through the Wirral School Games.
Curriculum Leads to develop the confidence of sports leaders and playground leaders and provide greater	Leaders to run competitions at break and lunchtimes			

opportunities for students to lead, manage and officiate				
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Signed off by	
Head Teacher:	
Date:	12/7/21
Subject Leader:	Ashleigh Taylor
Date:	12/07/21