



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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 **31<sup>st</sup> 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.

**As a result of the coronavirus (COVID-19) outbreak, the Department for Education has taken steps to relax the ring-fencing arrangements for the PE and sport premium in the 2019 to 2020 academic year to allow any unspent grant to be carried forward into the next academic year (2020 to 2021). The impact of COVID19 has inhibited some of the Key Indicators, however, where possible it has been attempted to complete.**

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>All children took part in cluster or school intra-class competitions throughout the year with every year group taking part in a competition.</p> <p>A range of new sports and activities have been undertaken by all year groups including circuit training and badminton which has increased participation rates and supported Y2 18-19 to achieve 98% graduation from Children's University for commitment to extra-curricular learning and activity.</p> <p>KS1 pupils and staff had access to specialist sports coaching to support professional development e.g., Lancashire Cricket Club, Premier Sport.</p> <p>A revised format for our Annual Sports Day was successfully implemented ensuring raised pupil activity levels and participation.</p> <p>Health and Well-being units of work have been developed.</p> <p>Installation of a Trim Trail to develop core strength, balance and co-ordination has impacted positively on children's physical development in Reception.</p>	<ul style="list-style-type: none"> <li>• KS1 playground to be developed with the support of staff, children and parents.</li> <li>• Promote and enable pupils to come to school on bikes/scooters by providing storage facilities which are readily accessible to KS1 pupils.</li> <li>• Raise the profile of sports and competitiveness through the Olympics 2021.</li> <li>• Continue to encourage children who are less active through alternative sports such as 'change4life'.</li> <li>• Develop PE Champion roles to develop sports and living a healthy lifestyle.</li> <li>• Identify CPD opportunities for staff.</li> <li>• Cookery club to be delivered to KS1.</li> </ul>

## STATISTICS

- Based on 181 pupils of KS1 primary school age, in the current year the school received £17,810 of Primary P.E. & Sport funding in the school budget in 2019-20.
- Total spends for 2019/20 = £7,287.62
- £16,998.52 carried forward from 2019/20

## 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: 2019/20	Total fund allocated: £24,286.14	Date Updated: May 2020	Percentage of total allocation:	
<b>Key indicator 1:</b> 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			13.3%	
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?:	
Provide opportunities for children to be active throughout the day. Children to develop and improve their fundamental skills such as balancing, skipping and hopping.  Children to develop their understanding in the importance of regular exercise to support their fitness, health and well-being.	Active Soccer to deliver daily lunchtime and afterschool clubs from a 'Sports Technician'. Children are to be motivated to participate in a new sport from the PE lead, teachers and sports technician.  To encourage all children to participate in sports to develop their fundamental skills letters were sent to parent/ carers each half term to encourage participation in extra-curricular sports.  Track pupil's participation to encourage children's involvement. Provide alternative options such as 'change4life' club to achieve greater participation.	£2375.00	KS1 children have received daily opportunities from the 'sports technician' to develop their fundamental skills and have continued to make progress up to the spring term. More children are demonstrating greater control and balance with their skills. This was identified in observations in PE lessons and lunchtime clubs.  Children have learnt new skills such as skipping. Children have a greater understanding of their health from assemblies, Food Chef and teachers discussing the importance of exercise and our wellbeing.  There was a high intake for extra-curricular clubs. Children were monitored in KS1, tracking children's participation in lunch and afterschool clubs. Any children not attending a club were offered alternative clubs to	Sustainability and suggested next steps:  Book active soccer for 20/21 with a revised approach to delivering sessions during lunch to adhere to COVID 19 procedures.

			encourage participation. Children have experienced new sports such as basketball, badminton, circuit training and gymnastics.	
Children to use play-pod resources for physical play, communication, interaction and problem solving.	Play-Pod resources replenished supporting creative physical play, communication, interaction, problem solving. Promotion of physical activity during the lunch break.	£850	Children used the play-pod equipment on a daily basis supporting their physical play, communication, interaction and problem solving.	Play-pod resources to be replenished next year as and when COVID 19 guidelines allow for its safe use.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				1.46%
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:
Displays to showcase children's participation in sports and physical activity to raise the profile of living a healthy lifestyle. Children to be motivated through displays to participate in various sports.	Allocated display in school for PE Photographs of achievements Children's work linked to PE/ sport Children to contribute to displays e.g. displays to showcase, children's views on PE and sport activities within school showing positive impact. 'PE Champions' photographs on display for school to see. Intra-competition displays to showcase each class's achievements for each term.	£0	A range of photographs showcased children participating in a range of sports such as basketball and football. PE Champions from Key Stage 1 were selected and shown on the display enthusing children to be advocates for PE, physical activity and sports. Intra-competition results were shown for each term to identify and celebrate each class winning in their year group. Children proud to see themselves on the display and are keen to talk to their friends about their achievement in a sport, club or competition.	Continue to develop display to showcase PESSPA. Introduce healthy aspect to display to improve children's eating and drinking. Highlight the importance of well being.
PE Champions to raise the profile of PESSPA.	Send applications to KS1 children to complete. Select children from each class and award PE Champion badges in assembly. Meet with PE Champions each term to discuss ideas and suggestions for	£30	Children were selected and given 'PE Champion' badges. PE champions photograph on the PE display. PE Co-ordinator met with the PE Champions discussing equipment for the school and suggestions for the KS1	Send applications to new Year 1 children to complete. Select children from each class and award PE Champion badges. Meet PE Champions each term to discuss ideas and suggestions for

	PESSPA.		playground project.	PE.
Develop KS1 playground over a <b>2 year period</b> to improve the children's daily physical activity. <ul style="list-style-type: none"> <li>• New trim trail</li> <li>• Playground markings to engage children's physical activity</li> <li>• Bike/ scooter shelter</li> </ul> Whole school approach to involve staff, children, governors and parents. <ul style="list-style-type: none"> <li>• Staff to discuss ideas to develop playground for children's needs.</li> <li>• Parents and children to draw and plan suggested ideas for the KS1 playground i.e. bike shed.</li> </ul> New KS1 playground to improve children's physical engagement, gross motor, core and balance skills. Improve number of pupils meeting ARE in Moving and Handling in EYFS and PE in KS1.	<p><b>Two-year plan.</b> Playground design sheet to be sent to KS1 children to complete. Design ideas to be incorporated into the KS1 playground plan.</p> <p>Contact 4 companies to visit the school to discuss designs for playground and provide designs and quotations. PE lead to liaise with staff and Governing Body in order to identify best design and value proposal.</p> <p>Chosen company to install Trim Trail and playground marking.</p>	Carried over to 20/21 - £16,998	<p>KS1 design sheets were returned from Reception and KS1 children and design ideas were incorporated into the design ideas were produced from the companies.</p> <p>Discussed design ideas with 4 companies for the KS1 playground. 3 out of the 4 companies provided design ideas and quotations. One company was unable to because of the Covid 19 pandemic.</p> <p>Unable to complete the KS1 playground project because of COVID 19.</p>	Plans for the KS1 playground will continue into 20/21 academic year once all staff have returned to school. Further to consultation with pupils, consultation with Staff and Governors to discuss and decide on the most appropriate design for the playground.  Award contract and install once situation allows.
New Sports equipment giving children a broader range of activities to be involved in. High quality equipment giving children a range of experiences to develop their skills.	<p>PE audit to identify equipment. A stock take will be carried out and missing/broken equipment to be repaired/ replenished including PE equipment identified and addressed to enhance provision and practice. New equipment to be ordered.</p> <p>Year 1 shed and outdoor equipment to develop fundamental skills such as balancing, co-ordination and catching.</p>	Carried over to 20/21  £327.00	Children will access equipment in 20/21 academic year.	PE audit will take place in September.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7.5%
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:
Jumping Jacks to develop Nursery children gross motor skills and body awareness (pupils and staff to benefit) through music, musical instruments, dancing and movements. Sessions to support pupil progress across all prime areas of learning supporting children's future positive engagement in PE and Sport.	Observe lessons for quality Nursery data – compare baseline to end of year. 9 sessions weekly for all Nursery children.	£936	Observed a lesson. Excellent delivery engaging children through dance, music and props. Children used a wide range of movements which has developed their gross motor, co-ordination and body awareness.	Book Jumping Jacks in for next year to deliver to nursery especially with possible impact of COVID-19 on children's physical development and mental health and well-being. Ensure sessions can be delivered appropriately in the current COVID19 situation.
PE lead to establish high quality practice for other less confident colleagues to observe	Liaise with staff throughout the year to observe. PE lead to be released to observe PE lessons across the school.	£540	Observed teachers in Reception and KS1. Gave feedback establishing strengths and points to develop for future lessons such as evidencing children's progression with ipads and positioning of teachers when observing children.	Continue observing teachers in each year group and feedback to improve quality of lessons.
Choose new PE scheme for KS1	Select and trial Rising Stars PE Champions to support children's physical development, fitness and well-being.	£250.00	Staff audit completed by KS1 teachers on the new PE scheme.	Continue trialling new PE scheme with appropriate adaptations made for the current PE and Sport guidelines for 20/21 academic year and review in the summer term.

Join afPE Association for Physical Education (School Membership) to ensure access to specialist and expert support, thus keeping the school fully up to date with high quality practice and provision. <a href="http://www.afpe.org.uk/">http://www.afpe.org.uk/</a>	Join afPE to receive professional support.	£111	Joined afPE giving access to the website. They send a termly magazine PE matters to provide engagement and support for teachers and staff.	Join afPE for 20/21 academic year.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				7.6%
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:
Active Soccer to deliver a wide range of extra-curricular sports.	See indicator 1	See indicator 1	Children in KS1 participated in sports during lunch and after school. % of children in Y2 graduated from Children's University further to their participation in extra-curricular activities since Reception.	Secure active soccer for 20/21 academic year. Ensure programme is in-line with current guidelines.
Teaching Assistant (TA) to support coaches and children, helping children's attainment and behaviour.	TA's attending lunch time and after school clubs.	£1200	Improved engagement during club activities. Enhance inclusion for all pupils. Improved attitude to learning. Improved skills development and level of achievement.	Continuation of TA's supporting coaches and children in extra-curricular clubs.

To provide alternative sports for children to experience.	Judo education to deliver sessions at 8.00 once a week during the spring term.	£0	Judo education delivered an assembly to encourage children to participate. The club was filled with further opportunities for additional club in the summer term. Children learnt new skills and the importance of respect and discipline.	Contact Judo education and book for 20/21 to offer KS1 children morning sessions if it can be delivered COVID -secure.
Increase alternative activities for children to develop their understanding of health.	To purchase cooking equipment to deliver a healthy cookery club. To deliver extra-curricular clubs to KS1.	£175	Cooking equipment purchased. Unable to take place in the summer term due to COVID-19.	DT co-ordinator to deliver healthy cookery clubs in 20/21 academic year.
To learn and practise a dance to perform in front of an audience.	Fiona Gadie will lead a weekly Dance Club after school leading to participation in Sefton Schools' Dance Festival for KS1 pupils, summer 2020. Children perform in Sefton Schools' Dance Festival resulting in increased confidence performing in front of an audience; children inspired watching performances of others; children motivated by positive experience to continue engaging in dance activities.	£0	Show was cancelled due to COVID 19.	Dance club to continue in 20/21 if guidelines allow.
Sport safe to be employed to perform safety checks on school PE equipment.	Ensure that all equipment in school is safe and suitable for use by the children of the school both for PE lessons and for extra-curricular clubs.	£493.62	Children experience a broad range for sports activities using suitable equipment.	Checks to be authorised annually, with safety requirements being met by all equipment used by children.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 0%
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:
Raising the profile of competitions through inter-school, multi-skills, Sports Day competitions for EYFS/ KS1. Children learn how to win and lose and celebrate own and others success.	Staff have pro-forma to fill for inter-school, multi-skills competitions. Trophies presented for 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup>	£0	Children have participated in inter-school competitions each term. Displays showing children's achievements. Discussions with teachers about winning and losing.	To continue encouraging competitiveness of sports. Inter school competitions to run throughout the year – timed race, multi-skills and sports day – if COVID19 situation allows.
Allow a greater number of pupils to take part in a wider range of sports competitively. All pupils to be more active and engaged in competitive sports. Celebrate sporting achievements.	All staff are informed what each station entails on sports day. Staff and children practise together to familiarise themselves with the running of the day. Children compete at 7 stations and finish with competitive year group races.	£0	Unable to take place in the summer term due to COVID-19. Possibly re-book for each bubble when visitors are allowed back into school in Autumn or Winter term 2020/21.	Continue using stations for sports day for maximum participation. Raise the profile of sports and competitiveness through the Olympics 2021. Review organisation in-line with sports and games guidance at the time.
More opportunities to access and engage children in competitive sport and local competitions and gain positive benefits from participation.	Everton football competition for Year 1. Children competing against other schools. Active soccer coach to deliver afternoon training sessions once a week.	£0	Selected year 1 children received weekly training sessions from the active soccer coach. Children develop football skills, awareness of themselves and their positioning and the importance of working together i.e. communicating and passing the ball. 10 children were selected to compete against other schools. Children came 3 <sup>rd</sup> in the competition. Achievements were celebrated in an assembly	Book KS1 football competitions for 20/21 academic year – should the Pandemic situation allow participation.
	Everton football competition for Year 2. Children competing against other schools.	£0	Same as above. Unable to take place in the spring term due to COVID-19.	

	Participate in the year 2 multi-skills competition. Active soccer coach to deliver afternoon training sessions once a week providing a wide variety of activities for children to develop their fundamental skills.	£0	Year 2 children attended afternoon sessions developing and practising their skills such as throwing, balancing and speed. Children competed at Chester Field High school and came 2 <sup>nd</sup> . Achievements were celebrated in an assembly and posted on the school website.	Contact organiser to ensure year 1 and year 2 compete in the multi-skills competition.
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Signed off by	
Head Teacher:	Mrs Haney
Date:	
Subject Leader:	Mr Sayer
Date:	
Governor:	
Date:	