



2019-2021
Due to COVID
interruptions

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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 **31st 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Swimming Achievements for Key Stage 2 pupils Improved engagement in team sports in the school setting Improved engagement and success in team sports in the local and regional area. Online PE links and activities for parents and pupils during Lockdown Successful engagement of staff in physical exercise questionnaire Spr 2020- Kirkby Collaborative engagement and celebration of success Continuation of CPD for staff across the school in their chosen areas of development. Implementation of the Daily Mile at least 3 times a week, including for Key Worker children during Lockdown; Promotion of active, healthy lifestyles for all children and staff (including Well Being Award). We offer a range of sports during curricular and extra-curricular time, including athletics, football, high fives and gymnastics. Extra-curricular activities are popular and there are a good proportion of pupils eligible for free school meals who take part in each of the activities from Key Stage 2. Improved quality and variety of PE resources and equipment. *We have maintained participation in intra-schools competitions, with our school having won Kirkby Indoor Athletics Championships twelve years in a row and our football teams doing consistently well in the Kirkby and Knowsley leagues and competitions. All of our extracurricular activities are free and completed by staff within school School achieved the School Games Award (judged by KSSP) in recognition of participation and quality provision in sport for the 3rd time. Separate sports days are organised for KS1 and KS2 pupils, allowing children greater opportunities to participate. Entered events to gain access to out of school companies such as the Everton FC Primary Premier League Tournaments. (All year Groups)</p>	<p>Parent engagement in PE- online questionnaires Staff engagement Pupil enjoyment COVID safe PE activities Ensure SEN pupils are being selected for competitions. PE wall display to include certificates and awards. Continue staff CPD in areas of weakness. Encourage more KS1 children to attend clubs. Complete PE survey to see what clubs the children would like to see. Re-introduction of Play Leaders for KS1 – think about dinner times for KS2 and implications. Subject leader training provided by KSSP to ensure that the PE curriculum intent and implementation has the desired impact that pupil’s knowledge and skills develop to meet or exceed expectations in all classes. Implement more lunchtime physical challenges for welfare staff to organise Review of Sports Day. Consider how the flow of events can be improved and by adding variation to events. Increase Daily Mile participation to across the key stages Re-introduce daily wake up shake up sessions, possibly as a morning activity and at end of weekly assembly. Increase the range of sports during extra-curricular time to include Badminton, table tennis, hockey and tri golf. High quality PE wall Display to include photos, certificates and awards. Achieve next level of the School Games Mark (COVID restrictions on time scales)</p>

Meeting national curriculum requirements for swimming and water safety.	Year 6 completed their swimming unit of work lessons Aut 2019
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	2019-2020 95% Their swimming was during the Aut 2019 term
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	2019-2020 95%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	2019-2020 90%
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: 2019-2021 April		Total fund allocated: £	Date Updated:	
Key indicator 1: 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				Percentage of total allocation:
				30%
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:	
To provide pupils with high quality PE lessons. Include and develop support staff in PE CPD overtime and within PE lessons. PE Leader to support long and medium term planning.	Teachers provided with CPD training to ensure pupils are receiving high quality PE lessons.		Pupils continuously improving their sporting skills, giving them more opportunities within sports. Attainment at the end of each Year group to improve regarding the expected and greater depth milestones.	To continue to support teachers to enable them to deliver high quality PE lessons in the future.
Make all PE lessons fun and accessible to all pupils so they are fully engaged and inclusive.	Lessons are differentiated in order to challenge pupil's individual needs.		Allowing pupils to reach their full potential and excel within an area of sport. As a result of high quality PE lessons participation will increase. Pupil engagement to improve regarding and of year group and in year questionnaires.	Continue to find new ways of engaging pupils physically within the PE curriculum

			Pupils fully engaged in each year group re: weekly skills task.	
Ensure all pupils are getting their 30 minutes of physical activity a day.	Set daily challenges for pupils to physically complete. Skipping and jumping challenges. Go noodle activities within the classroom.		Is to give pupils the opportunity to physically challenge themselves and improve their physical wellbeing to lead a healthier lifestyle. Pupil capacity and stamina to increase overtime- pupil questionnaires and weekly skills tasks. Pupils to be able to discuss and explain their PE 30 min activity and have high quality displays to support.	Allow pupils to take ownership within each challenge to achieve personal bests. Ensure teachers are always providing pupils with this opportunity.
Playground improvements e.g. Court/pitch/ Daily Mile markings, and also accessibility to adventure trail. To aid active break/lunchtimes and promote healthier lifestyles in addition to being utilised for curricular and extra-curricular activities.	Ensure that access to the yard and areas for activities are completed in PE Subj Leader timescales.	£1900approx	Children have the opportunity to develop their social, communication and organisation skills through engaging in orienteering, outdoor PE and FS activities.	To develop a walking bus to and from school. PE lead to continue to develop partnership with Knowsley Schools 4 Health initiative and look into further programmes and awards. Outdoor areas (Field/yard) require maintaining throughout the year.

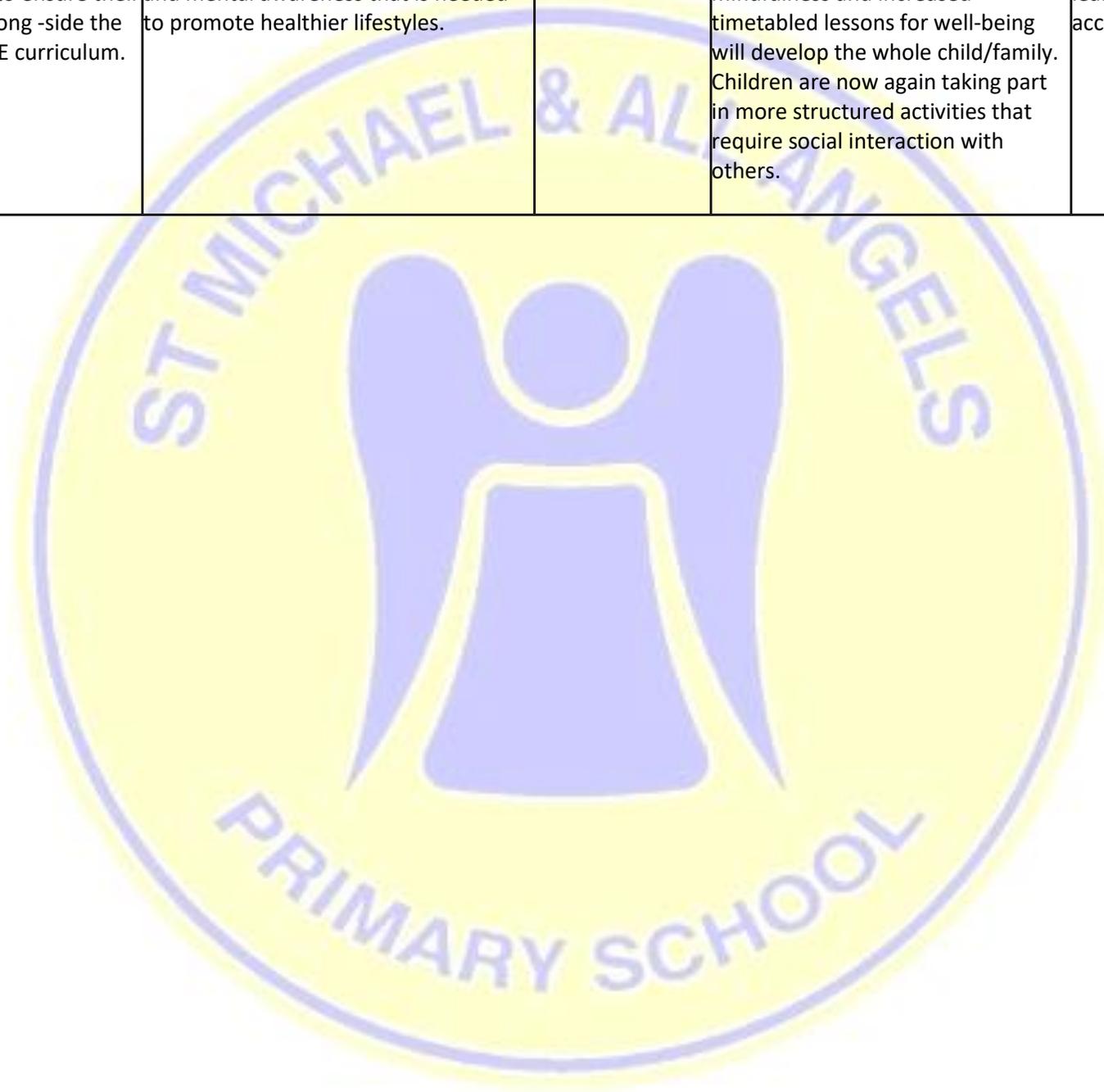
<p>To target less active pupils to encourage engagement in more physical activity</p>	<p>Update PE equipment to enhance provision in lessons and extra-curricular activity Update lunch time equipment to encourage more physical activity.</p> <p>Improve permanent resources for PE and sport including: *Access and fencing to a wooded area for orienteering and Forest School (FS) activities.</p> <p>To continue to encourage parents to join KS1 Family Fitness sessions. (purchase of healthy fruit etc to promote healthy eating)</p>		<p>Children taking part in more structured activities that require social interaction with others. (For example: forest school.</p> <p>Increased parent involvement</p>	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 20%</p>
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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:</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>Pupils receive two high quality PE lessons a week.</p>	<p>PE is taught twice a week to a high standard.</p>		<p>As a result pupils will excel within this subject area and end of year achievements and attainment will rise in all year groups.</p>	<p>To ensure staff are update on latest training and pupils continue to received their two weekly PE lessons to a high standard.</p>

Use membership of afPE to support the application for PE Quality Mark.	Join afPE and undertake review of PE provision across the school including EYFS. Fulfil the 5 Key Indicators across the school.		Pupils now have access to high quality PE provision. The impact will include the PE Leader developing the PE curriculum along -side and with other members of the school community.	For all aspects of the 5 Key Indicators to be fully recognised and achieved across the school.
All staff (including support staff) and pupils have good subject knowledge in the curriculum area. Use of afPE resources and training. Use of KSSP leaders to support PE leader.	Staff are up to date with most recent training and are able to give the pupils good subject knowledge.		High quality teaching will give pupils the opportunity to excel in this area and strive to continue to achieve.	To continue to provide good subject knowledge within this curriculum area.
Weekly challenges set for classes to raise the standards of skill based activities.	To improve pupils skills which can be used of multiple sports.		Pupils can continue to improve and master basic skills which can be carried across	Whole school to continue to master basic movement skills to support PE lessons.
Physical education prepares all children to be physically and mentally active, fit and healthy...for life. This is an important aspect of our school ethos.	Successes / participation of children in sports clubs outside of school to be highlighted and celebrated during assemblies. (Regularly recognise and reward sporting achievement through the presentation of awards throughout the year and at prize giving at the end of the summer term).	£500 prizes and trophies	The participation of children playing in organised activities during lunch time in KS2 will be more structured, decreasing incidents of poor behaviour and low levels of activity from the children.	To inspire all children to participate in a range of extracurricular clubs and promote clubs outside of school.

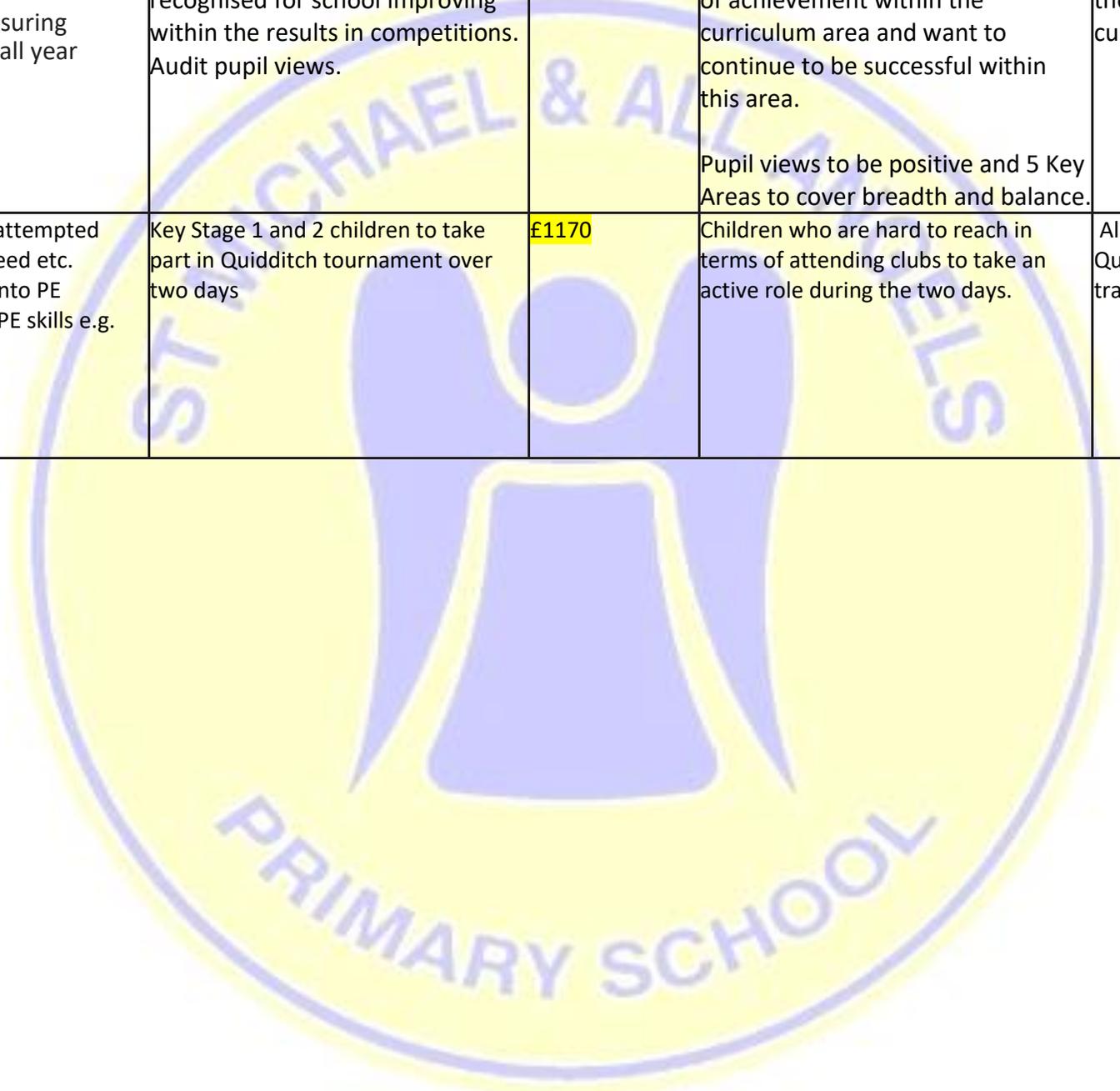
<p>We have also implemented Mindfulness sessions with the children to ensure their well-being is catered for along -side the Well Being Award and RSHE curriculum.</p>	<p>This will improve the children's physical and mental awareness that is needed to promote healthier lifestyles.</p>	<p>£2200</p>	<p>As a result of implementing mindfulness and increased timetabled lessons for well-being will develop the whole child/family. Children are now again taking part in more structured activities that require social interaction with others.</p>	<p>Develop skills with families/ online learning/local KSSP tasks to access.</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:
				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:
Upskilling of all teachers and support staff delivering PE to ensure pupils receive a high quality PE lesson. afPE resources and training	To ensure staff can deliver high quality PE lesson with confidence.		Pupils will excel within this subject area. As a result of CPD attainment will rise across all areas of PE across the school. Breadth, balance and progression will be clearly monitored by the Leader and Govs.	Staff watch others teaching to support one another and ensure pupils are all receiving good quality lessons throughout the school.
Upskilling of welfare staff to enable children to participate in games during lunchtimes.	Welfare staff can lead skill based activities during lunch time to give pupils the opportunity to practise skills.		Pupils will master skills they are currently learning and progress further within the PE curriculum.	To make sure this is carried out for every year group with the school and skill based activities are linked to the national curriculum.

Greater range of resources available to staff to help them teach and prepare lessons.	New PE lead to develop his leadership skills through regular CPD courses. Orienteering and Quidditch training for all staff across the school	£1000 approx	PE teacher feels more confident in delivering PE lessons. PE leader confident that PE provision is outstanding and has the means to support teaching and learning to bring about this aim.	Three year resource plan to be developed following audit of need and changing PE curriculum provision-breadth and balance.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements: Attending competitions. Pupils being selected by outside clubs. Most improving school within PE award in Knowsley.	Giving as many pupils as possible the opportunity to compete. Pupils then getting further opportunities outside of school to excel within a sport.		As a result of improved access to sporting activities the pupils confidence to succeed. Pupils may be selected to represent other teams within the sport locally. More children will be inspired to participate.	Ensure we continue to provide pupils with further opportunities within the PE curriculum.

<p>Recognition for excellence within sports at competitions. 5 Key Indicators to be ensuring breadth and balance for all year groups.</p>	<p>Pupils and staff are being recognised for school improving within the results in competitions. Audit pupil views.</p>		<p>Pupils and staff are feeling a sense of achievement within the curriculum area and want to continue to be successful within this area. Pupil views to be positive and 5 Key Areas to cover breadth and balance.</p>	<p>Continue to raise the status of the school within the PE curriculum area.</p>
<p>Complete a new sport not attempted before following audit of need etc. Incorporate Forest School into PE provision to support other PE skills e.g. orienteering.</p>	<p>Key Stage 1 and 2 children to take part in Quidditch tournament over two days</p>	<p>£1170</p>	<p>Children who are hard to reach in terms of attending clubs to take an active role during the two days.</p>	<p>All staff members to have Quidditch and Orienteering CPD training.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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>Enabling more pupils the opportunity to attend competitions.</p> <p>Making competitive sports more engaging for all pupils to participate in within PE lesson.</p> <p>Open up extra curriculum activities for all pupils to attend.</p>	<p>Taking A teams and B teams to competitions to provide more pupils with the experience and opportunity.</p> <p>Adding an element of competitiveness within the sports in the PE lessons.</p> <p>Providing pupils that extra opportunity to continue to improve within a sport that they enjoy.</p>		<p>Give pupils that would not normally attend competitions the drive and motivation to improve within the sport and compete.</p> <p>Gives the pupils more enthusiasm and more determination to compete in a healthy way.</p> <p>Could give pupils the opportunity to excel within an area of sport and be selected by clubs within the area.</p>	<p>Continuing giving pupils the opportunity to compete.</p> <p>Continue providing pupils with engaging PE lessons with the element of competition.</p> <p>Ensuring as a school we are providing pupils with opportunities wherever possible.</p>
<p>There has been a lot of research about the use of Sports Coaching in the UK commissioned a report that interviewed 10,000 people within primary schools; the top five benefits were:</p> <p>Improved fitness (72%) Enhanced fun (68%) Learning something new (47%) Improved performance (41%) Develop sporting skill (38%)</p> <p>Documentation of participation in competitive sports outside of the school</p>	<p>Continue our approach to team selection – trials based approach and participation of those pupils not usually selected for sports in which they could excel (boccia, inclusive seated volleyball and new age kurling).</p>		<p>Increase pupil participation</p> <p>Ensure that a wide variety of competitions are entered</p> <p>Improved confidence in children</p> <p>Improved positive attitudes to sport, health and well-being</p> <p>Sign post children to talent pathways</p>	<p>PE Lead and other staff members to ensure lunch clubs focus is developing skills in readiness for competitions.</p> <p>PE lead and other staff members to plan regular in school competitions</p>

day. Children to use IPADs as a means of capturing and reporting on our schools participation within competitions across Knowsley.

Signed off by	
Head Teacher:	Miss A L Bowman
Date:	April 2019
Subject Leader:	Ms L O'Connell
Date:	April 2019
Governor:	Ms B Tolmie
Date:	April 2019

