

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



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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](http://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.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Retained the School Games Gold Mark</li> <li>High profile of sports/PE has been sustained.</li> <li>Development of the teaching and learning of gymnastics in school. Staff received targeted CPD through the support provided by Beth Tweddle Academy Gymnastics.</li> <li>Training of play leaders who support younger children.</li> <li>All children (in all key stages) now access the mile a day.</li> </ul>	<ul style="list-style-type: none"> <li>Target inclusive opportunities for all children, by introducing them to support and physical activity in fun and innovative ways which will include sport specific introductions such as tennis, table tennis and wake up shake up.</li> <li>Plan a sports week incorporating a range of disabled sports.</li> <li>To further support staff with the delivery of tennis lessons through the commissioning of a Tennis coach.</li> <li>Deliver a health drive programmed that encapsulates increased physical activity, reduction of sugar intake and improved mental health.</li> <li>To commission an outside provider to teach after school Rugby skill sessions to all year groups from Reception to Year 6.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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.</p>	84%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%

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 – there were plans to utilise this but due to school closure resulting from COVID-19 this was not possible.

## 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: £17,740	Date Updated: 07.12.20	
<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				Percentage of total allocation:
				25.8%
Intent	Implementation		Impact	Review
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
To resource Playtime equipment for each bubble.	Enhance our outdoor play on the KS1 and KS2 playground in light of social distancing requirements.	£1500	<i>Pupils will confidently engage in activities at playtimes using all equipment safely and accurately.</i>	100% sustainable once installed and up and running.
Play Leaders programme is introduced to promote active play.	HLTA to observe and plan the 2020-21 programme. Staff are deployed to introduced plan, deliver and teach sports' leader activities.	Supply release costs to enable staff to work collectively £360 HLTA to run programme £360	<i>Play Leaders organise and promote activities to encourage children to be active at playtime (within COVID -19 restrictions) Pupil and staff voice will indicate that playtimes are active and enjoyable with fewer incidents and accidents.</i>	
Train Mid days on delivering positive playtimes.	Mid days to attend Jenny Moselys Positive Training course.	£455	<i>Mid days will confidently lead playtimes and the children will be active in a range of activities.</i>	
Restock equipment levels to enable us to perform safe sessions.	New equipment ordered to make sure that lessons adhere to government guidelines.	£750	<i>Lessons are able to be taught keeping children and staff safe without losing the impact of lessons on learning.</i>	
Rugby after school club for each class	Outside Rugby sports coaches to	£1000		

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from Reception to Year 6.	deliver Rugby after school club		<i>To provide all children with the opportunity to partake in regular physical activity whilst remaining in their bubbles.</i>	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				19.7
Intent	Implementation		Impact	Review
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
To make the whole school aware of the importance of PE and Sport. Encourage all pupils to aspire and participate.	All children to engage with the Daily Mile each day. During the Summer term children to complete the Daily Miles, whilst encouraging parents to join in too.	Nil	<i>Children enjoy engaging with the Daily Mile but this needs to continue to be done consistently</i>	Introduce Daily Mile to parents
To provide children with specialist teaching opportunities that raises the profile of PE, School Sport and Physical activity.	Tennis Coach to provide sessions of high quality to KS2 children. Specialists will work alongside teachers supporting their professional development.	£2000	<i>Engagement evidenced on Twitter. Feedback from children and staff was positive. Children and staff have more understanding of tennis skills.</i>	Opportunity used as CPD for teachers who can continue to deliver tennis lessons once their sessions have finished.
To introduce the children to a range of minority sports.	SLA with Halton Sports Development to provide a range of minority sports that children would not otherwise have exposure to.	£1500	<i>Raise quality of teaching, learning and assessment resulting in high levels of pupil engagement. (registers &amp; observations)</i>  <i>Opportunities to develop a wider set of physical literacy skills has been obtained. (assessment)</i>  Increased levels of pupil self-esteem and confidence. (assessment)  <i>Staff are more confident and knowledgeable in the delivery of PE</i>	Pupil voice analysis shows the vast majority of pupils in all year groups enjoy PEPSA and that they understand how to lead healthy lifestyles.  Children develop wider character skills such as leadership and respect as a result of PEPSA participation.  Learning walks indicate the overwhelming majority of lessons are of a high quality.

			curriculum. (survey)  Children experience a broad range of sporting opportunity including minority sports. (registers)	Teacher voice indicates that vast majority have high levels of subject efficacy.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8.7%
Intent	Implementation		Impact	Review
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Widnes Primary Schools Sports Association to provide guidance in staff development in a range of areas.	WPSSA subscriptions paid to provide connections with school.	£50	Collaboration with the Halton Sports Competition Manager and other Halton Schools to increase participation levels in PE and Sport and interschool competitive sports.	Continue to collaborate with Halton Sports competitive Manager for interschool competitive sports.
Raising teacher competencies in P.E. via high quality professional development leading to high quality lesson delivery.	Introduce GetSet4PE and provide logs for teachers to start using. Support and help any teachers who are unsure on how to use it	£1500	CPD raises the staff confidence levels and subject efficacy.  Learning walks evidence improvements to the quality of teaching and learning.	Teachers have high self-efficacy and are able to assess accurately children's performance.
To raise further quality first teaching in P.E. commencing with areas of most need.	Specialist Tennis teacher one day a week to work with staff 'team teaching' P.E. focusing on building their confidence and pedagogical skill.		Pupils report they enjoy PEPSA and can articulate their individual progress and learning.  Assessment of P.E. is now strength in the subject and feeds further improvement.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21.5%
Intent	Implementation		Impact	Review
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>School to continue its links with Halton School Games, in order to engage children in a range of sporting competitions.</p> <p>Increasing the range of sports on offer by purchasing multiple short-term SLAs across a range of minority sports. This is designed to build children's motivation, effort, resilience and persistence.</p>	<p>Many children to participate in sporting competitions and coaching activities within the Halton area (J Obiro)</p> <p>A tailored package of support that increases children's enjoyment of PEPSA.</p> <p>Introduction of multi-skills targeting inclusion and physical literacy for all.</p>	<p>£1000</p> <p>£2815</p>	<p>Increased opportunities for participation in competitive sport. Children introduced to a range of sporting opportunity.</p> <p>Children demonstrated higher levels of motivation, effort, skill level, resilience and persistence. Children have high aspirations inspired by professional coaches.</p>	<p>During sessions pupils openly demonstrated qualities associated with good character – enjoyment, motivation, effort, resilience and persistence.</p>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				24.2%
Intent	Implementation		Impact	Review
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To maintain the high volume of pupils attending enrichment activity and inter-school competition – e.g. Widnes inter-school competitions and School Games.</p> <p>Increased opportunity will improve pupils' motivation and social interaction thus having an impact on children's academic achievement.</p>	<p>Increasing opportunity via attendance at inter-school competition.</p> <p>Bus hire for attending.</p> <p>Supply cover to free travelling staff.</p> <p>Membership fees, affiliation and entry fees to a range of competitions and events.</p>	<p>£3800</p> <p>£500 SLA</p>	<p><i>A larger proportion of children having opportunities to participate in inter-school sporting activity.</i></p>	<p>65%+ of KS2 children participating in inter-school competition.</p> <p>25%+ KS1 children participating in inter-school competition.</p>



Signed off by	
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