

# 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.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Successful whole school approach to healthy eating week and PSHE lessons around healthy lifestyles</li> <li>• Successful Daily Mile timetable being adhered to by all classes</li> <li>• All children fully engaged in their boroughs virtual competitions/challenges</li> <li>• Children/staff really enjoying and engaging with new PE scheme of work</li> </ul>	<p>Introduce school records to enhance motivation for PE and increase fitness – These will be recorded alongside the virtual competitions that are being provided by KSSP. Each challenge will have boy and girl winner from each class whose score will be the first record for their age group.</p> <p>Liaising with community clubs to enhance sporting opportunities – We have established contact with City Of Liverpool FC to discuss extracurricular clubs, gifted and talented groups and girls football sessions.</p> <p>Improve knowledge and understanding of PE with other staff members to improve whole school PE delivery – This has been scheduled as a CPD staff meeting to improve understanding and delivery of PE from all staff not just PE lead.</p>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/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.

<b>Academic Year:</b> 20/21		<b>Total fund allocated:</b> £5048.12		<b>Date Updated:</b> 09/11/2020	
<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:
					%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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?:	
<ul style="list-style-type: none"> <li>• Children have 2 hours of PE once or twice a week</li> <li>• Daily Mile timetable has been devised for all year groups</li> <li>• Virtual challenges are set up for pupils to participate in at break/lunch times</li> </ul>					
<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:
					%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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?:	

Begin in house school competitions between different house teams in a variety of sports for each year group	House team competitions will be set up for each class to complete in a variety of sports/challenges throughout the year.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
PE Lead to complete level 6 qualification following on from successfully achieving level 5.  Increase knowledge and understanding of all staff in PE.	Enrol and complete level 6 AFPE course.  CPD sessions and staff meetings arranged for inset days based around PE scheme of work and teaching PE.	£250		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
To begin a new scheme of work which will enhance the variety and breadth of the PE curriculum for all pupils.	Short, medium and long term plans for the PE curriculum this year are complete and delivery is underway and working very well.	Primary PE Passport: £1347	The use of primary PE passport is having a beneficial impact on PE throughout the school. It is providing organisation, structure and enjoyment to pupils and teachers whilst enabling clear progress to be tracked and monitored through video evidence and regular assessments.	

<p>A variety of brand new sports equipment which is in line with the broad and balanced curriculum being taught through PE Passports scheme of work. The equipment will enable all children to participate individually and as a part of a team in PE.</p>	<p>Boomblaster stereo, basketball pack, football pack, hockey set x3, tennis set x2, kurling stones set, variety of coloured bibs, dodgeball set, electric pump, target net pack.</p>	<p>Sports Directory: £1869</p>	<p>This new sports equipment has meant that children now have the option to work independently as well as in groups. Working independently was sometimes an issue as there wasn't always the best standard of or enough of the correct equipment. More equipment and higher standard equipment gives all children the chance to improve their knowledge and understanding whilst motivating them to take part in PE. This new equipment helps deliver a broad and balanced, differentiated curriculum.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Continue Knowsley School Sport Partnership and ensure all children participate in virtual competitions until normal competitions resume.  New sports kits for school sports teams who participate on behalf of the school in external competitions/fixtures.	Complete virtual challenges with all relevant year groups/pupils and submit results on time involving as many children as possible.  12 new Nike kits of variable sizes have been ordered for children to wear when chosen to represent the school.	KSSP: £1300  Prodirectsoccer: £282.12	KSSP have provided a range of virtual competitions for all year groups in school to participate in seeing as though they cannot mix with other schools for usual competitions.  Children representing the school look professional and have a corporate image when taking part in sports.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	