

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



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:

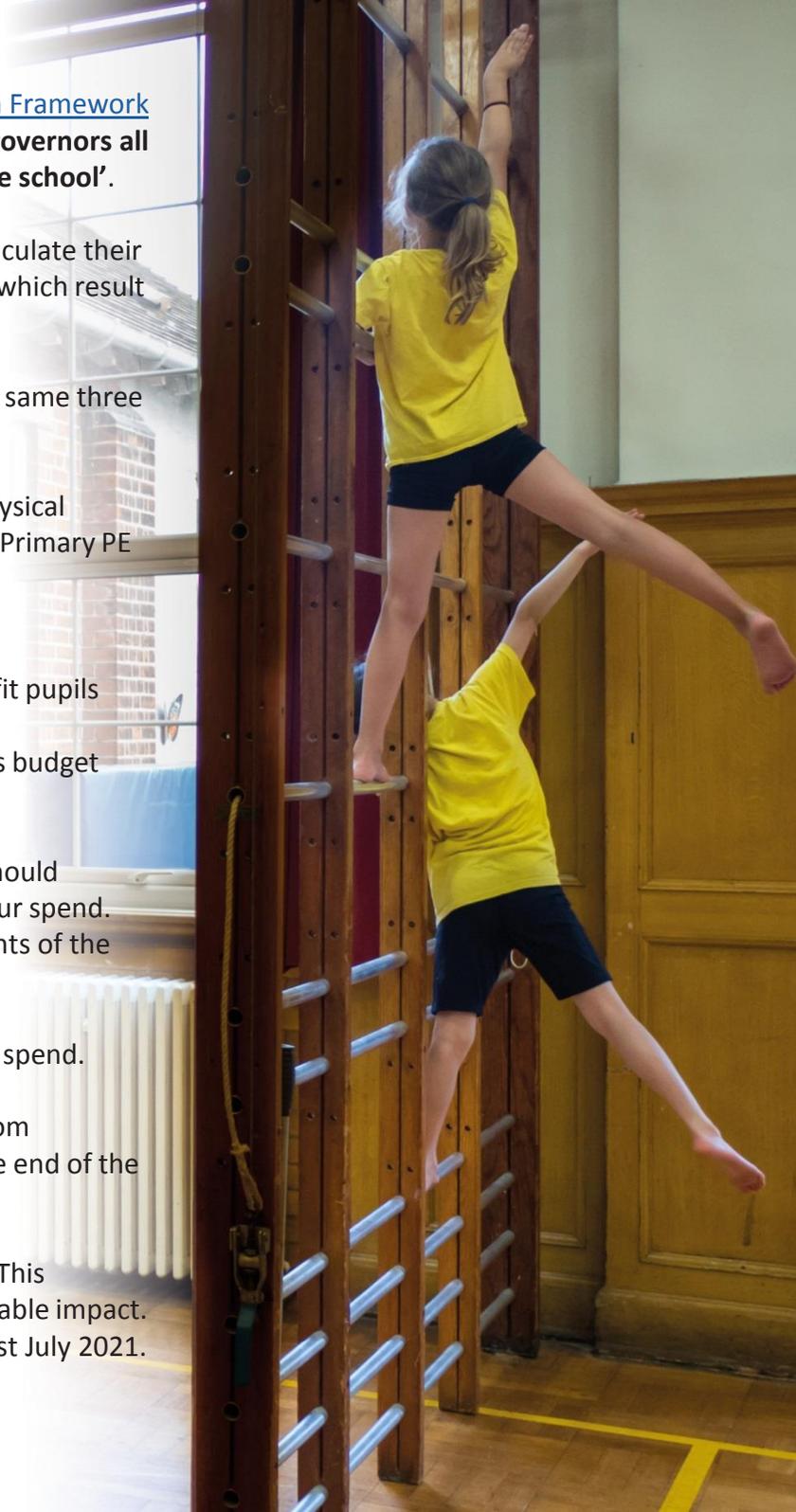
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, 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 2021** 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 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:
<ul style="list-style-type: none"> <li>• All pupils have a positive approach to PE and sport, children are eager to make a positive contribution to PE lessons.</li> <li>• School staff are using the power of being physically active to drive change across school.</li> <li>• Daily physical activity breaks are now embedded.</li> <li>• Staff have reported the positive impact of CPD sessions, ensuring they are confident to deliver high-quality PE lessons.</li> <li>• New Scheme of Work and assessment system this year has been implemented.</li> <li>• Curriculum Design – Our curriculum is now mapped out in an easy to understand format for all staff and visitors.</li> </ul>	<ul style="list-style-type: none"> <li>- Resume participation with competitive sporting events for all pupils</li> <li>- Continue to support the development of PE and physical development within EYFS</li> <li>- Return swimming attainment to pre-pandemic levels.</li> <li>- Continue to develop greater community links to increase participation in sport and physical activity outside of school hours.</li> </ul>

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

YES/NO \* Delete as applicable

<b>Total amount carried forward from 2019/2020</b>	<b>££3,029.22</b>
<b>+ Total amount for this academic year 2020/2021</b>	<b>£16,750.22</b>
<b>= Total to be spent by 31st July 2021</b>	<b>£19,779.22</b>

<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 which you can transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></p>	50%
<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 2021.</p> <p>Please see note above.</p>	50%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	50%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	50%
<p>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?</p>	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: 2020/21		Total fund allocated: £16,750		Date Updated: 30.7.21		
<b>Key indicator 1: The engagement of all 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</b>					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?:		
<p>To ensure children are meeting the active 30 minutes each day.</p> <p>To support children to further develop physical literacy, fundamental movement skills and gross motor skills across EYFS and Key Stage 1.</p>	<p>External member of staff purchased to lead PE:</p> <ul style="list-style-type: none"> <li>- To organise and manage extra-curricular clubs.</li> <li>- To organise and manage sporting competitions and events.</li> <li>- To monitor attendance and engagement with competitions, events and extra-curricular activities.</li> <li>- To support staff to provide opportunities for active play during break and lunch times</li> </ul> <p>Edsential Curriculum Support CPD</p> <ul style="list-style-type: none"> <li>- To support staff to increase levels of physical activity within all areas of the curriculum.</li> </ul>		<p>£4650</p> <p>Included as part of Edsential Premium SLA (£7000)</p>	<p>Impact of the PE Subject Leader role was slightly reduced due to school closures and restrictions limiting mixing of bubbles etc. Impact made:</p> <ul style="list-style-type: none"> <li>- All classes now completing daily activity breaks additional (e.g Daily Mile) to regular break and lunch times.</li> <li>- All children had access to weekly virtual competitions to take part in</li> <li>- All planning documents were available to staff to support the delivery of high-quality PE</li> </ul> <p>This was not completed due to school closures and staff absences due to isolation.</p>		<p>PE Subject Leader will continue in the role next year to ensure continuity for children and staff and to build upon the work of this year.</p> <p>Aims are outlined above for 2021-22 academic year.</p> <p>We will book these in again for 2021-22.</p> <p>Focusing on: structure of a PE</p>

	<p>Edsential Play Maker Award:</p> <ul style="list-style-type: none"> <li>- Year __ children to take part in the Play Maker Award programme to develop leadership and communication skills, alongside supporting the delivery of active playtimes.</li> <li>- PE Lead to oversee the planning and delivery of a range of structured physical (traditional and non-traditional) activities on different playgrounds, led by young leaders.</li> </ul>	<p>Included as part of Edsential Premium SLA (£7000)</p>	<p>Play Maker Award did not take place due to partial school closures/ not being able to mix bubbles. Postponed until September 2021.</p>	<p>lesson and how to ensure all children are active and engaged,</p> <p>This will be delivered in October 2021 to 12 children from Year 5 and Year 6.</p> <ul style="list-style-type: none"> <li>- Children chosen based on – low self-esteem, need to increase empathy and understanding, or driven to help their peers and younger children become active.</li> </ul>
	<p>Extra-Curricular Clubs:</p> <ul style="list-style-type: none"> <li>- Extra-Curricular clubs offered to all children free of charge to support them achieving the 30 minutes of physical activity each day.</li> </ul>	<p>2 x after school clubs are included as part of Edsential Premium SLA (£7000)</p> <p>Additional Judo after school club - £325</p>	<p>Despite clubs only running across Summer 2 half term:</p> <ul style="list-style-type: none"> <li>- 94% of children from KS1</li> <li>- 48% of children from KS2</li> </ul>	<p>Our extra-curricular offer to children will resume in full from September.</p> <p>Pupil voice will be used to try to ensure greater uptake from children within Key Stage 2. We will continue to work with local providers to add to our extra-curricular offer with the longer term aim that the children will access that sport or activity with the provider outside of school hours.</p>
	<p>Edsential School Activity Challenge:</p> <ul style="list-style-type: none"> <li>- One-week hire of a class set of activity trackers for children in Key Stage 2 to increase motivation to be active in a way which suits each child.</li> </ul>	<p>Included as part of Edsential Premium SLA (£7000)</p>	<p>Increased activity levels observed across the week. Staff observations showed an increased willingness to take part in daily physical activity breaks.</p>	<p>These have been booked in again for 2021-22 at key times of the year, as a way to keep children engaged with being active (Winter time and just before SATs week).</p>

<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:
				%
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:
We aim to use the power of PESSPA to increase: <ul style="list-style-type: none"> <li>- Social interaction and emotional self-regulation</li> <li>- Physical literacy/ gross motor skills</li> <li>- Engagement in daily activity</li> </ul>	Edsential 'Rainbow Programme': <ul style="list-style-type: none"> <li>- 12-week programme supporting all children across key stage 1.</li> <li>- The aims of the programme are to develop resilience, positive mental wellbeing, increase self-esteem and support children with managing emotions.</li> </ul>	£2000	<a href="#">Edsential Impact report provided. St Paul's Catholic Primary - Rainbow Programme Impact Report</a>	The Rainbow Programme made a great impact on our children, including some of the most vulnerable. This has been booked again for 2021-22 to target our Year 1/2 children in the first hour each week. In the second hour each week, this will be used as a small-group intervention programme for the children who benefitted accessing the programme this year. Teachers are now using some of these strategies daily within their own class also.
	Staff Wellbeing Programme: <ul style="list-style-type: none"> <li>- 6 hours of wellbeing for staff through yoga and mindfulness</li> </ul>	£420		

	<p>Edsential Personal Best Programme:</p> <ul style="list-style-type: none"> <li>- 6-week intervention programme focusing on supporting mental wellbeing through physical activity</li> <li>- Aims of the programme are to increase resilience, raise levels of self-esteem and improve attitudes towards being active.</li> <li>- Children were identified by class teachers to take part in the programme based on meeting one the key criteria/ aims of the programme.</li> </ul>	<p>Included as part of Edsential Premium SLA (£7000)</p>	<p>Edsential Impact report provided: <a href="#">St Paul's - Personal Best Programme Impact</a></p> <p>The children chosen to take part in this were mainly lacking resilience and/or self-esteem. There were 3 children chosen specifically as they would often refuse to take part in PE lessons. PE Subject Leader has reported that since the start of the programme 2 out of 3 children who regularly refused to join in with PE lessons are now taking part and sustaining interest throughout the lesson each week.</p>	<p>This programme will run again next year in Spring term. Staff will be asked nearer the time to identify and children who are struggling across the 3 aims of the programme.</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	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?:
<p>To improve the quality of PE teaching across school.</p> <p>To ensure staff feel confident teaching PE within the year groups.</p>	<p>Edsential PE Passport</p> <ul style="list-style-type: none"> <li>- 1-year subscription to the PE Passport app.</li> <li>- Tracking and Assessment tool.</li> </ul>	<p>Included as part of Edsential Premium SLA (£7000)</p>	<p>Using the PE Passport system has allowed children to be assessed across the year within PE. The tracking tool was used to tracked participation and engagement within after school clubs and competitions (virtual competitions)</p>
			<p>Sustainability and suggested next steps:</p> <p>The PE Passport app will only be used as a tracking tool next year. Our PE assessment system will be taken from the Edsential Scheme of Work so that it aligns with the planning teachers will be using from</p>

	12-month subscription to the Edsential PE Scheme of Work	£200	only) As a trial ready for September 2021, the PE subject leader began to use this new Scheme of Work ready to support staff to make the transition to using this for all planning and assessment through 2021-22.	September 2021. As mentioned, this will become our main PE planning for 2021-22 to support teachers in delivering high-quality PE lessons.
	Edsential Subject Leader Support Programme: - Termly meeting to support PE Subject Leader	Included as part of Edsential Premium SLA (£7000)	These termly meetings included as part of our SLA have supported or PE Subject Leader through ensuring they are up to date with all the latest local and national agendas	The meeting have ensured that PE Subject Leader's knowledge has remained up to date in relation to guidelines and recommendations, upcoming local events etc.
	Edsential Curriculum Support Programme: - All school staff to receive 6 hours of CPD with a focus on the structure of a PE lesson.	Included as part of Edsential Premium SLA (£7000)	As mentioned above, these sessions were started but not completed due to school closures so true impact was not measured.	See KI1.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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?:	Sustainability and suggested next steps:

<p>To increase the number of children who enjoy taking part in PE.</p> <p>To increase the number of children who partake in sport and physical activity outside of school hours (life-long love of being active).</p>	<p>Our school will provide the children with a broad range of skills taught through curriculum PE, including swimming.</p> <ul style="list-style-type: none"> <li>- We aim to provide children an enriching PE curriculum covering a broad range of learning.</li> <li>- To supplement this, we will provide a range of experiences and events to support the social and emotional learning of children</li> </ul> <p>Equipment purchased:</p> <ul style="list-style-type: none"> <li>- Increase the amount of equipment to ensure socially distanced learning can take place.</li> <li>- Increase the amount of 'basic' PE equipment (balls, bean bags, hoops etc) to support K12 – increasing physical literacy.</li> <li>- Ensure that children can access a broader range of lessons within curriculum PE</li> </ul> <p>Year 6 Swimming Session as part of leavers week:</p>	<p>£635</p> <p>£158</p>	<p>Despite the challenges of 2020-2, children still accessed daily physical activity sessions.</p> <p>Throughout the school closures, we worked with partners too:</p> <ul style="list-style-type: none"> <li>- Offer weekly 'Activity Across Ages' sessions where we partnered with a local care home to do virtual activity sessions</li> <li>- Weekly virtual cricket PE sessions through Spring 1</li> <li>- Daily Physical Activity challenges were set for children through Spring 1 to complete either at home or in school</li> </ul> <p>The new equipment has helped to:</p> <ul style="list-style-type: none"> <li>- Ensure that children are more active within PE lessons</li> <li>- Helped to ensure that all children could continue with PE lessons despite restrictions around physical distancing.</li> <li>- Develop a broader curriculum offer</li> </ul>	<p>See K15 for impact and next steps.</p> <p>The equipment will continue to be used across next year.</p>
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	<ul style="list-style-type: none"> <li>- One-off swimming session in a local pool with Year 6 children as part of their reward week. The aim was to ensure the children have had a chance to visit the pool before the summer break so they are familiar with the centre and can access it over the summer.</li> </ul>		<p>Of the 6 children who attended, all of them said they planned to attend with friends or family over the summer.</p>	<p>We will continue with this idea again in 2021-22 and may even extend this other year groups to encourage more children to look at swimming as part of their recreation time.</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:
<p>To use sporting events and competitions to raise aspirations and engagement with the range of opportunities on offer within our local community.</p> <p>To use sporting events and competitions to increase physical activity levels across the school week.</p>	<p>We aim to broaden children's life experiences and aid their social and emotional development through competitive sport, including developing self-motivation, resilience and self-esteem.</p> <p>Access to Edsential 'Competitions for All' Programme:</p> <ul style="list-style-type: none"> <li>- Weekly competitions programme aimed at engaging all children with competitive sport.</li> <li>- Have been delivered as virtual competitions only across the year due to restrictions.</li> </ul> <p>PE Subject Leader to:</p> <ul style="list-style-type: none"> <li>- Support schools staff to enter/ lead the virtual competitions</li> <li>- Create new links with local providers to support children to access competitive sport outside of school</li> <li>- Ensure extra-curricular clubs, PE lessons and physical activity breaks are tailored so that children feel they can</li> </ul>	<p>Included as part of Edsential Premium SLA (£7000)</p> <p>See KI1 for cost of PE Subject Leader</p>	<p>Our plans for ensuring children had the opportunity to attend competitions and events within local centres were not able to take place. Instead, we worked virtually with some of these providers.</p> <p>Children were given the chance to take part in 18 different virtual competitions across the school year.</p> <ul style="list-style-type: none"> <li>- 100% of children from Key Stage 1 and Key Stage 2 have accessed at least one of these.</li> <li>- These were run weekly on a Friday lunch time with Key Stage 2 children to support engagement within them.</li> </ul>	<p>We will continue to develop some of the new links we have made this year:</p> <ul style="list-style-type: none"> <li>- Shadow Dance Company</li> <li>- Tranmere Rover in the Community</li> <li>- Chance 2 Shine Cricket</li> </ul> <p>Alongside this, we will aim to work closely with the new Tranmere Rovers Centre which has opened up within the local area to encourage children to attend sessions here outside of school hours, taster days for this are already planned.</p> <p>PE Subject Lead will continue to ensure children have access to a range of competitions and events and will look to use Play Leaders to support with offering these to children across lunch times.</p>

	<p>compete confidently and competently.</p>			
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<b>Total Amount Received:</b>	<b>£19,779.22</b>
<b>Total Amount Spent:</b>	<b>£15,388.00</b>
<b>Total Amount Carried forward into 2021-22:</b>	<b>£4,391.22</b>

Signed off by	
Head Teacher:	C. Fenna
Date:	30.7.21
Subject Leader:	A. Barnes
Date:	30.7.21
Governor:	B. O'Connell
Date:	30.7.21