

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) 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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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"> • We provide the children with 30 active minutes a day. We do this through a mixture of the Daily Mile, Active Literacy/Numeracy, PE lessons, playtimes and PE lessons. • Lesson observations, drop-ins and feedback have shown that children are motivated and engaged during PE lessons. We consistently have a high number of children interested in competitions and after school clubs. • Assessment shows that children working at ARE is only slightly below the national average and follow the trends of local schools. • We have excellent links to our neighbour school and this allows us to hold inter competitions several times a year. 	<ul style="list-style-type: none"> • Due to COVID-19, we have unfortunately been unable to allow any external visitors and sports coaches into school in order to provide the children with a broader PE curriculum. The children have also been unable to attend swimming lessons as usual or any School Games competitions and so our PE lessons for the Autumn term have mainly been taught by class teachers. • Baseline assessments showed that children needed to revisit some of the previous year's objectives and developing fundamental skills became a priority. This has highlighted a need for a wider range of resources to enable class teachers to confidently deliver exciting, varied PE lessons. We are hoping that during the Spring and Summer terms that we can begin booking specialist coaches to deliver lessons to each year group and that extra-curricular activities/competitions and swimming lessons can be offered again.

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

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £1,549	Date Updated: 25/11/2020		
What Key indicator(s) are you going to focus on? Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity.				Total Carry Over Funding: £1,549
Intent	Implementation		Impact	
Key Stage 2 children to all access 6 weeks of Dance lessons and 6 weeks of Cricket lessons.	<p>Capoeria Dance lessons (linked to Geography, History, PSE and British Values)</p> <p>Children will study topics in a cross curricular way, making our curriculum broad and balanced. This will inspire creative writing, pieces of art and drama.</p>	<p>Carry over funding allocated:</p> <p>Capoeria - £1050</p> <p>Cricket lessons - £499</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <p>We have been unable to allow external visitors into school due to the COVID 19 restrictions and government guidance. We have however delivered 'in house' Dance lessons to all year groups, delivered by the class teachers as an extra PE session each week. These sessions have been very well received by all year groups and have provided the opportunity to obtain more evidence when assessing children's dance skills. These sessions have also linked to PSHE, Wellbeing and topical learning e.g. Literacy, Science and Geography.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>We are planning to use this years' underspend to rebook the Dance lessons, and use these as part of each teachers CPD. This will ensure all children are provided with high quality dance sessions as well as providing class teachers with new, exciting ideas to use in their Dance sequences.</p>

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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.	76% (23 out of 30)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66% (20 out of 30)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83% (25 out of 30 – This was priority during last year’s swimming lessons).
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?	Yes/ No – Key Stage 2 children receive 6 weeks of swimming lessons each year.

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: £17,800		Date Updated: 25/11/2020	
Key indicator 1: The engagement of <u>all</u> 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					Percentage of total allocation: 49%
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:
Children to receive 'catch up' PE lessons in addition to their allocated PE lessons.	<p>Class teachers to each teach a weekly 45-minute PE lesson, focusing on the previous years' objectives for the Summer Term.</p> <p>PE lessons to focus on the development of fundamental skills.</p> <p>To provide opportunities for children to remain active at home (remote learning). Teachers will upload resources onto the TEAM's learning platform and will be differentiated accordingly for each year group.</p>		Sports Coach - £8792	<p>Our sports coach, Adam, is now delivering lessons to Years 1-6 again, since returning after Easter. All children now receive 2 weekly PE sessions; one session from Adam and one from their class teacher, in line with the School Games requirements. Adam is focusing on non-contact games and fundamental skills and class teachers are delivering Dance sequences, following the advice from the PE co-ordinator.</p> <p>Remote learning PE included;</p> <ul style="list-style-type: none"> St Helens School Games at Home A-Z of activities – KS1 booklet Progressive Sports KS1 Home Learning Pack – 	<p>Communication with class teachers has revealed that children are now beginning to catch up on the physical skills that were missed during lockdown, due to receiving 2 PE lessons each week. This will continue into the next academic year as it is a requirement of the School Games award. The award has not been available to apply for this year and we have retained our School Games Mark achieved in 2019 (Gold). We have instead completed a self-review development tool called the 'School Games Mark Framework' as well as the Inclusive Health Check; both of which will help form the basis of our action plan for the 2021-2022 academic year.</p>

			<p>Weekly Physical Activity Challenges</p> <ul style="list-style-type: none"> • Maths on the Move (Active Maths) • St Helens School Games Physical Activity Personal Challenges • Joe Wicks live lessons (Monday, Wednesday, Friday). Yorkshire Sport Foundation P.E. videos • Les Mills Children's videos (YouTube) • Stretch cards (Twinkl) <p>The majority of children engaged with these activities and received a minimum of 30 active minutes per day.</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>	Percentage of total allocation:
	2%

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 continue to develop children's personal, social and emotional development through Physical Education.	The delivery of the 'Mindfulness Mini's initiative that focuses on contributing towards raising the profile of Physical and Mental Wellbeing throughout the school. They aim to build the children's, teachers and parents' awareness and understanding in these areas -	£300	All class teachers have delivered daily PSHE sessions with a focus on mindfulness. Activities have included Yoga and Meditation and have hugely aided in raising the profile of Physical and Mental Wellbeing throughout the school. Children have been taught these	<ul style="list-style-type: none"> • Children to begin to plan and lead Mindfulness sessions. • Class teachers to share ideas and good practice. • Key Stage 'Active

	<p>whilst encouraging all to become more mindful in their everyday lives.</p> <p>Teachers will use elements of what they have learned from these sessions in their future PE lessons.</p>		<p>skills in class as part of their PSHE lessons and put these skills into practice during their PE lessons. As a result, children have generally had excellent personal, social and emotional development and have been calm and ready to learn, continuing to make good, steady progress.</p>	<p>Assemblies’.</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:
				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:	Sustainability and suggested next steps:
To continue to book specialist coaches to deliver PE lessons to all year groups and class teachers to observe these and 'team teach'.	<p>Lessons to be booked in 6 week blocks and class teachers to spend 4 weeks observing the lessons and 2 weeks 'team teaching'.</p> <p>Teachers to continue teaching their allocated sport independently during their PE lessons.</p>	<p>Specialist coaches for Spring and Summer terms - £2500</p> <p>Equipment - £1000</p>	We have unfortunately been unable to allow any external visitors into school for the majority of the year in order to provide the children with a broader PE curriculum. Class teachers have however observed our in-house Sports Coach and asked for advice and next steps from him.	<p>Looking ahead, we are hopeful that a programme as close to usual will be able to be delivered during the 2021/22 academic year. We have signed up for the St Helens School Games offer as this is seen as an effective use of the funding and ensures sustainability of the programme. We have signed up to the Standard School Games membership (£200) which will allow access to 12 competitions during the 2021-2022 academic year. We have discussed that if competitions can run as normal, we may upgrade to the Enhanced offer, at an additional cost of £750. However, we believe that the Premium may be best spent on external coaches and a range of after school clubs to allow a higher number of children to access extra sport.</p> <p>We are currently in the process</p>

				of securing a broad range of sports for all year groups and it is also hoped that Swimming can resume, which totals £3,300, as well as transport costs.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
25%

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 revise the curriculum map to include a range of non-contact sports. Children will take part in 6 non-contact sports throughout the year and develop a range of skills.	To introduce Orienteering to Key Stage 1, as this has been successful in Key Stage 2 and will help to develop problem solving skills from a young age. PE co-ordinator to attend Quidditch training online for further non-contact ideas.	Extra-curricular activities - £1500 Swimming and Transport - £3000 (Summer Term)	PE co-ordinator attended both Quidditch training and Physical Phonics training, gaining ideas to promote a cross curricular approach and ensuring that children receive their 30 active minutes per day. We have also made use of the two playgrounds, the field and the meadow, meaning that several classes have been able to take part in PE lessons simultaneously. Children have been given the opportunity to guide their own learning and work at their own pace. Our new curriculum map and the introduction of Orienteering to	We have recently signed up to a partnership with LTA (Lawn Tennis Association), which is the National Governing Body for tennis in Great Britain. This allows the PE co-ordinator to access Tennis Training and cascade this to Adam and other members of staff. We will then receive equipment and 10 hours of Tennis lessons for staff to observe these as part of their CPD. It is hoped that Badminton after school clubs and competitions will return next year and coupled with Tennis, this will broaden our range of non-contact sports on our Curriculum map.

			<p>KS1 allows for skill progression to be evident across all years and Key Stages.</p>	<p>Next years' Sports Premium Fund will be spent on a wide range of after school clubs and sports coaches, ensuring that all year groups (including EYFS) receive at least one enhancement to their PE offer. The Premium for the next academic year will be spent on our in-house Sports Coach, swimming, transport and staff CPD. Another priority will be the purchasing of equipment to assist class teachers in delivering high quality non-contact sports and ensure sustainability.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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 develop intra competitions (a sporting activity taking place between pupils who attend the same school). These competitions will culminate in an annual School Games Sports Day to celebrate school's sporting success.	All year groups to undertake 'Personal Best' activities during PE lessons; a recommendation from St Helens School Games, as competition sports cannot currently take place in the Autumn term. Teachers and Sports Coach to plan intra competitions into their PE lessons.	SHAPES package - £250 Transport - £400 (Saved for Summer Term).	As inter competitions were cancelled for the academic year due to current restrictions and guidance, we therefore endeavoured to focus our PE lessons on intra competitions. Each class took part in a Sports Day during the Summer term, in line with COVID guidelines. All staff commented how successful this was. 'Personal Best' activities have been very effective, and children have really enjoyed beating their previous timings.	Years 2, 3 and 4 have each received four Rugby sessions this year delivered by Saints coaches, which were very well received. We will therefore be booking 36 hours of Rugby training from St Helens Rugby Club for years 1-6 for the next academic year, with a focus on intra competitions.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>Miss F Fishwick</i>
Date:	25/11/2020

Governor:	
Date:	