

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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 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. **All funding must be spent by 31st July 2022.**

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	
Total amount allocated for 2022/23	
How much (if any) do you intend to carry over from this total fund into 2022/23	
Total amount allocated for 2022/23	
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>https://drive.google.com/drive/folders/1PiXIIGJJgXLKvpPb_n25x6O2iF7Gh3cc</p> <p>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</p>	43%
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	44%
<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>	72%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	43%

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: 2022/23		Total fund allocated:		Date Updated:	
<p>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</p>					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 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>Edsential Curriculum Support CPD -</p> <p>- To support staff to increase levels of physical activity within all areas of the curriculum.</p>		<p>Included as part of Edsential Premium SLA - £7000</p>	<p>Edsential Impact report provided. See below for impact: file:///dc1/staff-user\$/JONESO/Downloads/Edsential%20Curriculum%20Support%20Programme%20Impact%20Report%20-%20Autumn%202020-%20Bidston%20Village%20C%20of%20E%20Primary.pdf</p> <p>file:///dc1/staff-user\$/JONESO/Downloads/Edsential%20Curriculum%20Support%20Programme%20Impact%20Report%20-%20Spring%20Term%20-%20Bidston%20Village%20C%2</p>	<p>We have booked further CPD for staff next year to focus on (Autumn):</p> <ul style="list-style-type: none"> - EIB1 - YR 3 <p>Spring and Summer TBC</p>

	<p>Edsential Play Maker Award:</p> <ul style="list-style-type: none"> - Year 5 children to take part in the Play Maker Award programme to develop leadership and communication skills, alongside supporting the delivery of active playtimes. - 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. <p>Extra-Curricular Clubs:</p> <ul style="list-style-type: none"> - Extra-Curricular clubs offered to all children free of charge to support them achieving the 30 minutes of 	<p>Included as part of Edsential Premium SLA</p> <p>3 x after school clubs are included as part of Edsential</p>	<p>Oof%20E%20Primary.pdf</p> <p>PE Assessments show... https://drive.google.com/drive/folders/1S54YNwuAt1HaOAz21irScVgVESeS165z?usp=share_link</p> <p>Edsential Impact report provided: https://sway.office.com/qE6rHZDgAwmJaNQT?ref=Link</p> <p>67% of pupil engaged in structured activity at lunch times in KS1.</p> <p>Tracking and monitoring shows: % of pupils engaging with at least one active afterschool club: EYFS = 0% Key Stage 1 = 99/107= 92% Key Stage 2 = 133/207= 64%</p>	<p>There has been a really positive response from the KS1 children.</p> <p>There have been less behaviour issues on the playground as a result of active playtimes ran by Y5 children.</p> <p>The current Y5 children will continue being Play Makers as they move in to Y6. 15 new playmakers from Y5 will be trained in October.</p> <p>KS1 engagement has been amazing this year. KS2 has been better but not as good as KS2. Will monitor in Autumn term and push.</p>
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	<p>physical activity each day.</p> <p>Edsential Fundamentals Programme:</p> <ul style="list-style-type: none"> - 6-week programme aimed at developing fundamental movement skills/ physical literacy of children in Year 1 who did not meet the ELG for physical development and those in F2 who are at risk of not meeting it this year. <p>Equipment purchased:</p> <ul style="list-style-type: none"> - To support increased physical activity levels during break and lunch times. 	<p>Premium SLA</p> <p>Additional afterschool clubs: £2,450</p> <p>Included as part of Edsential Premium SLA</p> <p>£ SEPTEMBER ORDER</p>	<p>Compared to previous years:% of pupils across the schools will have attended at least one after school activity.</p> <p>Impact report provided by Edsential: IMPACT REPORT NEEDED BY AB</p> <p>To support physical activity during break and lunch times.</p>	<p>Gross motor GLD- F2K- 78% F2S- 83%</p>
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	<p>Capoeira sessions : Capoeira for all. Martial arts, dance and spirituality inspired sessions. Taster sessions for all children. 6 week block for both SEN bases.</p>	£1314	<p>EIB1 and EIB2 feedback was fantastic. They all enjoyed it and asked to rebook next year. The staff built great relationships with the children and the children got a lot from each session.</p>	Will rebook for 23-24
<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:</p>
				%
<p>Inten t</p>	<p>Implementatio n</p>		<p>Impact</p>	
<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>

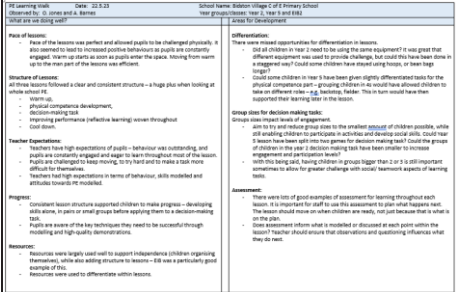
<p>We aim to use the power of PESSPA to support the teaching of our whole schools values:</p> <ul style="list-style-type: none"> - Social interaction/ oracy voice 21 - Physical literacy/ gross motor skills - Engagement in daily activity 	<p>Edsential Fitness and Nutrition Workshops (3 x ½ days) June and July</p> <p>Edsential Forest Schools (LO+C)</p>	<p>Included as part of Edsential Premium SLA</p>	<p>Fan days- Completed July 23- impact reports to follow.</p> <p>Workshop 1- 27.06.23- theme (Move, Eat, Learn and Sleep) F2, Y1, Y2</p> <p>Workshop 2- 04.07.23- theme (Move, Eat, Learn and Sleep) EIB1, Y3, Y4</p> <p>Workshop 3- 11.07.23- theme (Physical activity and technology) EIB2, Y5, Y6</p>	<p>Ongoing- complete again next year earlier in the year.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>Inten †</p>	<p>Implementation</p>		<p>Impac †</p>	
<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>To improve the quality of PE teaching across school.</p>	<p>12-month subscription to the Edsential PE Scheme of Work</p> <p>Edsential Subject Leader Support Programme:</p> <ul style="list-style-type: none"> - Termly meeting to support PE Subject Leader <p>Edsential Curriculum Support Programme:</p> <ul style="list-style-type: none"> - Selected school staff CPD with a focus on the area of the curriculum they feel least confident with teaching. (Staff questionnaire used to decide these). <p>Edsential Rainbow Programme</p> <ul style="list-style-type: none"> - Wellbeing programme focusing on self-awareness, developing resilience and growth mindset. - CPD for staff to be able 	<p>£300</p> <p>Included as part of Edsential Premium SLA</p> <p>Included as part of Edsential Premium SLA</p> <p>£.....</p>	<p>All school staff are now using this for individual lesson plans to support teaching and learning.</p> <ul style="list-style-type: none"> - Staff now teach a greater range of curriculum areas. - Staff reported increase in confidence teaching PE - Staff audit of subject knowledge. <p>Support for school PE lead, as well as access to cluster subject leader events.</p> <p>Edsential Impact Report: See KI1 for full reports.</p> <p>Edsential Impact report provided.</p> <p>Year 6 Pre-SATs Programme: https://sway.office.com/joKiAlpjcSaiDqzM?ref=Link&loc=play</p>	<p>Purchase of SoW again confirmed to support teaching and learning. Assessment system to continue to be utilised, with a focus on teaching staff using assessment to support teaching and learning through formative assessment.</p> <p>Subject Leader Support Programme to continue again throughout 23/24 academic year to support with compliance and ensuring PE subject leaders are up to date with national advice and best practice.</p> <p>23/24 support will now include 6 week block per person. EIB1 and Y3 new to year group ECT.</p> <p>Rainbow Programme confirmed again for 23/24 to support new staff with the teaching of emotional literacy.</p>
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	to embed the techniques and activities into practice.		Year 2 Pre-SATs Programme: https://sway.office.com/DEeqjv†HNouhO5zK?ref=Link&loc=play	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Inten †	Implementation	Funding allocated:	Impac †	
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 increase activity levels within curriculum PE lessons.</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>Curriculum Support Programmes will all have a focus around increasing activity levels and engagement.</p> <p>Equipment purchased:</p> <ul style="list-style-type: none"> - Increase the amount of 'basic' PE equipment (balls, bean bags, hoops etc) to support both KI4 and KI1 - increasing physical literacy and activity levels. - Ensure that children can access a broader range of lessons within curriculum PE 	See KI1.	<p>Impact-</p> 	Complete throughout the year in 23/24.

	<p>- Increase activity levels within curriculum PE lessons, particularly gymnastics.</p> <p>PE kits purchased</p> <p>Spare PE kits purchased</p> <p>Staff PE hoodies and jackets.</p>	<p>£257.17</p> <p>£136.00</p>	<p>For all F2 children to ensure that a lack of PE kits is not a barrier to learning.</p> <p>To ensure all children are wearing a correct school PE kit.</p> <p>To raise the profile of PE amongst staff.</p>	<p>PE kits have been successful this year. It has improved the profile of PE.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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 use sporting events and competitions to raise aspirations and engagement with the range of opportunities on offer within our local community. To use sporting events and competitions to increase physical activity levels across the school week.	<p>Access to Edsential 'Competitions for All' Programme:</p> <ul style="list-style-type: none"> - Weekly competitions programme aimed at engaging all children with competitive sport. <p>Access to Edsential 'Festivals' Programme aimed at providing sporting events for children within EYFS and Key Stage 1.</p> <p>Sport Day Stickers and Rosettes</p>	<p>Included as part of Edsential Premium SLA</p> <p>Included as part of Edsential Premium SLA</p>	<p>% of children who took part in a competition or event this year:</p> <ul style="list-style-type: none"> - EYFS - - KS1 - - KS2 - <p>% of children who took part in a competition or event for the first time:</p> <ul style="list-style-type: none"> - EYFS - 0% - KS1 - 100% - KS2 -0% 	<p>Do 1 each half term 23-24 academic year.</p> <p>KS1 children loved the festival at Beechwood leisure centre.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	O Jones and S Abraham
Date:	17.07.23
Governor:	
Date:	