

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](https://www.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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£4,606
Total amount allocated for 2020/21	£17,750
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4,462
Total amount allocated for 2021/22	£17,750
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,212

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. 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	
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 2021. Please see note above	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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

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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: 2021/22		Total fund allocated: £17,750	Date Updated: July 2022	
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:
				43%
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:
Improve fitness levels and stamina of pupils and provide a minimum of 60 minutes physical activity at school. Increase number of opportunities to complete Daily Mile from 2 to 3 times a week. A rota was organised to ensure there were opportunities for pupils Increase the number of children participating in physical active extra-curricular clubs • Still have challenges for each class to be working on and improving each week. Competitions within the class and school. • Midday supervisors trained to organise and support playground games.	All 7 class teachers built in time each week for daily mile sessions, appropriate to the age of the pupils. Audit, plan and develop lunch and after school activities, using volunteers, staff and coaches, as well as young leaders. New after school activities for each year group throughout the year, usually changed every half term. Participation in Santa Dash organised by North Sefton Games Organiser. SLP competition for Years 3-6. Sports TA continues to support the enhancement and enrichment of PE lessons on a Thursday & Friday and increase activity during the school day	£9,645	Children can see the improvement in their own fitness levels and ability to run more laps of the circuit. Children had at least 2 opportunities a week to run the daily mile and were encouraged to run or walk fast. Clubs were chosen based on upcoming SLP / CTK inter-school competitions to ensure appropriate training. Year 6 will continue to fulfil roles as Sporty leaders with EYFS and KS1 during lunchtimes in Monitor CU registers - increase in pupil participation of Children's University clubs.	Year 6 will continue to fulfil roles as Sporty leaders with EYFS and KS1 during lunchtimes in

	during lunchtimes and after school Increase the number of children participating in physical active extra-curricular clubs		Pupils really enjoy the Bronze ambassador programme and have a sense of pride in their role. Engagement and enjoyment at lunch and break times increases Sports TA organised lunchtime structured competitions between houses for Years 5 & 6 to improve physical activity and behaviour. All children took part in Santa Dash. Trained Year 6 Physical Sporty Leaders to deliver Structured Lunchtime Play for KS1 pupils and purchase additional and specific equipment. Percentage of year who attended Children's University clubs was: Year 2 – 41% Year 3 – 50% Year 4 – 79% Year 5 – 86% Year 6 – 79% Children have had their views consulted about clubs they would like to take part in next year.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9%
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:
High profile given to PE and School Sport and pupils recognize the importance of being part of it. Improved attitudes of children. This will continue the for new school year. Buy into PE cluster competition provision. This will allow a wider range of pupils to take part in a wider variety of sporting events/competitions. Allows a greater number of pupils to take part in a wider range of sports competitively. Apply for School Mark and try and earn gold again to push on for platinum in the future.	Saints houses relaunched at the beginning of the year. Intra school activities and lessons linked to receiving bibs and colour marbles for their house to encourage competitiveness and pride. Dates and venues for cluster events planned in advance to ensure broad range across the year. Pupil interviews undertaken to gain pupil view on sports undertaken and possible new sports to try. Achieve Gold School Mark.	£2,000	More pupils engaged in lessons. More eager to compete and try harder to win for their house. Cross year group collaboration of pupils encouraging each other. All pupils more involved and engaged in competitive sports. Raises the profile of PE and sport across the school	Allows for celebration of sporting achievements (school newsletter/certificates). Sporting successes celebrated at whole school level. To continue to strive for the Gold Award with a view to achieving Platinum in the future.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
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:
Staff to receive extra support from PE coaches in order that their skill levels and understanding improve.	Identified staff in specific year groups have received relevant CPD to improve the overall PE teaching.	£5,320	All staff are confident and competent to deliver high quality PE	Good practice is shared and feedback sought which drives the effective development of PE
PE subject leader & sports TA to support identified staff including a strategy of team teaching across the school.	Remind staff to be using Val Sabin books to help plan their PE lessons.		The quality of all PE lessons is good or outstanding	Current and newly qualified staff to continue to be supported, while opportunities need to be made for other staff to experience in other areas of the PE Curriculum i.e. Dance.
Develop and implement a yearlong professional learning plan appropriate for the needs of all staff	Good quality practice is modelled to all staff through team teaching and lesson planning.		All children feel confident to participate in PE	
PE lead and Sports TA attend Capital training to disseminate across the school staff				

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7%
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:
Increase the range of sports and activities offered across the year groups and the standard of coaching Especially targeted sports such as boccia, bowls and curling for pupil premium children who don't access extra-curricular sports clubs.	Increase the number of children participating in physical active extra-curricular clubs Water sports day organised for Year 6 Activity day organised for Year 4 trialling lots of different activities. New sports kits purchased for team sports & broken equipment repaired so it could be utilised fully.	£1,484	Feedback from pupils suggests that table tennis, handball, dodgeball etc. involves more pupils to participate and represent the school.	Children have had their views consulted about clubs they would like to take part in next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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 further promote intra school competitions through the continued introduction of a Sports Teams House system which runs parallel with the PE/Games topics and takes place at the end of each half term. For Holy Family pupils to take part in all competitions organised by the North Sefton School Games Organiser. Supply cover and transport to ensure Holy Family pupils are able to take part in all North Sefton Sports Games competitions and also the Level 3 competitions in the Merseyside area.	PE specialist teachers plan mini competitions in the summer term for Years 5 & 6. Trophy introduced for end of the competitions to winning team. Sports Day trophy introduced to winning team. Subscription and membership of all local sporting organisations to enable participation in competitions (netball, football and swimming) Coaching bought in for cricket, athletics, tag rugby, netball and dance.	£2,555	Mark House were crowned champions for the year and trophy awarded. Sports Days were held as Key Stages and sprint races held for all year groups from Reception to Year 6 – medals awarded. Holy Family participated in the vast majority of inter school events over the school year. A wider range of children with varying abilities and needs were catered for with an emphasis on including children who hadn't represented the school at certain level. Holy Family achieved the School Games Gold Award mark award for 2021-22. This is a continuation of all the excellent work from previous years.	The increase in intra school competition has been well received by the children and staff and this will continue into 2022-23 with the intention of the Bronze Ambassadors and Sporty Leaders running their own competitions at various points during the school year. To continue to strive for the Gold Award with a view to achieving Platinum in the future.

Signed off by	
Head Teacher:	Louise Morton
Date:	July 22
Subject Leader:	Sean Morrissey
Date:	July 22
Governor:	Margaret Blundell
Date:	