

# 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

## Swimming Data

Please report on your Swimming Data below.

<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 then 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>	53%
<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>	61%
<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>	53%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	74%
<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>	Yes

## 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: 2022/2023		Total fund allocated:		Date Updated:	
<p><b>Key indicator 1:</b> 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>					
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p><b>Provide all pupils with 30 minutes of structured activities during playtimes focusing on skills such as balance, catching, coordination and jumping.</b></p> <p>During playtimes, Football was the only structured activity which was being played each day by different year groups.</p> <p>Target is to broaden the range of activities to encourage more children to engage especially those who are less active.</p>		<p>Train play leaders to deliver activities at lunch times.</p> <p>Equipment for playtimes to increase physical activity levels outside of PE.</p>		<p>No cost for training.</p> <p>£3500</p> <p>Lunchtimes are now more active as play leaders independently lead a range of activities. These activities are for KS1 and KS2 children.</p> <ul style="list-style-type: none"> <li>- Play Leaders are timetabled for specific days each week</li> <li>- Play Leader equipment is available for them to use</li> </ul>	
<p><b>Provide all children with the opportunity to be active outside of PE lessons and playtimes for at least 20 minutes per day.</b></p>		Active Maths /Active English lessons		<p>Bought into Teach Active scheme.</p> <ul style="list-style-type: none"> <li>- Staff CPD training on using the resources</li> <li>- Staff are encouraged to use the active English and maths resources outside of their PE and also their English and maths lessons.</li> </ul>	
				<p>Sustainability and suggested next steps:</p> <p>Moving forward, the Year 6 children will train up the new Year 5 children who will also become Play Leaders.</p> <ul style="list-style-type: none"> <li>- Additional training needed for new Play Leaders.</li> </ul> <p>Children were more active by taking part in active English and active maths lessons. The children enjoyed the lessons and were engaged. Lessons were used to consolidate learning or to introduce new learning. We will continue to use the resources.</p>	



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			
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?:
<b>Develop and improve confidence, self-esteem and independent learning skills of all pupils.</b>	Training for staff to implement a forest schools programme – 3 members of staff.	£897 per member of staff. Cost of supply cover for 2 days. Release time for staff to complete paperwork.	Forest School training is ongoing. All staff completing the training feel more confident in Forest School.
	Invest in developing a suitable forest schools area on site.	£3500	Next year, we will be updating and changing the Forest School area.  Next year, Forest School will be apart of the curriculum throughout the whole school (EYFS – Year 6).  Forest School equipment will also be purchased in the new academic year.

<p><b>To improve the children’s understanding of the importance of healthy living.</b></p> <p>90% of Y5/6 children agreed or strongly agreed that PE is very important and will enable them to be healthy when they leave school. To increase this percentage to 100%.</p> <p>88% of Y5/6 children agreed or strongly agreed that they understand the effect exercise has on their body. To increase this percentage to 100%.</p> <p>89% of Y3/4 children said that PE is very important and will enable them to be healthy when they leave school. To increase this percentage to 100%.</p> <p>85% of Y3/4 children said that they understand the effect exercise has on their body. To increase this percentage to 100%.</p> <p>80% of KS1 children said that PE is very important and will enable them to be healthy when they leave school. To increase this percentage to 100%.</p> <p>70% of Y2 children said that they understand the effect exercise has on their body. To increase this percentage to 85%.</p>	<p>Organise a Healthy Living Week with guest speakers and activities linked to wellbeing.</p> <p>Include Healthy Living into our second PE lessons.</p> <p>Sports Day – activities in the morning linked to the importance of healthy living and how exercise impacts our bodies.</p>	<p>£600</p>	<p><b>Evidence - Summer 2023</b></p> <p>98% of Y5/6 children agreed or strongly agreed that PE is very important and will enable them to be healthy when they leave school.</p> <p>94% of Y5/6 children agreed or strongly agreed that they understand the effect exercise has on their body.</p> <p>95% of Y3/4 children said that PE is very important and will enable them to be healthy when they leave school.</p> <p>89% of Y3/4 children said that they understand the effect exercise has on their body.</p> <p>84% of KS1 children said that PE is very important and will enable them to be healthy when they leave school.</p> <p>81% of Y2 children said that they understand the effect exercise has on their body.</p>	<p>The children’s understanding of the importance of healthy living has improved. Healthy Living week provided the children with new experiences and opportunities.</p> <p>Healthy Living Week will take place next year again.</p> <p>Introduce other events throughout the year to promote healthy living.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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><b>Improve the confidence of staff to teach all areas of the PE curriculum.</b></p> <p>70% of staff feel confident teaching PE. To increase this percentage by 20% by the end of the year.</p> <p>40% of staff feel confident delivering gymnastics in the PE curriculum. To increase this percentage to 80% by the end of the year.</p>	<p>Identify areas for development and use external trainers to deliver targeted professional development.</p> <p>Gymnastics CPD during lessons for 6 weeks.</p> <p>Training 6 members of staff who will then feedback to the rest of their team.</p>	<p>£3660</p> <p>£915 x2</p>	<p>Six members of staff received gymnastics CPD. Staff found this CPD very beneficial. See staff feedback forms.</p> <p>Staff shared what they learnt from the CPD with other members of staff in their year group. They also discussed with other year group staff to ensure progression was evident.</p>	<p>Staff will be able to use this CPD to support their gymnastics lessons next year. They have shared their knowledge with the rest of their team.</p>
	<p>Subscription to an external scheme for PE that supports staff in teaching a progressive curriculum.</p>	<p>£300</p>	<p>Planning ensures that lessons are structured and are focused around the main objectives. The planning supports staff with ways to differentiate lessons as and when needed. Most staff feel more confident when using this planning.</p>	<p>This planning ensures that PE lessons are progressive. They also provide staff with the support needed.</p> <p>Continue to use this planning next year.</p>
<p>Increase the number of pupils who leave Year 6 as competent swimmers from 61% to 70%.</p>	<p>Additional swimming lessons for KS2 for those children that don't meet the National Curriculum objectives in their swimming lessons.</p>	<p>£1650</p>	<p>74% of the Year 6 cohort achieved National Curriculum in swimming.</p> <p>- Additional swimming lessons for Year 6 children were beneficial and will continue next year.</p>	<p>Teachers, who have not completed their swimming training, will attend the ASA Swimming Course to support with the delivery of swimming.</p>

<p>Subject Leader to stay up to date with local and national developments within area through subject leader programmes and other organisations such as AFPE and Youth Sports Trust.</p>	<p>1:1 subject leader support programme through Edsential which includes termly meetings, ongoing advice and guidance plus support with evidencing impact, curriculum and assessment.</p>	<p>£700</p> <p>Cost for supply – once per term for half a day.</p>	<p>3x meetings throughout the year.</p> <p>Meetings were useful as they provided support and advice as and when needed.</p>	<p>Next year, we will continue to buy into the Subject Leader support programme.</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

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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:
<p><b>To provide all children with the opportunity to experience a range of sports that will inspire them to be physically active.</b></p> <p>Broaden their experience by offering event days, taster sessions and making links to local clubs.</p>	<p>Event days for specific sports that many children may not have experienced before.</p> <p>For example, Quidditch day planned for the whole school to give all children the opportunity to try a new sport (F2 - Y6).</p> <p>Tennis taster session for KS1 with Heswall Tennis Club.</p>	£566	Children were introduced to a new sport and children really enjoyed this experience. We have now bought the Quidditch equipment.	Next year, we will offer a Quidditch extra-curricular club and introduce it into our P.E. curriculum.
<p><b>To increase the percentage of children taking part in extra-curricular clubs and extending these opportunities from Football, Tag Rugby and Dance to a wider variety such as, Fencing and Handball.</b></p> <p>51% of Y5/6 children said they like to participate in extra-curricular clubs.</p> <p>85% of Y3/4 children said they like to participate in extra-curricular clubs. T</p> <p>82% of KS1 children said they like to participate in extra-curricular clubs.</p>	Equipment for sports that we would like to include in our curriculum and for extra-curricular clubs.	£4000	There is enough, quality equipment readily available for children to use in lessons.	Maintain equipment and staff to be accountable for making sure equipment is returned after use.
	To increase the number of extra-curricular clubs and the range of activities on offer for both KS1 and KS2.	No cost	<p><b>Evidence:</b></p> <p><b>Extra-Curricular Clubs:</b></p> <p>Total number of children who attended at least one extra-curricular club in <b>22/23</b>:</p> <p>Total number of children =</p> <ul style="list-style-type: none"> <li>- Y1 – 15%</li> <li>- Y2 – 23%</li> <li>- Y3 – 44%</li> <li>- Y4 – 53%</li> <li>- Y5 – 50%</li> <li>- Y6 – 65%</li> </ul>	Children have gained new experiences. The children have had the opportunity to take part in a range of extra-curricular clubs throughout the school year.
				Next year, we will continue to offer a wide range of extra-curricular clubs.

Key indicator 5: Increased participation in competitive sport			
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><b>To provide all children the opportunity to represent our school in competitive sport and develop their confidence and resilience.</b></p> <p>Previously, the majority of competitions attended were Wirral School Games 'inspire' events. This year, the focus is to attend 'aspire' and 'celebrate' events too to ensure all children are provided with the opportunity to represent our school.</p>	<p>Enter a wide variety of competitions through Wirral School Games and local links.</p> <ul style="list-style-type: none"> <li>- Inspire events</li> <li>- Aspire events</li> <li>- Celebrate events</li> <li>- Events specifically for SEN to help increase confidence and resilience.</li> <li>- Events for girls.</li> </ul>	<p>£1000</p> <p>(to release staff during the school day to attend competitions).</p>	<p><b>Evidence:</b></p> <p>Competitions and Events: Number of sporting events attended: <b><u>2022 –2023</u></b> – 12 in total</p>
			Sustainability and suggested next steps:
			Next year, we will try to enter more competitions to ensure that most children in KS2 have had the opportunity to attend an event.

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