

# 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:

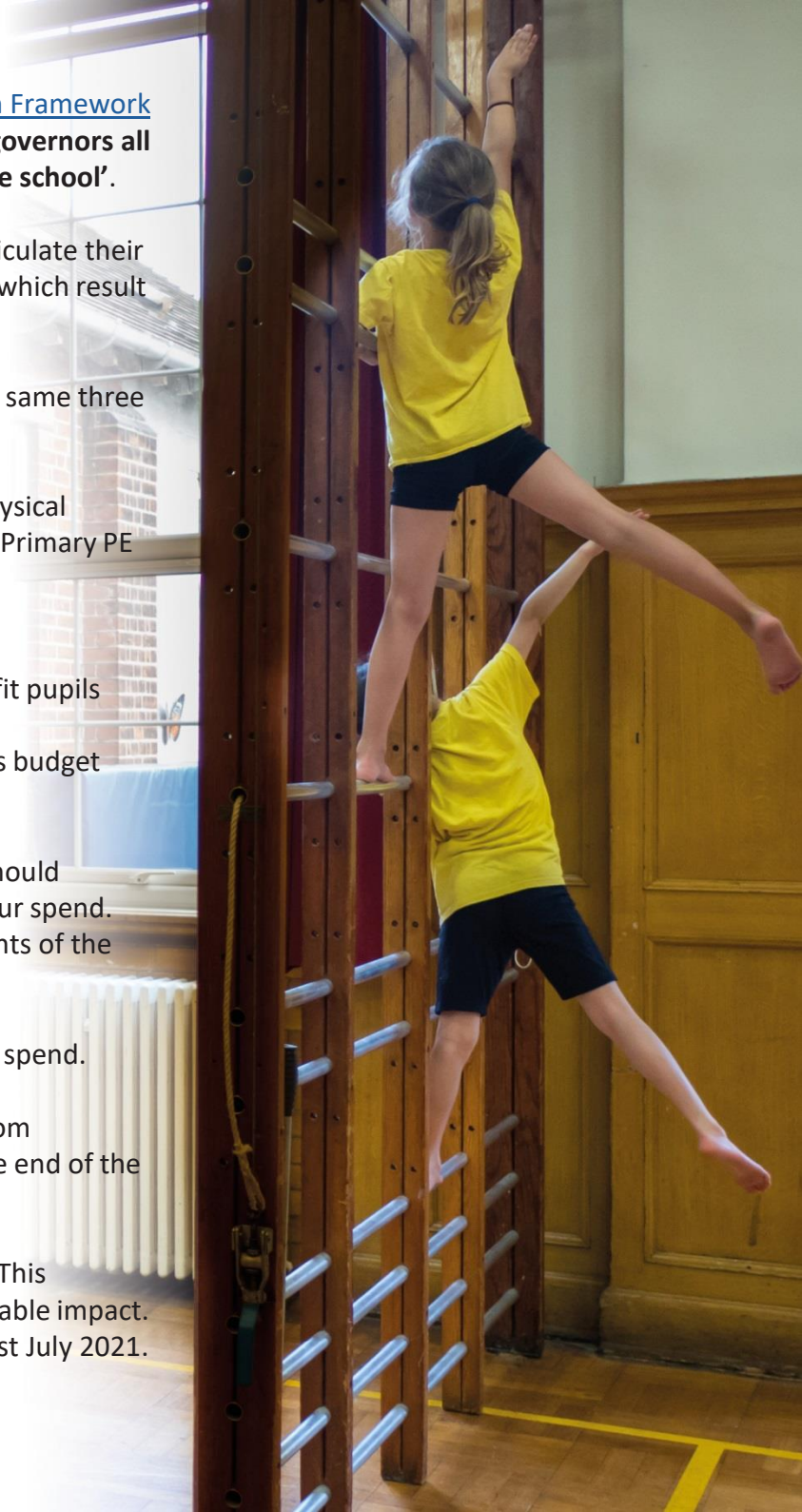
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
<p>Increased PE equipment stock to provide PE lessons for multiple classes during the school day whilst still following Covid guidelines.                      Increased time to 3 hours of PE for all classes during the Spring term.                      Weekly extra fitness sessions for the least active                      Online weekly physical challenges with video demonstrations to provide children competitive challenge during remote learning.                      Entered a variety of online and virtual competitions to maintain Level 2 and Level 3 competition throughout lockdown through School Games and Co op Academy Bebington.                      Came 1<sup>st</sup> in the virtual Wirral School Games Gymnastic competition and 3<sup>rd</sup> in Merseyside.</p>	<p>Develop the mental wellbeing of children alongside the physical.                      To enable all children to meet the Chief Medical Officer Guidelines of 30 minutes activity a day.                      Continue to provide the wide range of extra-curricular activities for children.                      Extra swimming sessions to enable all Year 6 children to achieve the National Standard.                      Continue our Sports Leaders training and develop their skills in planning, organising and running competitions.                      CPD opportunities for staff.                      Continue to develop personal best in all year groups.                      Continue to target least active children and offer opportunities to take part in PESSPA.                      Continue to provide interventions to develop physical literacy skills.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

**Total amount carried forward from 2019/2020      £0.00**  
**+ Total amount for this academic year 2020/2021    £19600**  
**= Total to be spent by 31st July 2021                £19600 \*\*All funding is spent on PE specific staff and annual payment to local School Sport Secondary School partner. Everything else of cost, in this document, is through direct budget spending and internal staff time – not the allocation.**

<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>	
<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>	81%
<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>	81%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	51%
<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

Academic Year: 2020/21	Total fund allocated: £	Date Updated: July 2021	
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: %
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>Pupils to become more active at break and lunch times.</p> <p>To offer a range of activities at lunchtime on all playgrounds and in the upstairs hall</p> <p>Enhance the leadership programme.</p> <p>To engage/ reengage the inactive children.</p> <p>Engage the least active children</p>	<p>Daily mile – encouraged staff to increase the number of daily miles per week.</p> <p>Extra-curricular provision was reviewed each term, however due to COVID these were postponed in the Autumn and Spring term. Clubs were offered to class bubbles in the Summer term. Around 100 children took part in the ten after school clubs on offer, in each half term. Of the 100 or so children 66 were pupil premium and 36 have special educational needs.</p> <p>Pupil voice interviews were carried out to identify what the young people would like on offer.</p> <p>During the Spring term all classes were doing an extra hour per week (as well as their timetabled 2hrs of curriculum PE) of physical activities.</p> <p>Children in KS1 were targeted for gross motor skills intervention and</p>	<p>Autumn Term - Y5 children trained to become young leaders. However due to covid and staggered playtimes children have only had a chance to work with their class bubble peers.</p> <p>Pupils have participated in adult lead physical activities over lunchtimes.</p> <p>Children recorded and sent in videos of their home learning physical activity challenges, including dance routines that were included in the Wirral Dance Festival.</p> <p>Increased uptake of Daily Mile</p>	<p>Sustainability and suggested next steps:</p> <p>Children to build on their leadership and communication skills.</p> <p>Monitor closely outdoor physical activity opportunities as a tool to help children both physically and with mental health and well-being.</p> <p>Replacement of damaged equipment and buying of new resources.</p> <p>Continue with pupil surveys and interviews to ensure provision is accurate.</p> <p>Organise Mini Mermaids and Young Tritons programme with Full of Beans.</p> <p>PE Subject leader and PE TA continue to work with CAB and GC to support the least active children.</p>

	<p>KS2 were targeted for fitness intervention. AR/MK work with CAB and Gemma Corcoran to monitor groups of children.</p> <p>Promoted YST After School Sport Club (Tuesday and Thursday 5pm)</p> <p>Delivered x1 Mini Mermaids and x2 Young Tritan programmes to support the mental and physical well-being of children in Year 4.</p> <p>Children took part in a TRFC initiative The Joy of Moving Winter Games, a global campaign designed to inspire active lifestyles in children. Activities were demonstrated through social media.</p>			
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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:
				%
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>Offer a wide range of sporting opportunities to all pupils for both physical and mental health benefits.</p> <p>Engage pupils in the planning, organising and development of PE and Sport (clubs, competitions, School Games Day).</p> <p>Maintain School Games Platinum Award</p>	<p>Subject Leader and team continued to evidence our provision of High Quality PE, Sports Leadership, Competition Offer, Club Links and opportunities for increased numbers of pupils to enjoy taking part in PE, physical activity and School Sport</p> <p>Celebrated participation through certificates, with an emphasis on Values. Sports Star awards given out each week for children demonstrating School Games Values at after school clubs</p> <p>Children have competed in their personal best activities</p> <p>Children took part in the WSG Postcard competition to encourage School Games values which are displayed around the school.</p> <p>Special events and news reported through regular newsletter, on website and Twitter: - Merseyside's Daily Mile Day Captain Tom 100 Challenge Santa Dash Clubs / Competitions</p>		<p>Least active children more eager to take part in their extra fitness sessions</p> <p>Increase in the number of pupils engaging in the virtual competitive opportunities.</p> <p>Increased numbers of pupils displaying School Games Values throughout school, across curriculum subjects and during extra-curricular.</p> <p>Pupil achievement is recognised and celebrated in class bubbles. Reporting on website and displays within school celebrates and shares pupil success with local community.</p>	<p>Use of Mini Mermaids and Young Tritans programmes to empower children to increase their confidence, self-esteem and develop greater resilience.</p> <p>Children to be physical and mentally healthy</p> <p>Encourage children to beat their personal best and link to School Games values of passion, determination and excellence.</p> <p>Continue to report through regular newsletter, on website and Twitter feed about sporting achievements and opportunities.</p> <p>Continue to celebrate achievements and major sporting events during assemblies.</p> <p>Continue to celebrate participation through certificates, with an emphasis on values.</p>



	<p>Year 5 and Year 6 took part in Merseyside School Games live boxing session with the Smith brothers.</p> <p>Y3 took part in cricket development sessions led by coach from Cheshire CB.</p> <p>Y3-6 took part in virtual athletics competitions organised by Co-op Academy Bebington.</p> <p>Y3-6 took part in a virtual pentathlon event organised by Wirral School Games. All children tried out sportshall athletics activities, with the best results entered into compete against children in other Wirral schools.</p> <p>Y6 entered WSG Dance Festival Subject lead and team ensure that staff and children are aware and offered opportunities to take part in all Wirral School Games initiatives.</p> <p>The Olympic and Paralympics are being celebrated through an Olympic themed week with children experiencing some Paralympic sports through the Learning and Discovery activities.</p>			<p>Regularly update sports noticeboards and displays.</p> <p>Children adopt lifelong healthy lifestyles.</p> <p>Regular pupil voice</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:
				%
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>Subject leader update/networking Professional development in subject leadership for PE subject leader.</p> <p>Improve standards of teaching and learning across the school- areas of weakness for staff- progression and differentiation in PE.</p>	<p>Audit of staff needs</p> <p>Employed specialist teacher of Physical Education from <b>Co Op Academy Bebington</b> (staff to plan, teach, monitor and evaluate units of work in the primary school for the principle purpose of providing high quality CPD for staff teaching and to provide the highest quality teaching and learning experience for pupils).</p> <p>Dance specialist employed to provide the highest quality dance teaching and learning experience for pupils and providing high quality CPD for staff teaching.</p> <p>Sports visitors offering a range of sporting activities.</p> <p>Replenish resources</p> <p>Provide staff with range of PE home-learning activities to support the well-being of pupils.</p>		<p>Subject Leader up-to-date with information needed for curriculum improvement/development and sporting opportunities available. Staff feedback.</p> <p>Following the staff audit of needs, CPD was offered to all staff to ensure confidence in delivering P.E. is developed and maintained. Support and CPD was offered to new staff.</p> <p>The feedback from staff involved was extremely positive (in relation to confidence, ideas and experience, all have significantly increased).</p> <p>CAB specialist PE teacher has supported staff in their assessment of the children, which has resulted in an increase in their knowledge and confidence in assessing children's areas of strength and development.</p> <p>Dance Specialist has raised standards in dance across the school.</p>	<p>Due to Covid and the closing of swimming pools Year 5 children have had limited time swimming so will continue in the Autumn term of Year 6.</p> <p>To continue with the teaching and learning opportunities including team teaching support from the CAB and GC (dance specialist) – prioritise and timetable staff across the year that did not receive the extra sessions during the summer term.</p> <p>PE TA continue to offer interventions to develop early literacy skills and gross motor skills.</p> <p>PE Subject Leader monitor and provide support as appropriate in order to ensure progress and achievement are maintained by all pupils.</p> <p>Feedback to staff the progression of skills and recording assessment document.</p>

	<p>Progression of skills document and recording sheets have been completed, needs to be shared with all staff.</p> <p>X2 staff attended MLB First Pitch course</p> <p>MB &amp; MK attended virtual sessions during Youth Sport Trust's Coronavirus Support Live week.</p> <p>AfPE webinar attended by MB about PE and the EIF.</p>			<p>Develop baseball club.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements: To enhance pupil learning experiences by developing sports and activities and providing opportunities for excellence and enjoyment	<p>Due to covid there have been restrictions (class bubbles/ staggered lunchtimes/ reduced staffing resulting in no lunchtime clubs/ no after school clubs for 2 terms/ NGB guidelines/ no leaders) there has been limited sports and activities offered to pupils.</p> <p>Children, particularly Y3-6, have taken part in adult led organised activities: gymnastics, seated volleyball, athletics, basketball, football, dodgeball and baseball.</p>		<p>During 20/21 in the Summer term, the school offered x10 after school clubs a week.</p> <p>Based on results from our pupil voice survey multi games clubs were offered to the class bubbles which proved very successful with the least active children.</p> <p>Following the activities that were offered during lunchtimes there has been an increase in the engaged of some disaffected pupils. The rebuilding of friendships and social engagement has also been evident in reintroducing team games.</p> <p>Pupils have developed new skills, interest in and enjoyment of baseball.</p>	<p>Continue to provide a range of varied opportunities to inspire our children to get involved in regular physical activity we aim to lay the foundations to a healthy, active lifelong lifestyle.</p> <p>Continue to subsidise paid clubs though Sports Premium during 2021-212for either new clubs or more expensive sport specific clubs (eg Taekwondo)</p> <p>Continue to encourage staff to support/run extra-curricular clubs.</p> <p>Sports leaders to organise morning 'Wake up, Shake Up' and lunchtime activities.</p> <p>Children to support peers in afterschool clubs, alongside staff.</p> <p>Purchase resources to develop new sporting opportunities.</p> <p>Develop a baseball club.</p>

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:
To maintain participation levels in inter and intra school sporting opportunities to promote wider participation amongst children.	<p>Class bubbles competed in adult led intra competitions and personal best.</p> <p>Children competed in inter virtual competitions through WSG, coming 1<sup>st</sup> overall in gymnastics.</p> <p>The Co op Academy Bebington also provide year group virtual athletic competitions, in which every child in Key Stage 2 took part in.</p> <p>Children in Y3-6 took part in WSG's virtual pentathlon competition.</p> <p>Children also competed in virtual Merseyside competitions, coming 3<sup>rd</sup> overall in gymnastics.</p> <p>Class bubbles and children at home performed and videoed their own dances for the Wirral Dance Festival.</p> <p>Children also competed in TRFC initiative the Joy of Moving Winter Games. In order to reach the children at home MK demonstrated</p>		<p>During school closures we have used social media and our website to encourage families to maintain their physical activity levels.</p> <p>Due to COVID-19 the Co-op Academy Bebington Primary School provided many online challenges, including YST Home 60 second challenges, encouraging children and their families to achieve their personal best.</p> <p>Wirral School Games and Merseyside Sports also provided virtual activities. We promoted the activities online with regular email reminders and those children who were attending school completed them within their bubbles.</p> <p>Monthly reports of all sports provisions and competitive opportunities/results have been completed and published in the School newsletter and/or School website.</p>	<p>To maintain participation levels in inter and intra school sporting opportunities to promote wider participation amongst children.</p> <p>Increase range of sports we compete in.</p> <p>Continue to engage with School Games Organiser.</p> <p>Continue to enter inclusive/SEND competitions.</p> <p>Continue the development of Leaders to support, organise and run L2 competitions for local schools.</p>



	the daily challenges on social media.			
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