

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) (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 **31<sup>st</sup> July 2020** 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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Achieved School Games Platinum Mark Award for 2018-21.            Awarded the Wirral School Games Recognition Certificate to recognise our work during the Autumn and Spring term.            Awarded the Virtual School Games Certificate for the commitment to keeping pupils and families physically active during the time of school closures.            Sitting volleyball champions of Wirral.            Two teams of children qualified to represent Wirral at the Merseyside School Games.            A team of athletes represented Wirral at the Merseyside Sportshall Athletics heats.            Increased range and amount of equipment.            Increased number, availability and variety of after school sports clubs – lunchtime and afterschool clubs.            Increased number and range of competitive opportunities and success in competitions.            Extra-curricular activities are a regular aspect of school life, there are clubs every lunch time and every night after school which are changed each term.            ‘Wake up, Shake up’ is available every morning to enable children to achieve their 30minutes of activity a day.            All children have represented the school in competitive sport at least once before they leave in Year 6.</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.            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.            Continue to update sports equipment.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  <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 2020.</p>	84%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	30%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	30%
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?	It was planned for in the Summer term.

<b>Academic Year:</b> 2019/20	<b>Total fund allocated:</b> £26900	<b>Date Updated:</b>		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 56%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Pupils to become more active at break and lunch times.</p> <p>To offer a wide range of activities at lunchtime on all playgrounds and in the upstairs hall.</p> <p>Enhance the leadership programme.</p> <p>Increase the range of extra curricular clubs.</p> <p>Engage the least active children</p>	<p>Train new young leaders in the Autumn term</p> <p>PE TA(MK) to oversee the planning and delivery of a range of structured physical activities on different playgrounds, led by young leaders.</p> <p>PE TA to deliver inclusive activities club in the hall at lunchtimes.</p> <p>Refresh Daily Mile</p> <p>Review the quality of our extra-curricular provision.</p> <p>Carry out pupil voice interviews.</p> <p>Target least active children in KS2. AR work with CAB and Gemma Corcoran to plan and deliver sessions for the target groups.</p> <p>PE TA to deliver daily 'Wake up, Shake up' activities with leaders (8.30-8.50am)</p>	<p>Sports Teaching Assistant £15000</p>	<p>Autumn Term - Y5 children trained to become young leaders. They then paired with Y6 leaders to deliver games, activities and intra competitions during lunch times, under guidance from the PE TA. Some leaders had further training and became 'Mini Whistlers', organising football tournaments for different year groups.</p> <p>PE TA had weekly meetings with the Leaders and planned a structured timetable for lunchtimes and morning 'wake up, shake up' sessions. They daily took registers, planned and led activities.</p> <p>PE Dojo tracker was used to identify the least active children and a timetable was put in place for them to attend extra weekly activity sessions (Zumba, Dance and Fitness Fridays). The children enjoyed these extra sessions and the positive experience resulted in some children started to attend the lunch time activities on offer in the hall</p>	<p>Replacement of damaged equipment and buying of new resources.</p> <p>Purchase equipment for 'Silent Disco' so children who enjoy dance can be active during the lunchtimes.</p> <p>Maintain and check equipment.</p> <p>Continue with development of the Daily Mile- ensure new Sports Council reps are trained in recording the Daily Mile.</p> <p>Peer sports leader training with support from staff.</p> <p>Continue with pupil surveys and interviews to ensure provision is accurate.</p> <p>Organise Mini Mermaids and Young Tritans programme with Full of Beans.</p>



			and the multi games club after school. Following the pupil survey carried out a wider range of inclusive sports clubs were offered and at alternative times for children to attend.	PE Subject leader and PE TA continue to work with CAB and GC to support the least active children.
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:
Offer a wide range of sporting opportunities to all pupils for both physical and mental health benefits.  Engage pupils in the planning, organising and development of PE and Sport (clubs, competitions, School Games Day).  Maintain School Games Platinum Award.	Report through regular newsletter, on website and Twitter  Local newspaper  Assemblies led by pupils celebrating achievements and major sporting events.  Noticeboards updated  Celebrate participation through certificates, with an emphasis on Values  Class/year competitions  Use the Young Tritans programme with x12 targeted boys in Y4.	£ 1000	Children are aware of clubs, competitions & achievements. Children excited and eager to join in with PE and extracurricular opportunities. There was an increase in the number of pupils attending after school activities and engaging in competitive opportunities (for the 7 months in school) Least active children more eager to take part in morning, lunchtime and after school clubs, resulting in competing in competitions (both level one and level two), including a range of inclusive sports. Children taken part in local competitions and teams were due to represent Wirral at Merseyside Finals in Sportshall Athletics and Seated Volleyball.	Maintain the wide range of opportunities on offer to all pupils.  Increase the number of level two competitions that sports leaders plan and organise and deliver.  Maintain School Games Platinum Mark Award.  Encourage children to beat their personal best and link to School Games values of passion, determination and excellence.  Use of Mini Mermaids and Young Tritans programmes to empower children to increase their confidence, self-esteem and develop greater resilience. To

		<p>The PE Leader has led the school in applying for the School Games Platinum Award. School has retained the Platinum Award which was paused due to Covid-19. However, school was awarded the Wirral School Games Recognition Certificate to recognise our work during the Autumn and Spring term. Additionally, school was awarded the Virtual School Games Certificate for the commitment to keeping pupils and families physically active during the time of school closures. Following a pupil survey there has been an improved behaviour and attitudes to PESS  Positive attitudes to health and wellbeing  Positive impact on whole school</p>	<p>develop the links between physical activity and mental health.</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>Regularly update sports noticeboards and displays.</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:
				29%
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 consistently deliver high quality PE lessons across both key stages and in different activity areas. To ensure staff are competent and confident. Improved pupil progress  Subject team update/networking Professional development in subject leadership for PE subject team	<p>Audit of staff needs</p> <p>Employ specialist teachers of Physical Education from <b>Co Op Academy Bebington.</b> (CAB 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>PE TA to offered interventions within classes to develop early physical literacy skills.</p> <p>Sports visitors offering a range of sporting activities.</p> <p>Swimming CPD x3 staff</p> <p>Organise extra swimming lessons for</p>	<p>£5000</p> <p>£ 1000</p> <p>£900</p>	<p>Following the staff audit of needs, CPD was offered to all staff (however support within lessons stopped March 2020 due to Covid-19) to ensure confidence in delivering P.E. is developed and maintained. The feedback from staff involved was extremely positive (in relation to confidence, ideas and experience, all have significantly increased). CAB specialist PE teachers have 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 this across the school. Swimming – All staff have accessed CPD and are trained to teach. Unfortunately, due to Covid-19 Year 4 did not attend swimming and will be prioritised next year and extra swimming lessons for children who had not achieved the National expectations by the end of Year 6 did not take place. Children across the school continue</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>Prioritise Year 4 children swimming next year.</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>Two staff who attended 'Ready Set Ride' training to deliver 6 week 'Learn to Ride' club.</p> <p>MK to continue CPD through her Open University PE &amp; Sport</p>



	<p>children who have not achieved the National expectations.</p> <p>Two staff attended the 'Ready Set Ride' training at Clare Mount Specialist Sports College and will deliver a 'Learn to Ride' club for 6 weeks (borrow balance bikes from Clare Mount Specialist Sports College)</p> <p>Replenish resources.</p>	<p>£ 1000</p>	<p>to be enthusiastic about PE and sport.</p> <p>Subject Leader up-to-date with information needed for curriculum improvement/development and sporting opportunities available.</p>	<p>degree.</p> <p>Co-ordinate use of sports visitor to develop staff skills in particular sports (e.g. tag-rugby, cricket and tennis).</p> <p>PE subject leader to develop a consistent scheme of work and a clear progression of skills from Year 1 to Year 6.</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: 11%

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:
Retain high percentage of children participating in lunchtime activities and after-school clubs.	<p>Continue Mini Whistlers, indoor athletic and Gymnastic leaders to support Y1-y4 extra curricular clubs.</p> <p>Maintain lunchtime clubs for least active children in Years 1-3 to be run and organised by Energy Leaders, Active Playground leaders and Mini Whistlers.</p> <p>Introduce Boccia, New Age Kurling and seated volleyball lunchtime clubs</p>	<p>TRFC £1000</p> <p>Shaftes £1000</p> <p>Full of Beans £1000</p>	<p>During 2019/20, the school offered a wide and varied range of after school clubs, accessible to all year groups. In the autumn term x8 after school clubs a week were available for children to attend and x10 a week in the Spring term.</p> <p>Based on results from our pupil voice survey a weekly multi games club was offered to the children which proved very successful with the least active children.</p> <p>School introduced daily 'Wake up, Shake up' sessions every morning. As well as Active lunchtime activities delivered by leaders, school</p>	<p>By providing a range of varied opportunities and inspiring 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 through Sports Premium during 2020-21 for 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>Purchase resources to develop the new sporting opportunities – boccia, seated volleyball and New Age Kurling</p> <p>Employing qualified coaches to offer: Dance and Gym clubs.</p>		<p>introduced lunch time clubs too. This made clubs even more accessible to children who can't stay after school and also to target our least active children, who thoroughly enjoyed the inclusive activities on offer. These clubs have been a huge success and are oversubscribed. Improved pupil attitudes to PESS. Improved behaviour &amp; concentration levels.</p> <p>An increase in participation in physical activity &amp; improved social skills.</p> <p>Engaged or re-engaged inactive pupils.</p> <p>Positive attitudes to health and well-being.</p> <p>Increased school-community links.</p>	<p>Sports leaders to continue 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>
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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:
Wirral School Games Events (opportunities for more able children/SEN) Festivals and competitions to engage least active.  Events organised by Bidston Avenue, with children taking increased responsibility for planning, organising and delivering level one and level two competitions.	<p>Increase the range of sports to compete in</p> <p>Enter inclusive/ SEND competitions</p> <p>Develop more intra competitions</p> <p>Review our strategy for engaging in competition</p> <p>Develop whole school intra competitions</p> <p>Continue the development of Leaders to support, organise and run L2 competitions for local schools.</p> <p>Engage with our School Games Organiser (SGO)</p> <p>Engage more staff / parents / volunteers / young leaders</p> <p>Training sessions for all children before competitions</p> <p>Improve links with other schools</p>		<p>Children have attended many competitions in a wide variety of sports and also inclusive SEN competitions.</p> <p>All children have had access to competitive opportunities including beating their personal best. In addition to these events, school has entered 20 Level 2 competitions; and 5 inclusive competitions, specifically for SEND children in which 32 children attended.</p> <p>SEN children and less engaged children targeted to make sure all children in Year 6 had an opportunity to represent the school.</p> <p>The school competes in sport to a high standard and we have enjoyed success in several sports, e.g. the school qualified for the Merseyside School Games Sports Hall Athletics finals. Children also qualified For Merseyside Schools Finals in sitting volleyball.</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</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>Cover for staff to take pupils to inter school competitions and cover for PE Leader to have non-contact time to organise PE events and competitions etc.</p> <p>Continue to enter inclusive/SEND competitions.</p> <p>Continue the development of Leaders to support, organise and run L2 competitions for locals schools.</p>

	<p>Improve links with Satellite clubs</p> <p>Maintain the amount of B and C team fixtures we enter.</p> <p>To maintain School Games Platinum Award in July 2020</p>		<p>Bebington Primary School Games Days were virtual this year. In addition to this we had a virtual sports day, encouraging children and their families to achieve their personal best. 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. Monthly reports of all sports provisions and competitive opportunities/results have been completed and published in the School newsletter and/or School website, as well as submitted to Governors. The sports notice board is regularly updated allowing other children to see the school's successes and the teams' achievements are also celebrated in whole school assemblies.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	



Date:	
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