

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 2019/20	£0
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,600

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>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>	
<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>	87%
<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>	44%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	39%
<p>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?</p>	No

Action Plan and Budget

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:	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>Pupils to become more active at break and lunch times.</p> <p>Enhance the leadership programme.</p> <p>To offer a wide range of activities at lunchtime on all playgrounds and in the upstairs hall.</p> <p>Increase the range of extra-curricular clubs (to, at least, pre-Covid levels).</p> <p>Engage and inspire the least active children to take part in activities at lunchtimes and after-school</p>	<p>Train new young leaders- CN Y5 Autumn term / AR Y3 Spring term.</p> <p>CN to oversee the planning and delivery of a range of structured physical activities on different playgrounds, led by young leaders.</p> <p>PE team to deliver inclusive activities club in the hall at lunchtimes.</p> <p>Y6 leaders support and lead lunchtime club sessions (Gymnastics and Dodgeball for Y3/4).</p> <p>CN to refresh activities for lunch times using YST 60 second activities and those from Complete PE site.</p> <p><u>Team of Y5 leaders to attend training at Co-op Academy Bebington (Autumn term).</u></p>	<p>Co op Academy Bebington: £6000</p> <p>£2000 (GC)</p> <p>£6000 (sports TA)</p> <p>Fencing £1200</p> <p>Taekwondo £960</p> <p>TRFC Football £275</p> <p>TRFC Dance £275</p>	<p>In the autumn Term Y6 children had top up training as Sports Leaders and delivered a variety of activities and intra competitions over lunchtimes.</p> <p>Then in the Spring term Y5 children were trained as Sports Leaders. They also attended Sports Leader training at Co Op Academy. They then paired with Y6 leaders to deliver games, activities and intra competitions during lunch times, under guidance from the PE team.</p> <p>Some leaders had further training and became 'Mini Whistlers', organising our Mini Euro football tournament for mixed year groups. The leaders also supported the PE team with our Birmingham 2022</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 and COAB.</p> <p>Organise active playground training for middays through</p>

<p>To offer a wide range of activities at lunchtime on all playgrounds and in the upstairs hall.</p>	<p>Y6, and then Y5 leaders, to organise and run personal best activities, at lunchtimes across the week, for children on each playground.</p> <p>PE & Sport Team to offer activities in the upstairs hall.</p> <p>PE & Sport Team to review the range of extra-curricular provision on offer for children across the school.</p> <p>Engage with local clubs and organisations to help develop extra-curricular activities on offer.</p> <p>Carry out pupil voice interviews to find out what sort of clubs/activities children would like to have in school.</p> <p>Purchase new inclusive sport equipment (boccia and new age curling).</p> <p>KH to purchase equipment for active play.</p> <p>Target least active children in KS2 to work with COAB and Gemma Corcoran. AR work with specialists to plan and deliver sessions for the target groups.</p> <p>Target children in KS1 to work with COAB and Gemma Corcoran to develop fundamental movement skills (impacted by Covid pandemic).</p> <p>Target children in Y4 to access the Mini Mermaids and Young Tritons</p>	<p>FOB £990 (ASC)</p>	<p>lunchtime competitions for mixed year groups.</p> <p>Y6 leaders supported AR with the gymnastic club in the autumn and spring term over lunchtimes to prepare Y3 and Y4 children for the School Games gymnastic Inspire and Aspire events.</p> <p>CN had weekly meetings with the Leaders to plan sessions and activities using the YST resources and Complete PE pupil lead learning cards. The Leaders also recorded results on the tracking sheets, letting their peers know who achieved bronze, silver and gold, encouraging children to achieve their personal best.</p> <p>The Leaders' energy and enthusiasm has resulted in more structured lunchtimes and less behaviour issues. There has been an increased number of children engaged in enjoyable and active play, as well as intra competitive activities.</p> <p>51 extra curricular clubs were offered to children from FS2 to Year 6 over the year. Taekwondo, tag rugby and football were all offered by coaches from local clubs.</p> <p>New inclusive sport equipment was ordered to provide lunchtime clubs for the engagement of all pupils.</p>	<p>COAB.</p> <p>Following analysis of July 2022 pupil survey, create lunchtime and after school timetables.</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>New sports coach to enhance lunchtime and extra curricular provision.</p>
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programmes, to support the mental and physical well-being.

Use pupil interviews to establish barriers to children taking part in activities and clubs.

Registers and a tracker were used to identify the least active children and a timetable was put in place for them to attend extra weekly activity sessions (Zumba 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 and the multi games club after school.

Children in Year 4 were targeted to attend the Mini Mermaids and Young Tritons programmes in the Autumn and Spring terms. A group of boys in Year 3 were also identified to attend the Young Tritons in the Summer term.

Following the pupil survey carried out a wider range of inclusive sports clubs were offered and at alternative times for children to attend.

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>Continue to raise the profile and importance of PE and Sport across the school community, to encourage all pupils to aspire to being more active and involved.</p>	<p>Use of Mini Mermaids and Young Tritons programmes to empower children to increase their confidence, self-esteem and develop greater resilience. Develop the links between physical activity and mental health (Mini Mermaids –Autumn term and Summer Term / Young Tritons – Spring Term).</p> <p>PE & Sport team continue to evidence our provision of high-quality PE, Sports Leadership, competition offer, extra-curricular offer, club links and wider opportunities for increased numbers of pupils to enjoy taking part in PE, physical activity and school sport.</p> <p>Children compete in personal best activities.</p> <p>Children take part in the Wirral School Games competitions and festivals to encourage School Games values which are displayed around the school.</p> <p>Organise extra swimming lessons for children who have not achieved the national expectations.</p>	£1080	<p>Children are aware of clubs, competitions & achievements.</p> <p>Children excited and eager to join in with PE and extracurricular opportunities.</p> <p>There was an increase in the number of pupils attending after school activities and engaging in competitive opportunities.</p> <p>Least active children more eager to take part in morning, lunchtime and after school clubs, resulting in competing in competitions (both inter and intra), including a range of inclusive sports.</p> <p>Increased the range of sports on offer to include fencing (after school club) and children have also tried out kinball and baseball.</p> <p>Children taken part in local competitions and teams represented Wirral at Merseyside Finals in Gymnastics, Boccia, NAK and Girls' Cricket.</p>	<p>Maintain the wide range of opportunities on offer to all pupils.</p> <p>Increase the number of inter competitions that Sports Leaders plan, organise and deliver.</p> <p>Maintain School Games Platinum Mark Award.</p> <p>Encourage children to beat their personal best and link to School Games values of passion, determination and excellence.</p> <p>Continue to use the Mini Mermaids and Young Tritons programmes to empower children to increase their confidence, self-esteem and develop greater resilience. To develop the links between physical activity and mental health.</p> <p>Continue to report through newsletter, on website and Twitter Feed about sporting achievements and opportunities.</p>

	<p>Ensure the quality and quantity of resources for lessons using Complete PE planning are purchased to allow for high-quality Physical Education and pupil attainment.</p> <p>Use results of pupil interviews and survey to help plan extra-curricular club offer.</p> <p>Re-launch the SSOC, so they can ask their class about our PESSPA offer and plan events or feedback to PE & Sport team to plan extra-curricular clubs accordingly.</p> <p>Celebrate participation through certificates, with an emphasis on values- School Games and the school's. Sports Star awards given out each week for children demonstrating School Games values at after school clubs.</p> <p>Continue to report through regular newsletter, on website and Twitter feed about sporting achievements and opportunities.</p> <p>Noticeboards updated with details of intra-competitions and activities run by leaders.</p>	<p>£25 (postcards)</p> <p>£250 (end of year sports awards)</p>	<p>The PE team has led the school in applying for the School Games Platinum Award.</p> <p>77% of children said they loved their PE lessons. Nobody said they didn't enjoy their lessons.</p> <p>Year 6 SSOC deliver sports star awards on a weekly basis to classes to celebrate the values children have displayed at lunchtime or after school clubs.</p> <p>Following a pupil survey there has been an improved behaviour and attitudes to PESSPA.</p> <p>Positive attitudes to health and wellbeing.</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>Continue to celebrate sports awards for Year 6.</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:
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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>Improve standards of teaching and learning in PE across the school.</p> <p>Ensure all children are participating in two hours a week of high-quality PE the Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers.</p> <p>Provide opportunities for staff to further develop their PE subject knowledge.</p>	<p>Audit staff needs, so CPD can be planned to support teaching in their delivery of PE teaching.</p> <p>Employ specialist teacher of Physical Education from Co Op Academy Bebington (COAB) to provide high-quality CPD for staff (BAPS teachers to plan, teach and assess units of work) to ensure high-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>Continue roll-out Complete PE scheme of work, across the school.</p> <p>COAB specialist teacher to help teachers become familiar with</p>	<p>£6000</p> <p>£1000</p> <p>£400 Subject leader time</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.</p> <p>The feedback from staff involved was extremely positive (in relation to confidence, ideas and experience, all have significantly increased).</p> <p>All staff have given feedback on the Complete PE scheme of work and have found the scheme easy to use and navigate. The curriculum mapping has been evaluated and redesigned by the PE team, following feedback and analysis of data.</p> <p>COAB 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>To continue with the teaching and learning opportunities including team teaching support from the COAB (prioritise and timetable staff across the year that did not receive the extra sessions during the summer term and new staff) .</p> <p>New PE coach to offer interventions to develop early physical literacy skills and gross motor skills.</p> <p>New PE coach to deliver sensory physical activity sessions with identified SEND pupils.</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>Complete PE, demonstrate how to bring the lessons to life and how to tailor lessons to class' needs. Also, work alongside class teachers to use objectives to accurately assess children using Complete PE.</p> <p>Provide staff with CPD timetable from COAB, to sign up for additional CPD in areas of PE.</p> <p>Sports coaches from local clubs and sporting organisations visit school to work alongside teachers and to offer a range of sporting activities.</p> <p>PE Lead and team to access training and networking events.</p> <p>2x members of staff to attend swimming CPD course.</p>	<p>£300</p>	<p>He has also supported staff with the introduction of the Complete PE scheme of work.</p> <p>Dance specialist has raised standards in this across the school.</p> <p>Specialist cricket coach (from Cheshire CCB) worked with staff in Y3, 5 & 6 to develop teaching of cricket.</p> <p>Swimming – All staff have accessed CPD and are trained to teach swimming in KS2.</p> <p>X3 members of staff attended OAA CPD</p> <p>X2 members of staff attended Netball CPD</p> <p>X1 member of staff attended Kinball taster session.</p> <p>X2 members of the PE team accessed an online course 'Deep Dive into Curriculum Impact'</p> <p>Children across the school continue to be enthusiastic about PE and sport</p>	<p>Co-ordinate use of sports visitors to develop staff skills in particular sports (e.g. tag-rugby, cricket and tennis).</p> <p>PE team to continue to evaluate and monitor scheme of work and ensure a clear progression of skills from FS1 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:
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>Enhance pupil learning experiences by developing sports and activities and providing opportunities for excellence and enjoyment.</p> <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	<p>Work with COAB, Full of Beans, Tranmere Rovers and other local clubs and sporting organisations to provide children with a range of sports/activities.</p> <p>Review of PE equipment and further extend the range of equipment available for lessons and extra-curricular clubs to support quality delivery.</p> <p>Review PE equipment and maintain/upgrade/order equipment to ensure high-quality PE learning experiences are possible.</p> <p>Engage with local clubs and organisations and COAB, to use coaches/PE specialist to develop curriculum PE offer (Cheshire Cricket Board, for example).</p> <p>Employ a variety of qualified sports coaches to increase the range of</p>	<p>£259 NAK £432 Boccia sets £365 Portable basketball sets.</p> <p>ASC providers see in Key Indicator 1</p>	<p>During 21/22, the school offered a wide and varied range of after school clubs, accessible to all year groups. In total over the year there were 51 after school clubs on offer. There was a staggering 750 sign-ups to the clubs.</p> <p>As well as after school clubs a number of lunchtime clubs were on offer and 'Active' lunchtime activities delivered by leaders. 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.</p> <p>The clubs have been a huge success and are oversubscribed at times.</p> <p>33 local sports clubs have pupils from Bidston Avenue attending them.</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 2022-23 for either new clubs or more expensive sport specific clubs (eg Taekwondo/ Fencing and boxing)</p> <p>Continue to encourage staff to support/run extra-curricular clubs.</p> <p>Sports Coach and leaders to reintroduce morning 'Wake up, Shake Up' and continue with the organisation of lunchtime activities.</p> <p>Children to support peers in after</p>

	<p>extra-curricular activities available for children to access (ie. Taekwondo/ Dance/Fencing).</p> <p>Offer a range of activities at lunchtimes, delivered by PE Team and young leaders.</p> <p>Carry out pupil survey to discover what activities/sports would like to have on offer.</p> <p>Increase the variety of sports the children can experience during PE lessons (incorporated into Complete PE scheme of work- handball, badminton for example).</p> <p>Mini Whistlers to help organise and officiate lunchtime football, young leaders to support indoor athletics and gymnastic clubs at lunchtimes for Y1-Y4.</p> <p>Active Playground leaders to deliver lunchtime activities/intra competitions for least active children in Years 1-4.</p> <p>Additional sports on offer at lunchtimes (led by PE & Sport Team) gymnastics, dodgeball, indoor athletics, boccia and new age kurling.</p>		<p>Equipment was ordered to ensure the new clubs and activities could be delivered.</p> <p>Improved pupil attitudes to PESSPA. 77% of pupils love their PE lessons (nobody said they didn't enjoy them) Improved behaviour & concentration levels.</p> <p>An increase in participation in physical activity & improved social skills.</p> <p>91% of our pupils felt that PESSPA helped them develop team working skills.</p> <p>Engaged or re-engaged inactive pupils.</p> <p>Positive attitudes to health and wellbeing.</p> <p>Re-established links put on hold during pandemic and increased school-community links.</p> <p>Y3 children visited Colomendy for three days of OAA activities.</p>	<p>school clubs and lunchtime clubs alongside staff.</p> <p>Order resources to develop new sporting opportunities (archery and baseball)</p>
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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:
<p>Wirral School Games Events (opportunities for more able children/SEN) festivals and competitions to engage least active.</p> <p>Events organised by Bidston Avenue, with children taking increased responsibility for planning, organising and delivering level one and level two competitions.</p>	<p>Maintain participation levels in inter and intra school sporting opportunities to promote wider participation amongst children.</p> <p>Increase the range of sports we compete in, so that pupils gain more experience taking part in competitive activities.</p> <p>Offer training sessions for all children attending competitions</p> <p>Continue to engage with School Games Organiser.</p> <p>Develop whole school intra-competitions.</p> <p>Cover for staff to take pupils to inter school competitions and cover for PE & Sport Team.</p> <p>Enter inclusive/SEND competitions.</p> <p>Offer more competitive opportunities for girls (both intra and inter).</p>	£ from school budget	<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, Mini Euros and Birmingham 2022 intra competitions.</p> <p>In addition to these events, school has entered 45 inter competitions; including many Celebrate, Aspire and Inspire events organised by Wirral School Games Organisers. This has allowed more and different children to access competitive sport.</p> <p>Children with SEND and less engaged children were targeted to make sure all children have 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 Boccia, Girls' Cricket,</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>To continue with the training of Leaders to plan, organise and run Intra events at school.</p> <p>To develop Leaders to support, organise and run L2 competitions for local schools.</p>

	<p>Maintain the achievement of the School Games Platinum Award.</p> <p>PE & Sport Team to have non-contact time to organise PE events and competitions etc.</p> <p>Review our strategy for engaging in competition.</p> <p>Develop Y6 Leaders to support, organise and run L2 competitions for local schools within the COAB cluster or WSG network.</p> <p>Improve links with other schools.</p>		<p>Gymnastics and NAK finals.</p> <p>Our Year 6 Boccia team became winners of the Merseyside Finals.</p> <p>Cross country has been extremely well attended this year with one of our pupils coming 2nd in Wirral Schools' Cross Country races and another 6th.</p> <p>Another pupil was chosen to represent Merseyside in the Northwest Sportshall Athletics Finals.</p> <p>Twitter used to share details of competitive opportunities/results. School SPORT newsletter created with overview of year.</p> <p>The sport noticeboard is regularly updated allowing other children to see the school's successes and the teams' achievements are also celebrated in school assemblies.</p>	
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Signed off by	
Head Teacher:	Mr. S.G. Brady
Date:	26/07/2022
Subject Leader:	Ms A. Ryan
Date:	26/07/2022

P.E. Governor:	Mr S. Buckley
Date:	26/07/2022