

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 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 **31st 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Links with Judo club continued through weekly curriculum sessions • Lunchtime inter- forest Sports clubs continued. • Sports Captains continued to be responsible for some aspects of PE • Teacher and Teaching Assistant have received CPD from specialist coaches • Travel to Tokyo incentive established across school • Links with St Helens Rugby League through the delivery of curricular sessions • Links with St Helens Squash Academy through the delivery of curricular sessions • Children have continued to access and enjoy inter-school competitions • Assessment system of Passport fully implemented. • Timetabled sport provision for upper KS2 classes at lunch times. • Badminton and Archery re-introduced during lunch times. • Sports values introduced to the children • Children enjoyed Zorb football and Disco Dodgeball as an enrichment experience 	<ul style="list-style-type: none"> • Lunchtime staff to support sporting games and activities during lunchtimes. • Dance CPD to be provided to teachers through the use of specialist coaches. • Develop links with St Helens Squash club, introducing half-termly visits to the squash courts. • Sports Council to implement ideas across school • Increase participation of KS1 children

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

<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>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>Swimming lessons cancelled due to Covid-19</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 2021.</p> <p>Please see note above.</p>	<p>Swimming lessons cancelled due to Covid-19</p>
<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>	<p>Swimming lessons cancelled due to Covid-19</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Swimming lessons cancelled due to Covid-19</p>
<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>	<p>Swimming lessons cancelled due to Covid-19</p>

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: 2020/21		Total fund allocated: £19,240		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:
					23%
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:
<ul style="list-style-type: none"> Pupils to receive high quality P.E lessons that promote an enjoyment and love of sport. Increased opportunities to access competitions both 'in-house' and virtual competitions to develop sporting skill and promote enjoyment and motivation to participate. To increase pupils' engagement in a range of Sports and to improve fitness level. 	<ul style="list-style-type: none"> Forest competitions to continue and extend into PE lessons Further extend variety of sports on offer, both curricular and extra-curricular. Subscribe to 'SHAPES' and attend competitions. 	£3990 £300 £200	<ul style="list-style-type: none"> 76% of children are working at or above age-related expectations. 71% of Pupil Premium children are working at or above age-related expectations – an increase of 28% from 2020. Gap between boys and girls attainment reduced – Boys 77%, Girls 75% According to Travel to Tokyo statistics, our school have travelled 126,849km since March 2021. Travel to Tokyo also shows 100% enjoyment and over 3864 hours of activity completed. 51% of children participated in extra-curricular activity 	<ul style="list-style-type: none"> Continue to monitor pupil voice feedback to ascertain the clubs and activities that pupils would like to see Sports Council to implement any identified areas for development Forest competitions to continue, both at play times and as end-of-unit tournaments Provide further extracurricular activities for KS1 – lunchtime staff to support sporting activities. PP funding and free places given where applicable to support families who need extra help accessing these 	

				clubs
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<ul style="list-style-type: none"> Children's physical activity and participation will increase from an increased sports offer. Raised profile of PE through achievements celebration; inter-forest sports awards, certificates and trophies, 	<ul style="list-style-type: none"> Continue to build on the positive links with local sports clubs. Continue to update school communications regularly with information about competitions. Purchase of new and maintenance of sports equipment. Sport Values introduced 	£390 £660 £540 £3990	<ul style="list-style-type: none"> 51% of children participated in extra-curricular activity, 47% of these children are Pupil Premium Sporting achievements celebrated in assemblies and school communications Saturday sports club introduced and has proven popular with children. 	<ul style="list-style-type: none"> Continue to build on the positive links with local sports clubs Continue to update school communications regularly with information about competitions. Purchase of new and maintenance of sports equipment. Update school display board half-termly with current curriculum topics and competition information

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	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<ul style="list-style-type: none"> Continued CPD opportunities for staff to further develop teaching confidence and skill. 	<ul style="list-style-type: none"> Established specialist sports coach to be used across all year groups as further CPD Judo coaching to be delivered in Y1 to Y4 Squash coaching for delivered in Y1-Y4 Yoga lessons to be delivered across both Key Stages. 	<p>£390 £660 £540 £3990</p>	<ul style="list-style-type: none"> 76% of children are working at or above age-related expectations. 71% of Pupil Premium children are working at or above age-related expectations – an increase of 28% from 2020. Gap between boys and girls attainment reduced – Boys 77%, Girls 75% 	<ul style="list-style-type: none"> Continue to provide CPD through specialist sports coaches – increase the number of classes who access the coach. Continue squash coaching with intention of visiting the squash courts Continue to provide yoga sessions to encourage positive mindset and wellbeing. Dance to be taught by specialist coach to provide CPD for teaching staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 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:
<ul style="list-style-type: none"> An increased sports offer throughout the day will impact positively on children’s motivation and physical and mental well-being Activity days for enjoyment e.g Scootfit, Climbing wall, Bouncy Castle. 	<ul style="list-style-type: none"> Further extend the variety of Sports on offer both curricular and extra-curricular to provide opportunities to develop additional sporting skills. E.g dance CPD Specialist sports coach to implement lunch time clubs 	<p>£3990</p>	<ul style="list-style-type: none"> Pupil voice indicates 98% of children enjoying the sports on offer at Eccleston Mere 51% of children have participated in sporting activity away from the curriculum 65% of children would now 	<ul style="list-style-type: none"> Continue squash coaching with intention of visiting the squash courts Continue to provide yoga sessions to encourage positive mindset and wellbeing.

<ul style="list-style-type: none"> • 	<p>for both key stages. Some of these clubs will be targeted at the less active members of the school.</p> <ul style="list-style-type: none"> • Subscribe to enhanced 'SHAPES' package and attend competitions on a regular basis • Personal Challenge Leaders to be re-introduced and deliver a range of playground games. • Forest competitions to continue and extend into PE lessons • Enrichment days to be introduced e.g zorbing • Links with St Helens Squash Academy maintained 	<p>£200</p> <p>£500</p>	<p>like to represent school at inter-competitions, and represent their forest in Forest Competitions.</p>	<ul style="list-style-type: none"> • Dance to be taught by specialist coach to provide CPD for teaching staff.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				22%
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:
<ul style="list-style-type: none"> To introduce half termly whole school inter-forest competitions. To re-introduce 'Sports Week'. that includes competitions across the whole school. Link to the 2020 Olympics. 	<ul style="list-style-type: none"> Forest competitions to continue to provide opportunity for children to take part in intra-school competition Specialist sports coach to train teams for upcoming competitions Subscribe to enhanced 'SHAPES' package and attend competitions on a regular basis Personal Challenge Leaders to be re-introduced and deliver a range of playground games. 	£3990 £200	<ul style="list-style-type: none"> 51% of children have participated in sporting activity away from the curriculum 65% of children would now like to represent school at inter-competitions, and represent their forest in Forest Competitions. 	<ul style="list-style-type: none"> Continue squash coaching with intention of visiting the squash courts Integrate Forest competitions in a themed sports week.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	

Governor:	
Date:	