

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	£ 17,445
Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£17,420
Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,437
Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£17,339
Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£17,339

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety. 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. 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? 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 2024. Please see note above</p>	87%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	87%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%
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?	Yes/No
Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Gold School Games Mark 2017-2018/2018-2019/2020-21/2021-2022/2022-23/2023-24/2024-25 • Sports4Kids • Daily Mile • Rainford Tennis • New Age Kurling • Y4 football • Dodgeball ks2 • Y6 football • Y5 football • Y2 football • KS1 Commonwealth Games • FoB After school football vs Brooklodge • Rainford Schools inter multi skills competition • Sports Day • Race4Life • Y6 Activity leaders • Collaboration with Edge Hill PE • Positive attitudes to health and well-being. • Improved behaviour. • Improved pupils attitudes to PE – all pupils clear on expectations in terms of appropriate clothing and attitude to work. • Inter house competitions in a wide variety of sports taking place every half term/ term. • A more inclusive approach to PE • Embedded curriculum with a variety of sports taught • Promotion of C4L 	<ul style="list-style-type: none"> • Staff CPD at termly opportunities to ensure high quality teaching • PE coordinator looking to improve provision of PE further • Provide more extra-curricular opportunities when possible • Provide feedback to School Governing Body on Provision of PE in this academic year • To increase the level of pupil participation at level 2 and 3 competitions • To keep the PE Display board up to date with current competitions, photos and sport reports • To update social media with sporting achievements • To sporting achievements to the Website

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|---|--|
| <ul style="list-style-type: none">• Pupil voice and sports ambassadors established• Clear assessments• Progressive Planning• Range of after school clubs- Football, handball, multi sports• Range of movement breaks planned into daily routine | |
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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: 2024/25		Total fund allocated: £17,3397		Date Updated: July 2024	
		Total invested - £20,158.00			
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: % see overall
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:
Increase time on PE and sport within the school and beyond the school day by introduction of more activity time. Seek views and then track and monitor to ensure ALL children participate. All children encouraged to increase their fitness through inter-house and external competitions (St Helens school games). Children engaged in high quality play/regular activity throughout lunchtime break to increase: mental wellbeing, pupil aerobic activity, team building and communication; balance, co-ordination and core strength. This is encouraged through Y5/Y6 buddies and play leaders. Provision of a regular high quality after school sporting clubs for children –	2 x 1 hour PE Sessions each week for all children in school to be accompanied by physical activity in and after school for all children (rota'd) Pupil voice survey and response to target individuals Purchase of essential equipment and resources to enable a wide variety of sports to be taught effectively Further CPD to broaden subject knowledge of PE and sport teaching. Inter-house/external sporting tournaments/competitions throughout the year, for all children, ie: football, cricket, rounders, etc. Play time and lunch time staff to have		£14,820 + £1014.68 extra resources to increase participation + £749 SHAPES	Children take part in timetabled PE sessions and additional activities and as a result they improve in engagement and in fitness • External and internal comps to be organised through SHSG result in increased engagement in competition sport • Impact of CPD will be increased capacity for children to learn knowledge. • Sports day for EYFS/KS1 and KS2 organised - Impact – development of social skills positive relationship building for life. Demonstration of leadership, teamwork, performance and communication skills, alongside facing new challenges.	Enable staff to be able to offer and teach a wide range of sport within their PE sessions with confidence PE lead to monitor impact of playtime sessions across the school – complete staff and pupil voice for this % of reported behavioural incidents further decreased and positive team play evident and measurable. Sports Ambassadors and Activity Leaders able to re-train new leaders to continue high quality physical activity daily during lunchtimes and playtimes. Raise profile of PE and Sport

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<p>facilitated through our dedicated, trained sports leader 2 X a week.</p> <p>Strong links with local sports clubs</p>	<p>support/training to lead engagement.</p> <p>Training for our new Sports Ambassadors and mid-day supervisor training where necessary. Offer a wide variety of after school clubs across the year - catering for different sporting interests: gymnastics, dance and multi-sports, glow sports.</p>		<ul style="list-style-type: none"> • New sports equipment purchased, with impact of increased participation in lessons and improvement of skills, as more children have equipment that is fit for purpose. <p>Reduced number of behaviour incidents on the playground at lunchtimes.</p> <p>% of physical activity increased every day.</p> <p>% of focused Sports activity increased every day.</p> <p>Every year group to have access to focused Sport provision 1 x a week with a specialist coach – child led interests.</p> <p>Sports ambassadors and Activity Leaders to be trained with coach on quality playground sports provision</p> <p>Increased number of clubs and increased activity at lunchtimes will result in overall increased fitness levels from increased activity</p>	<p>across school – SMT committed to raising funds to enhance if PE and Sport Premium is discontinued.</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: % see overall
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>Monitor progress and engagement towards the key goal of increasing fitness and activity to impact on improved physical health</p> <p>To encourage pupils to take on leadership roles that support sport and physical activity (Sports Ambassadors and Play/Activity Leaders).</p> <p>To embed physical activity culture back into the school day through active travel to and from school, active break times and active lessons and teaching (walk to school week)</p> <p>Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</p> <p>Pupils, staff and parents are aware of sporting activities and achievements across the school.</p> <p>Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p>	<p>Seek pupil voice feedback in improving provision and act on this with a measure at the end of the year for comparison.</p> <p>Monitor regularly quality of activity sessions</p> <p>Sports/Activity Leader and Sports Ambassadors internal training for our new leaders.</p> <p>Introduce a healthy eating week and ensure links across the curriculum, incl PSHE and DT.</p> <p>Upcoming internal house sporting events to be advertised on the dedicated sports display board. Results and photos to be displayed and tweeted / Facebook.</p> <p>Greater visibility and celebration of sporting achievements: weekly assemblies, bulletins, tweets, website. Sport displayed on the corridor</p> <p>Achievements celebrated in assembly (Match results and notable achievements in lessons to be</p>	£20 badges etc	<p>Children report increased activity, engagement and fitness. PE lead monitoring evidences increase levels of engagement, impacting on fitness and health.</p> <p>Children take part in regular active blast breaks throughout the day</p> <p>Give children opportunity to move more during class time to aid focus during lessons</p> <p>Children are taking part in active blasts and it is having a positive impact on their focus during lesson time</p> <p>Children more aware of their health and fitness</p> <p>Parents more aware of their child's engagement with health and fitness</p>	<p>Middays to receive training in autumn term, when can .</p> <p>PE lead to monitor through pupil and staff voice questionnaires</p> <p>Internal board achievements will be internal, for example: House Competitions, weekly personal challenges.</p>

<p>Half Termly newsletters created by the Sports Ambassadors – celebrating all sporting achievements.</p> <p>Notice board available to raise profile of PE and Sport. Active Mark Application to maintain the Gold Award and aim for Platinum.</p>	<p>presented by the Sports Ambassadors)</p> <p>Sporting achievements celebrated on newsletters created by Sports Ambassadors with the support of sports lead. Also displayed on the school website – sports section.</p> <p>Enhance area in KS2 – review where to put KS1 achievements in PE and sport.</p> <p>PE lead to apply for sports award – to be highlighted as positive enhancement of PE across the school. (Platinum)</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:
				% see overall
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Provide staff with professional development, mentoring, training and resources to help ensure confidence in teaching and delivering high quality PE resulting in higher quality teaching.</p> <p>Qualified sports coaches and PE lead to work with teachers and mid-day supervisors to enhance or extend current opportunities.</p>	<p>To use qualified sports to enhance and extend current opportunities.</p> <p>PE leader to attend training in November 22</p> <p>At least 2 Teachers to be qualified swimming teacher and be confident in their roles to support our swimming in promoting excellence in swimming.</p> <p>Sequences are embedded with a clear curriculum map across all phases. Staff receive training</p>	<p>See above +</p> <p>£1312 SL Time</p> <p>£1243.20 Competition</p> <p>Extra Teacher Time</p>	<p>Children taking part in lessons that are confidently delivered by staff</p> <p>PE leader to be secure in whole school curriculum overview and sequences</p> <p>Coaches confident delivering active break sessions alongside curriculum subjects</p> <p>PE lead to Work alongside staff to support and increase confidence in teaching PE.</p>	<p>Continue to use SHSG to support staff professional development</p> <p>PE leads to continue accessing support through Danny Bacon</p> <p>Possible retraining/CPD in new sports added to the long term plan.</p>

	appropriately to ensure quality of teaching Staff confident to deliver quality sporting opportunities. Mid-day supervisors to work cooperatively with children during lunchtimes.		Progressions of sports for each class is provided in the PE Handbook. All children's progress will be assessed and monitored through assessment tracking. Gifted and Talented and SEN groups will be identified and subsequent planning adapted.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: see overall

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>Additional achievements:</p> <p>Ensure full participation and increase attainment in swimming sessions for Y5 and Y3. Catch up if needed in Y6.</p> <p>Ensure a broader range of onsite activities and external visits that will involve physical activity</p> <p>Support and involve the least active children by providing targeted activities and running or extending school sports.</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>Success in small number of competitions entered however limited due to Covid-</p>	<p>Swimming teachers to attend all swimming sessions to ensure children and our school can take part in swimming sessions, safely and effectively.</p> <p>Internal House competitions held termly</p> <p>Whole school sports day (see above)</p> <p>Outreach to clubs and sport activities – to increase range</p> <p>Trips to take account of broadening activity experience incl Robin Wood and Roach and River consider opportunities for longer walking activities on external visits</p> <p>Allocate teaching staff to attend</p>	<p>£1000 towards transport costs</p>	<p>A wide range of activities available for children to access and further signposting to support development and continuation of activity/sport.</p> <p>Robin Wood enables all year 6 to engage in physical activity residential</p> <p>Rock and River enables all Year 4 and 5 to engage in physical activity off site.</p> <p>Range of off site trips take place to further support the broadening of experience</p> <p>Register of Attendance to clubs</p> <p>Attendance registers of School Games</p>	<p>Monitor use of equipment</p> <p>At the beginning of each year, highlight sporting events per half term to attend – preferably to include different year groups, SEND focus.</p> <p>Take a teacher survey to see what skill set is within the school, to see if a range of clubs could be run, with a focus of participation from a range of children.</p> <p>Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend</p> <p>PP funding and free places given</p>

19.	competition with children.		<p>Photographs on website</p> <p>Photographs on Twitter</p> <p>Raise school profile of PE with Sports Ambassadors</p> <p>Engage more children in School Sport.</p> <p>Promote healthy lifestyles and healthy eating</p>	<p>where applicable to support families who need extra - help accessing these clubs</p> <p>Continue to monitor pupil attendance of competitions and clubs</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% see overall
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>Ensure provision of competitions covers level 1 and level 2</p> <p>Ensure competition is accessible to all pupils in all Key stages</p> <p>Strive for 75% participation in Key Stage to competitions</p>	<p>Entry to SHSG sport competitions such as football, rugby, athletics, boccia, per half term to allow for increased participation in a range of sports.</p> <p>maintenance of football pitches</p> <p>Enter virtual sport competitions if still offered by SHSG.</p> <p>Enter annual football and rugby competitions – aim to achieve regional representation.</p> <p>Enter annual netball league.</p> <p>Host sports events against local schools including Rainford Athletics.</p> <p>Hold whole school house sporting tournaments throughout the year. PE lead to implement house competition/tournament termly with support of Sport Ambassadors.</p> <p>Mark out on the field Sports day, running track mark out. Ensure booking of minibus hire.</p>	See above	<p>Participation in competitions – externally (when we can and internally)</p> <p>Participation in SHSG virtual and actual competitions.</p> <p>Annual football and rugby tournaments entered and practised for</p> <p>Participation in SHSG competitions.</p> <p>Informal competitions to be introduced in Spring/Summer terms, when the weather is warmer and there are longer hours of daylight, so afterschool hours can be used.</p> <p>Schools own data / registers of teams</p> <p>Calendar of events / fixture lists</p> <p>School Games mark</p>	<p>Competition will be imbedded as a normal element of learning</p> <p>Ensure that funding is put aside at the beginning of the year to allow for transportation for events</p> <p>Ensure every year have opps to participate in comps through SHSG Host events with other schools.</p> <p>Promote a termly house competition where the children are encouraged to ‘beat their best’.</p>

	<p>Implement an effective house system for engaging in competition in lesson time.</p> <p>Organise Level 2 competition for both KS1 and KS2 Team fixtures/friendly competitions and School Games competitions</p> <p>This will also Improve links with other schools at the same time providing excellent competition opportunities for children in all year groups.</p> <p>To hold Schools Game mark again.</p>			
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Signed off by	
Acting Head Teacher	Alexandra Mowatt
Date:	July 2024
Subject Leader:	Nicola Sharples
Date:	July 2024
Governor:	Rob Reynolds
Date:	July 2024