

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



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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](https://www.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



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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 [HEaRE](#).



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>40% up 18% to 2021/22</p> <p>Swimming Impact Report</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>65% up 9% to 2021/22</p> <p>Swimming Impact Report</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>67% up 32% to 2021/22</p> <p>Swimming Impact Report</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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>Yes/No</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: 2022/23		Total fund allocated: 18,650		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:	
<p>https://digital.nhs.uk/news/latest-news/significant-increase-in-obesity-rates-among-primary-aged-children-latest-statistics-show</p> <p>All pupils experience enriched sporting activities which promote health, fitness and social Interaction. Raise profile of pupils – Pupils to have more active roles by acting as sports leaders to ensure these activities continue.</p>		<p>16 children in year 6 previously trained as play leaders. They will be paired with a year 5 child to enable them to show the year 5 children how to lead an active play session. We will look to make it more sustainable by including some Year 4 children also with year 5.</p>		<p>£0</p>	
<p>A more active playground is developed.</p>		<p>Timetable lunchtime activities for all classes. Use of Forest Schools Area and climbing wall.</p>		<p>16 year 6 children are now play leaders and have received the playmaker award.</p> <p>20 Year 5 and 4 children have been peer trained as play leaders.</p> <p>Play Maker Impact Report</p>	
				<p>Most children in KS2 are active at lunchtimes.</p>	
					<p>Sustainability and suggested next steps:</p> <p>Playmaker award to continue in 2023/24. Children in year 6 to peer train Year 5 children.</p> <p>Continue to build the active play timetable and rotation of activities. Children continue to work with the Sports council and</p>

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<p>Active Learning to be implemented across the school</p>	<p>Encourage staff to make their learning as active as possible in other subjects. Virtual competitions to be organised by subject leader to promote staying active across the school.</p> <p>Daily Mile – whole school</p>		<p>Most children in F2 and KS1 are active at lunchtimes.</p> <p>Unable to complete</p>	<p>Lunchtime Active Play lead (Mr Ashby).</p> <p>Daily Mile to be implemented in 2023/24. Sports Council to promote staying active in school – They are to organise virtual competitions and collect data for this. This will be supported by Subject Leader and Active Play Leader.</p>
<p>Encourage children to be more active when travelling to and from school</p>	<p>Join a travel to school reward scheme.</p>			<p>Join scheme in 2023/24</p>
<p>The FAN Programme is an innovative series of group exercise sessions based around different fitness activities that are challenging, educational and fun. Each session also incorporates a nutrition theme so that pupils are getting an insight into both Fitness and Nutrition – both essential to the lifelong, healthy lifestyle journey.</p>	<p>Health and Wellbeing week, including ‘MAD fitness’ delivered by Edsential.</p>	<p>£420</p>	<p>Most children could explain to their teacher what they could do to keep fit and eat healthily. Most reported that the children in their class would like more than one fitness day per year.</p>	<p>Mad Fitness Day’ to happen again next year. To enable it to be sustainable, PE lead will use this day as training to allow school to create their own fitness day run by PE Lead and school staff. We aim to have 3 fitness days per year (1 per term).</p>
<p>Active Playtimes</p>	<p>More equipment to be ordered to be informed via pupil voice and Active play lead.</p>	<p>£8,000</p>	<p>Trim Trail</p>	<p>To be completed in 2023/4</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement (Physical Education, School Sport and Physical Activity)				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:
Promote and raise the profile of PE, sport and health and fitness across the school	Create a 'Sports Council' within school. Each class from y4-6 will have their own class member of the Sports Council. This will help to engage all children in being active and Pupil Voice. The children will be more involved with how we can be more active in school. Also, raised through pupil voice.	£0	12 children are part of the Sports Council. They have helped to raise the profile of PESSPA in their classes by creating, distributing and collating data of pupil voice for improving playtimes and lunchtimes. They have also been part of the designing the activities for the new timetable.	To continue in 2023/4
"Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life." CDP for Teachers.	Physical Literacy Course – IPLA.org.UK Membership to be bought for 11 classes (Teachers). Teachers to complete the 6 part course as CPD for Physical Literacy. Staff to have full access to resources.	£20 x 10 =£200		To be completed 2023/4
Staff CPD and children sessions that promote yoga, mindfulness, growth mindset, resilience and managing emotions	Edsential Rainbow Programme – Staff CPD and sessions with children - Yoga, mindfulness, growth mindset and managing emotions. Enable Staff to feel more equipped to use whole class sessions to support emotional wellbeing, including increasing resilience and tools to help relieve stress and anxiety. This method is more	£1700 (2hrs per week for 12 weeks)	Impact report from Edsential Rainbow Prog Impact Report	To continue in 2023/4 ensuring that it is more sustainable.

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<p>A focus on stress reduction, management and coping techniques.</p>	<p>sustainable than using the outside yoga agency to run sessions.</p> <p>Pre-SATS Programme A 6week programme designed for Year 6 pupils and staff focusing. Each session will support pupils in ways to manage their emotions in the lead up to and during tests.</p>	<p>6 x ½ days £850</p>	<p>100% of teachers reported that the children benefited from their sessions.</p>	<p>Continue in 2023/4</p>
<p>Develop interpersonal skills, communication, problem solving and teamwork, build self-confidence and wellbeing. A key aim to meet the challenges of the transition from primary to secondary.</p>	<p>The JASS award is progressive, with increasing commitment, learning and challenge. 14 Children in Year 5 will be given the opportunity to complete the Jazz Award with support for Edsential and PE lead.</p>	<p>£250</p>	<p>Unable to complete</p>	<p>To complete in 2023/4</p>
<p>Focusing on social, emotional and mental health through being physically active.</p>	<p>Personal Best to continue. TA could attend session for CPD. This would then allow TA's to deliver own school personal Best programme, therefore making it more sustainable.</p>	<p>£890</p>	<p>Personal Best Impact Report</p>	<p>To continue in 2023/24</p>
<p>CPD for Lunchtime staff/ Active play training</p>	<p>To raise the profile of PESSPA and enable children to be more active during lunchtimes.</p>	<p>£300</p>	<p>All Lunchtime staff familiar with the P.A.C.E</p> <p>Training Material</p>	<p>To continue in 2023/4 to build on their training and raise the profile of PESSPA</p>
<p>FUNdamentals Programme Target Year 1 children to improve: 1. Poor gross motor skills</p>	<p>This programme combines the KS1 PE Age Related Expectations with Early</p>	<p>6 x ½ days</p>	<p>FUNDamentals Impact Report</p>	<p>To continue in 2023/4</p>

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<p>2. Physical literacy of less active pupils 3. Early Years Physical Development (ELG) and school readiness</p>	<p>Learning Goals physical development and aims to develop pupils with low gross motor skills. Each group takes part in carefully designed activities that focus on developing physical literacy. As a result of this, children should begin to develop resilience, confidence and a love of physical activity. The activities are not competitive; the key message is always about each young person developing physical literacy and improving their gross motor skills. At the start of each programme young people complete a baseline assessment relating to the Age Related Expectations for EYFS and Key Stage 1.</p>	<p>£720</p>		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Improvements in the quality of Curriculum PE Teaching and Learning</p> <p>Staff to continue to build on prior knowledge and skills</p> <ul style="list-style-type: none"> ● PE lead to lead the PE curriculum with Increasing confidence. ● Knowledge to be shared amongst colleagues. <p>Improved levels of attainment.</p> <p>Improvements in the quality of</p>	<p>To use 'Balance' to assess PE. Monitor teaching and learning through drop in sessions and mentoring.</p> <p>PE scheme of work based on key skills to be taught. Record and present attainment in PE and competitions, clubs and events Complete Staff voice on their use of the scheme of work and 'next steps'</p> <p>CPD to continue to support staff who</p>	<p>£0</p> <p>£300</p> <p>£915 2x teachers</p>	<p>All staff have started to use professional judgements to assess PE. The have been evidencing their assessment through snapshot video's.</p> <p>Clear progression is evident in PE. All staff are using the scheme of working and following the curriculum map for their year group.</p>	<p>To continue to use balance and build staffs confidence.</p> <p>To complete lesson 'drop in' to monitor the quality of teaching in PE. Complete Staff voice on their use of the scheme of work and 'next steps</p>

Curriculum PE Teaching and Learning and the design of the curriculum	may need support in specific areas of teaching and assessing PE. 2 Teachers to have 6 sessions each.		CPD Impact report	Use 'Teacher voice' to decide which teachers will receive CPD in PE to boost their confidence and competency in teaching PE.
Subject leader support.	Subject leader support and advice from Edsential to help raise standards in school. The support also enables subject leader to stay most updated with current guidance and provides understand of what has changed and any 'next steps' that may need to follow.	£675	Subject leader support has helped to increase subject leader's confidence in leading PE and support. The support also enables subject leader to stay most updated with current guidance and provides understand of what has changed and any 'next steps' that may need to follow.	Support to continue next year
Children to experience a broader PE curriculum, leading to an increased interest in PE and Sport, both within and outside of school. Staff CPD to enable this	<p>Forest Schools – 4 x twilight sessions</p> <p>Bespoke Forest School Sessions – 6 week programme (pm) (F2)</p> <p>Bespoke Beach School Programme – 6 week programme pm (Year 6)</p>	£850	We decided not to complete and to use the money for the Trim Trail to allow for more active playtimes	Trim Trail 2023/4
Improvements in the quality of	CPD staff meeting by PE lead to		Staff meetings completed to ensure	Continue CPD in 2023/4

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Curriculum PE Teaching and Learning and the design of the curriculum	introduce schemes of work and assessment to all staff. Including a refresher on the progression of skills for each year group	£130 per person + supply = £410	staff are familiar with the Curriculum design. This outlines clear progression from F2-Y6. 1 Teacher completed the ASA	1 more teacher to have training in 2023/4
Teachers to be trained in teaching swimming	AsA Teacher course (2 days)			

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:
To improve the forest area to encourage outdoor learning including team building, problem solving and orienteering. Develop interpersonal skills, communication, problem solving and teamwork, build self-confidence and wellbeing	Equipment for the forest school area	£6,000	We decided not to complete and to use the money for the Trim Trail to allow for more active playtimes	To offer more opportunities for
We will provide the children with a broad	Buy into Edsentials breakfast and after	1 x half term	25 children in year 3 and 4 took part	

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<p>range of skills taught. Alongside this, children will attend a range of events and experiences to ensure that they have the knowledge and passion to continue their journey of physical learning outside of our school and into later life.</p>	<p>school club package to enable a range of new clubs available to the children.</p>	<p>sessions £320</p>	<p>in the multi-skilled Edsential club.</p>	<p>a wider range of clubs in 2023/4</p>
<p>Children to experience a broader PE curriculum, leading to an increased interest in PE and Sport, both within and outside of school.</p>	<p>Afterschool Tennis Club</p>	<p>Tennis - Cost = £810 afterschool</p>	<p>All year groups from F2 to Y6 had 5 sessions. The attendance from these clubs increased from previous year (Bubble restrictions in previous year). SEND children targeted throughout the year with additional curriculum sessions.</p>	<p>Continue in 2023/4</p>
	<p>Judo for Year 5 and 6 pupils</p>	<p>To be paid by Parents.</p>	<p>30 children in year 5 and 6 took part in Judo.</p>	<p>Continue in 2023/4</p>
	<p>Create Dance Wirral to work with all year 2 children. The children will learn new dance skills and have the opportunities to perform at the Floral Pavilion. Children’s families can attend the Floral Pavilion to watch their performance.</p>	<p>£950</p>	<p>100% Year 2 children completed this.</p>	<p>Continue in 2023/4</p>
	<p>Greater links to local clubs to be created - inviting local clubs into school.</p>	<p>EYFS Dance session booked £210</p>	<p>100% F2 children completed this.</p>	<p>Continue in 2023/4</p>
	<p>Range of content taught well during</p>	<p>£0</p>		

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<p>Increase the amount of children who can swim in year 6</p> <p>Circuits to help SEND children to regulate their emotions through physical activity.</p>	<p>PE lessons will lead to a greater uptake of after school clubs.</p> <p>Additional swimming weeks to target Y4 and Y6. Prioritise self-resuce.</p> <p>Sensory Circuits equipment</p>	<p>Swimming additional week Cost = £1075 x 2 =£2630</p> <p>£500</p>	<p>Swimming Data</p> <p>Sensory Circuit has been completed daily. Impact measured at start and end of block of sessions. Did not need any additional equipment. Teachers have commented how the children have been calmer and concentrate better due to t</p>	<p>Continue to target Year 5 and 6 to improve swimming data</p> <p>To continue in 2023/4</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:
All children from EYFS to Year 6 to have been to a sporting event or competition throughout the year. - The focus of this is to broaden their life experiences and to aid their social and emotional development.	<p>Ensure virtual competitions happening throughout school to increase fitness levels that may have depleted during school closures, such as speed bounce</p> <p>arrange and engage with cluster competitions</p> <p>Engage with School Games competitions where possible</p> <p>Create links with local sports clubs</p> <p>Subject Lead to have time to complete subject leader tasks</p>	<p>£1500 for competitions , sports day and medals</p> <p>£600 Supply costs for PE lead to meet for subject leader support and monitoring</p>	We spent £200 on a range of tennis events and Sports Day.	To take part in more competitions in 2023/4

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

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Date:	
Governor:	
Date:	