

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	£300
Total amount allocated for 2020/21	£18,390
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£18,130
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 18,130

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>	26/58 45%
<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>	26/58 45%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	26/58 45%
<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>	Yes/No

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: £20670.30 (£2540.30 over spend)		Date Updated: 14.7.22	
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: 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:
External coaches to be employed to provide increased provision for after school clubs focusing on a variety of sports –Football, Gymnastics, Dance. Target specific interests of KS1 children to engage them more in extra-curricular sport and physical activities. Train new Y5 Mental Health leaders to support peers in understanding how physical activity can improve wellbeing and mental health.	AB Dance booked for spring 2022-Y4 & 6, summer 2022-year 1&2 Chester Fc booked for summer 2022- . year 4 & 6 AB dance to deliver Dance after school club summer 2022. Multi-skills club for Reception. Forest school club. 2 x Yr 5 pupils to attend 1 day training through the EPSSP	£425 Dance £450 Football Within EPSSP membership	In September in Reception and KS1 69% (62/90) children did not take part in any physical activities outside of school and in KS2 it was 59% (92/155). 55% of those less active children in KS1 have taken part in after-school clubs that involve physical activity over the year. 50% from KS2. The leaders have led activities with the chosen children from the class focussing on self-confidence. The group of children reported enjoying the activities and see it as a really positive thing they've been chosen for. At the start of each term they have picked new targets and continue to develop further activities.	Create a student sports council who will work with PE lead to identify after school clubs and create a pupil survey to identify what sports/physical activities the children would like to try. Train new mental health leaders from next year's Year 5 and deliver the programme to children from Y3-6 with the support of PE lead and develop a format to evidence the impact of their activities. Link to Sports Council.	

Installation of orienteering course & access to Enrich outdoor learning hub	School map created and markers installed. Access to learning hub enables pupils to access physical activity within a range of curriculum subjects including maths, English, geography and science.	£1710	Orienteering activities from the hub have been planned for each year group to familiarise staff and children with the resources. Orienteering activities have been used during the 30 minute fitness sessions and also to bring physical activity into the wider curriculum, particularly geography. A long term plan for the orienteering resource has been created for 2022/23 and added to the curriculum to support fitness sessions.	Subject leaders to investigate orienteering hub and ways for each year group to incorporate physical activity into their subject. PE lead to monitor implementation of resource in fitness sessions. To provide termly 'pool parties' for KS1 and KS2 pupils to remove fear of water and enable experience of being in a pool before they begin their formal school swimming lessons. To rearrange provision of swimming to ensure higher number of pupils achieve the end of KS2 expectations for swimming.
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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: 19%
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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>To increase the physical activity of all children in the school</p>	<p>Increase the number of challenges around using the tracker bands for KS2 and continue weekly challenges for KS1. 30 minutes cardio sessions to continue and additional PE lesson per week for those classes attending swimming sessions. Teachers to continue rising the profile of the importance of fitness and activity as part of a healthy lifestyle and PE lead to raise this with families at home through promotion and celebration of fitness tracker challenges. Continue sharing our physical activity on Twitter.</p>	<p>Within Outdoor learning hub expenditure</p>	<p>When we started using Moki bands across KS2 in October, the average daily steps count was 4657. It is now 6290. At playtimes there is a clear increase in the number of activities taking place and the number of children engaging in them. The playground markings are used more as a result of the children using them in fitness sessions. The tennis nets being left out for children to access have seen children from KS1 and KS2 taking part in tennis games. In KS2 there has been an increase in the number of girls taking part in football at playtimes.</p>	<p>Continue the use of Moki bands to create a tracking record of activity. Work with Sports Council to identify ways of maintaining motivation for bands and to continue increasing physical activity on a daily basis. Implement new long term plan for fitness sessions which enables to work on developing fitness in relation to their curriculum topic e.g. flexibility and balance when doing gymnastics, muscle endurance when doing netball.</p>
<p>Purchase of equipment to enable delivery of curriculum and playtime activity</p>	<p>Resources purchased to ensure all equipment to deliver the curriculum are available and in useable condition.</p>	<p>£3551.82</p>	<p>Class sets of equipment have enabled teachers to ensure all children are active for the maximum time during PE lessons as they do not have to share equipment and sessions are easier to set up for. Engagement in lessons is higher as a result of having individual equipment and good quality equipment. Having equipment available from lessons that can be used at playtimes has led to an increase in physical activity at playtimes, including less active children. Additional equipment has been purchased in preparation for the 2022/23 curriculum to ensure there are no gaps in resourcing for new sorts being introduced.</p>	<p>To budget for replenishment of equipment.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27%
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 implement new long term PE plan	To organise the long term plan to enable ½ term team teaching with a coach and followed by ½ term delivery by teacher to follow on and implement skills learnt.	£206.25 IPEP subscription 1 x ½ day SL time for SM £100	Long term plan and progression document were followed for the teaching of the curriculum, however it was felt that the curriculum was not progressive enough. The subscription was cancelled and a new scheme has been purchased for 2022/23. A long term plan and progression document created which shows clear progression in both knowledge and skills across all year groups and also enables children to take experience new sports.	Implement new curriculum and employ Activity for All coach to model, team teach and observe PE lessons 3 afternoons per week.
To develop staff confidence in teaching football, dance and gymnastics	New PE plan enables opportunity for staff to team teach with a coach for half a term before then delivering a second half term independently. Chester FC to deliver football PE sessions to year 3 and 5 in autumn 1. AB dance to deliver dance PE sessions to years 3 & 5 in autumn 2 and Beth Tweddle gymnastics to deliver PE sessions to year 6 in autumn 2 and year 1 and year 4 in spring 1. Chester City Community Trust to deliver staff training on the teaching of netball	£2125	Staff were able to observe and team teach in the dance, gymnastics and football lessons. They were also able to assess where the children were at in relation to the objectives being taught and use this to plan the next half term of lessons on the same topic. Having the opportunity to observe parts of sessions enabled staff to have a clearer understanding of attainment against the objectives. Confidence was increased as staff were able to ask questions to develop their own knowledge and also	To continue developing teaching confidence and impact in all areas of PE by employing Activity for All coach to model, team teach and observe teaching of PE.

Netball CPD		£25	develop a wider back of activities and teaching techniques. CPD provided staff with a greater understanding of the rules in netball, understanding of how to build up skills across the year groups and a bank of activities and games to support the teaching of key skills.	
Introduction to Complete PE and Activity for All	CPD twilight to teachers to look at Complete PE Scheme and how Activity for all will be supporting the delivery of PE in 2022-2023. Look at link to fitness sessions and PE curriculum Skills.	£1236	PE leads introduced staff to the Activity for All coach and provide staff with an overview of the new curriculum, how fitness sessions now linked in and an overview of the Complete PE site so that they could navigate around it.	
PE leads to work with Activity for All to develop new PE curriculum for 2022/23	1 day support from Activity For All to plan PE curriculum using Complete PE. Review PE progression document to reflect new curriculum and create a long term plan for fitness sessions which links to the new long term curriculum plan	£1170	PE leads created a long term plan for PE, including a plan for fitness sessions linked to curriculum topics. The PE progression document was redesigned to reflect the new curriculum and ensure clear progression in all areas of the PE curriculum. Vocabulary progression was also identified for each unit, progressing across year groups.	Implement new curriculum and PE leads monitor impact and quality of teaching from both coach and school staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
41%

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	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>consolidate through practice:</p> <p>To increase the outdoor activity provision across the curriculum and support staff CPD in incorporating similar activity into other areas of the curriculum</p> <p>To develop the allotment area to provide opportunity for physical activity in Science and DT</p> <p>Additional achievements:</p>	<p>Anthony Hadfield to deliver weekly outdoor learning sessions in autumn 1, spring 1 and summer 1 to years 2, 3, 4, 5 & 6.</p> <p>Camp Curiosity to deliver forest school sessions to EYFS and year 1 in spring 2 and summer 2. Also delivering outdoor learning sessions on Wellbeing Wednesdays.</p> <p>6 children per week to work with gardener and a member of support staff to develop the school allotment. Preparing the ground, planting, harvesting and maintaining the area.</p>	<p>£5775</p> <p>£987</p> <p>£779.23</p>	<p>Forest school area has been very well utilised across the whole year. The focus this year was to link outdoor work to English texts and this enabled children to engage in physically active to support their English work and where appropriate topic work.</p> <p>Engagement has increased in using the forest area and also using skills from their outdoor learning sessions during playtimes- for example children in year 3 have developed their own area of the school field where they use natural materials to develop imaginative play and plant and care for their own seeds.</p> <p>The children have developed a greater understanding of where their food comes from and that fruit and vegetables are an important part of a healthy diet and supporting mental health.</p> <p>School Games Mark Gold Award</p>	<p>To continue developing outdoor learning opportunities and linking it to the outdoor and adventurous activity element of the PE curriculum. PE lead to develop a yearly overview which ensures outdoor and adventurous activity is progressive.</p> <p>To build on the work achieve this year and identify ways of using crops grown in our wider curriculum.</p> <p>To maintain Gold to enable for a further year to enable us to qualify for the Platinum award.</p>
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Key indicator 5: Increased participation in competitive sport				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:
To enable pupils to participate in inter-school competitions Membership of School Sport Partnership.	Membership of EPSSP enables access to a range of competitive events across the school year including festivals which are designed to encourage less active children to experience new types of physical activity. Transport to events needs to be provided if not within walking distance. Target B and C teams to enter more festivals and competitions. Target boys/less active to participate in gymnastics and dance. All partnership offers training for staff, we will access this as appropriate.	£2000 £130-transport	In KS2 there has been an increase in the number of girls taking part in football at playtimes a result of the opportunity to participate in girls football tournaments and attend a festival to celebrate the women's Euro Competition. We were also able to engage one of our parents to support the girls in preparing for the tournaments and supporting at the events. Tournaments and events entered: Y3 Mini-Kickers Y5 Mini-Kickers Year 1 Multi-skills festival Year 2 multi-skills festival Year 3 tennis festival Year 6 tri-golf Year 6 dodgeball Y3 Women's Euro Festival Y6 Orienteering Year 2 Street Dance Festival	To develop A teams in football and netball through weekly afterschool training sessions in autumn & spring terms. PE lead to deliver. Continue entering events and festivals for B and C teams-PE lead to create an overview of events/competitions for the year and link to pupils curriculum experience and plan after-school clubs to work towards- involve Sports Council in this. Continue EPSSP membership.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>S. Moroney</i>
Date:	<i>17.7.22</i>
Governor:	
Date:	