

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

# Commissioned by



Department for Education

# Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$ 

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> of how they spend this funding, including any <u>under-spend from</u> 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.** 

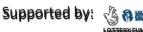
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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### **Details with regard to funding** Please complete the table below.

| Total amount carried over from 2020/21  | £0     |
|---|--------|
| Total amount allocated for 2021/22  | £16330 |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £0     |
| Total amount allocated for 2022/23  | £16700 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £16700 |

## **Swimming Data**

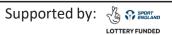
Please report on your Swimming Data below.

| 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 |     |
| 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 2021.  Please see note above   | 70% |
| 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   | 45% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 40% |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?   | No  |













# **Action Plan and Budget Tracking**

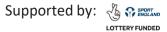
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2022/23  | Total fund allocated: £16,700  | Date Updated:   | March 2023  |   |
|---|--|---|---|---|
|   | all pupils in regular physical activity – (east 30 minutes of physical activity a c  |   | ficers guidelines recommend that  | Percentage of total allocation: Approx. 20% |
| 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<br>allocated:   | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  | Sustainability and suggested next steps:    |
| Increase physical activity levels of children across the whole-school   | new clubs to less active children  • Fit Fun Fests in partnership with Clare Mount Specialist Sports College designed for less active pupils | £1800<br>£300<br>Clare Mount<br>Specialist Sports<br>College SLA<br>(£3500)<br>£300 | <ul> <li>Fit Fun Fest October 2022: 10 children enjoyed a rugby festival - a carousel of inclusive activities with Rugby World Cup theme. The activities on offer supported personal development through exploring communication, confidence, self esteem and resilience.</li> <li>Fit Fun Fest December 2022: 15 children enjoyed a carousel of inclusive activities with a Christmas theme. Children were highly engaged and physically active.</li> <li>'Magic Mile' – children and staff taken part in minimum of 15mins walk/run x3 per</li> </ul> | in line with School Council recommendations |













|   | Mount – open to all our Y5/6 pupils: 10-15 regular attendees.    |                    | week. Positive feedback from children and staff. Evidence of improved fitness and wellbeing.  • 60 second challenges introduced by PE TA. Used in a variety of ways e.g. sensor breaks, interventions, warmups, gross motor groups etc.  • School council have offered pupil voice on physical activity and sport (Feb 23) which feeds into future projects e.g. exercise and healthy eating posters created for display around school, new extra-curricular sports clubs, class hydration plan etc.  • Intra-school house football competition has seen over 3 children participating across several fixtures. Other sports/activities to follow. |  |
|---|--|--------------------|--|--|
| <b>Key indicator 2:</b> The profile of PESSP  | A being raised across the school as a t                          | cool for whole s   | chool improvement  | Percentage of total allocation:          |
| Index of  | 11   |                    | la   | Approx. 20%                              |
| Intent  | Implementation   | 1                  | 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: |













| Your school focus should be clear what you want the pupils to know and be able to do and about | 1  | Funding allocated:                       | Evidence of impact: what do pupils now know and what can they now do? What has   | Sustainability and suggested next steps:  |
|--|--|--|--|---|
| Intent   | Implementation   |  | Impact   |   |
|  |  |  |  | Approx. 20%   |
| <b>Key indicator 3:</b> Increased confidence   | e, knowledge and skills of all staff in te   | eaching PE and s                         | Summer 23) sport   | Percentage of total allocation:   |
| Further develop leadership<br>opportunities (main focus on girls)                              | <ul> <li>PE TA (Level 1) to help coordinate and lead range of extra-curricular sports clubs and support during PE lessons</li> <li>Girls Active (YST) with aim of leading whole-school fun fitness sessions and raise activity levels</li> </ul> | £4000+                                   | <ul> <li>what priorities for OM are and signposted to resources.</li> <li>SHEU survey informed mental health interventions throughout the academic year (in combination with CAMHS, Next Steps etc.)</li> <li>PE assistant provided personalised PE and sport interventions throughout year (report to follow</li> </ul> | levels and mental health awareness    .   |
| Improve and support physical health, fitness and well-being of all pupils                      | <ul> <li>SHEU survey to highlight issues<br/>and trends and target support</li> <li>Mental Health and Keep Safe<br/>Week</li> </ul>  | £300<br>£400                             | PE+ scheme of work.  New staff more  knowledgeable about  schemes of work, planning  and inclusion. Staff also know  | mercused prhysical decivity   |
|  | <ul> <li>(focusing on different areas of CPD e.g. leadership, autism in PE, My Personal Best etc.)</li> <li>Mental Health Champions training (children)</li> </ul>   | £295                                     | adapting learning (using STEP, inclusion spectrum etc.) JW and DS led staff CPD on assessment for learning and the new Edsential Total   | <ul> <li>SHEU and pupil voice)</li> <li>Active in Mind refresher<br/>(Summer 2023)</li> <li>Girls Active programme<br/>(Summer 2023)</li> </ul> |
| further develop provision of PE and mental health (on SDP 2021-22)                             | <ul> <li>health as a priority</li> <li>PE report at governor's meetings</li> <li>Termly PE staff meetings</li> </ul>   | £2500 TLR<br>release time<br>£3500 (SLA) | the 'Orrets Meadow PE ethos<br>and culture' - best practice<br>(November 2022). Re-cap on<br>planning, resourcing and  | <ul> <li>Total PE+ scheme of work</li> <li>Continue to provide a wide range of PE and sport activities (informed by</li> </ul>                  |
| Maintain high profile of PESSPA:   | SDP includes PE and mental   | £2500 TLR                                | JW and DS led staff CPD on   | Trial and implement new   |















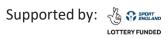


| what they need to learn and to  |         |                                     | changed?:   |  |
|---|---------|-------------------------------------|---|--|
| consolidate through practice:  To further develop the confidence, knowledge and skills of all staff.  To provide bespoke targeted support of PE and sport to meet the needs of staff. | , , , , | £3500 (SLA) £3500 (included in SLA) | <ul> <li>JW and DS led staff CPD on the 'Orrets Meadow PE ethos and culture' - best practice (November 2022). Re-cap on planning, resourcing and adapting learning (using STEP, inclusion spectrum etc.) New staff more knowledgeable about schemes of work, planning and inclusion. Staff also know what priorities for OM are and signposted to resources.</li> <li>JW and DS led staff CPD on assessment for learning and the new Edsential Total PE+ scheme of work. Trial and implementation summer 23 and autumn 23.</li> <li>New teachers and TAs being supported in PE lessons by JW, using coaching model. Lesson observations showing positive impact in knowledge and confidence. Planning, delivery, lesson observations and feedback focusing on TA</li> </ul> | SEND Shooting Stars — refresher training (May 23), piloted materials and will roll out in summer 2023.  SEND Shooting Stars — refresher training (May 23), piloted materials and will roll out in summer 2023. |













|   |  |   | use of inclusion spectrum, STEP etc.  Golf CPD: Golf Foundation Primary Golf Programme. One teacher trained and will roll out golf programme for one class and possibly club.   |  |
|---|--|---|---|--|
| Key indicator 4: Broader experience of  | f a range of sports and activities offe  | ered to all pupils                              |   | Percentage of total allocation:  |
|   |  |   |   | Approx. 20%  |
| 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:   |
| Provide a range of sports and activities for all pupils.  Offer a range of opportunities which some children may never experience out of school.  Offer activities and links which promote lifelong physical activity and positive mental health. | judo, bikeability, fencing, OAA etc.)  Little Hobbits Forest School  Extra-curricular festivals and event held by Clare Mount Sports College (e.g. BMX, inline skating etc.)  Full of Beans – 6x multi-skills sessions for 3 classes in spring and repeated in summer  PE TA (Level 1) to help coordinate and lead range of extra-curricular sports clubs and support during PE lessons  Barnstondale residential Y6 | £1000<br>£4500<br>£3500 (SLA)<br>£300<br>£4000+ | <ul> <li>Judo – Year 6 children enjoyed a 6 week block of Judo with expert coach. Extremely positive feedback. Children displayed confidence, respect and responsibility.</li> <li>Bikeability: Y6 children received cycling tuition teaching practical cycling skills and road safety. Majority of Y6 children attained Level 2 qualification.</li> <li>Extra-curricular lunch clubs e.g. football, cycling, dodgeball etc.</li> <li>Little Hobbits: 4 classes so far</li> </ul> | <ul> <li>Extra-curricular festivals and events held by Clare Mount Sports College (e.g. BMX, in-line skating etc.</li> <li>Wirral School Games Dance Festival (Floral Pavilion, New Brighton)</li> </ul> |

| PE Equipment              | £500 | have had opportunity for OAA  |
|---------------------------|------|-------------------------------|
| Ten Pin Bowling Panathlon |      | sessions including activities |
| event (January 23)        |      | such as: sensory play, messy  |
|                           |      | play , tree climbing, bug     |
|                           |      | hunting, wood carving ,       |
|                           |      | campfire cooking , water play |
|                           |      | and tool use.                 |
|                           |      | Ten Pin Bowling Panathlon     |
|                           |      | event provided children wih   |
|                           |      | experience of inclusive,      |
|                           |      | competitive ten pin bowling.  |
|                           |      | High pupil engagement and     |
|                           |      | enjoyment. Increased          |
|                           |      | confidence.                   |
|                           |      |                               |
|                           |      |                               |
|                           |      |                               |
|                           |      |                               |













| Key indicator 5: Increased participation  | on in competitive sport  |                    |   | Percentage of total allocation:  |
|---|--|--------------------|---|--|
|   |  |                    |   | Approx. 20%  |
| 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 the overall number of children participating in competitive sport.  Increase physical activity levels and make a positive impact on children's health and wellbeing. | <ul> <li>SHEU survey results to signpost children to their favourite activities and help design programme of events</li> <li>Clare Mount Sports College events</li> <li>Fit Fun Fests</li> <li>School Games Day and Level 1/2 events</li> <li>Local cluster events</li> <li>Girls Active programme</li> <li>Ten Pin Bowling Panathlon event (January 23)</li> <li>LetGirlsPlay inclusive football competition at Leasowe (March 23)</li> </ul> | £3500 (SLA)        | <ul> <li>Fit Fun Fest October 2022: 10 children enjoyed a rugby festival - a carousel of inclusive activities with Rugby World Cup theme. The activities on offer supported personal development through exploring communication, confidence, self esteem and resilience.</li> <li>Fit Fun Fest December 2022: 15 children enjoyed a carousel of inclusive activities with a Christmas theme. Children were highly engaged and physically active.</li> <li>Ten Pin Bowling Panathlon event provided children wih experience of inclusive, competitive ten pin bowling. High pupil engagement and enjoyment. Increased confidence.</li> <li>LetGirlsPlay provided 8 girls who had never previously played football with</li> </ul> | <ul> <li>Continue to offer wide range of activities and use SHEU survey data to inform planning of event</li> <li>SSOC (School Sport Organising Committee) training to help child-centred provision and planning</li> <li>Re-integrate with local cluster, holding face-to-face sports events</li> <li>Extend intra-school house competition to wide range of activities and sports</li> </ul> |













| Signed off by   |  |
|-----------------|--|
| Head Teacher:   |  |
| Date:           |  |
| Subject Leader: |  |
| Date:           |  |
| Governor:       |  |
| Date:           |  |











