

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 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 <u>HERE</u>.

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Details with regard to funding Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£20,996
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£20,079
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,962

Swimming Data

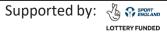
Please report on your Swimming Data below.

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	35 %
at the end of the summer term 2020. Please see note above	
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	35 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	27%
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













Action Plan and Budget Tracking

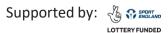
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22	Total fund allocated:	Date Updated:		
Key indicator 1: The engagement of primary school pupils undertake at	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:
Football goals and equipment purchased to support after-school clubs and coaching: girls' football club provided with facilities to improve training	Sports equipment including football goals, tennis equipment, PE equipment, playground equipment	£1,199	Girls' football club now have improved training facilities and venues for competition. More members have become involved in the club this year.	Find a large sporting event, ideally a women's football international or high profile Premier fixture to attend
Hire of venues to support after- school competition	After school football and gymnastics training sessions, playing competitive football matches	£2,772		
Key indicator 2: The profile of PESSF	PA being raised across the school as a t	ool for whole scl	nool improvement	Percentage of total allocation:
			T	%
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:













Introduction of weekly x 1 hour	Liam from Full of Beans delivers x 1	LC1 260	•	Continue to provide
i, ,	hour weekly to F2 children	· ·	improved and they are all able to	
Foundation children led by Full Of	supporting fundamental skills and		hop, skip, throw with one or two	year. Make a Baseline
Beans.	physical literacy		hands at a target. Teachers have	assessment and assess against
			noted a huge improvement in	the Baseline to give solid
Through anecdotal evidence, the F1			their movement skills and they	evidence of progress.
and 2 staff noticed that the children's			are clearly participating in	
motor skills were impacted by Covid			activity willingly and	
restrictions. We wanted children to			enthusiastically.	
have extra coaching to enable them				
to improve fundamental skills				

Key indicator 3: Increased confidence,	knowledge and skills of all staff in t	eaching 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:
Introduction of a new Edsential Scheme of Work for PE Children will have a scheme taught by teachers which shows progression of skills throughout the school Staff will be confident in delivering the new scheme of lessons and understand how their teaching fits within the whole scheme.	CPD arranged and delivered by Edsential company to enable to inreoduction of the new wholeschool Edsential PE scheme Staff survey to be completed to assess confidence and competence; modelling of Games lessons to support less confident staff; Staff Meeting to introduce long, medium and short term planning	£5,695	Staff feel confident to begin teaching the new Edsential scheme next year, but most would benefit from Gymnastics CPD before Spring term 2023	Monitor the teaching of PE using the new scheme and implement further CPD to cover Dance and gymnastics. Get Pupil and Parent Voice on the range of Games provided
Children will feel confident and make good progress, but also forge a				











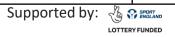


lifelong love of PE and physical activity				
Key indicator 4: Broader experience o	r a range of sports and activities offe	red to all pupils		Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about 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:
Additional achievements: Weekly after-school Year 3 and 4 Dance Club run by Shadow Dance company	1x 60 minute Dance Club for Year 3 and 4 children leading to participation IN Wirral Dance Festival at Floral Pavilion theatre	£1,900	performed in front of an audience of 800 people at the Floral Pavilion as part of a Wirral Schools Dance event.	continue all clubs next year. Nic Gore from Prenton High
Prenton Tennis	Both curriculum and after-school clubs for Year 1, 2 and F2s			facilities for inter-school













Cheshire Cricket	Both curriculum and after school clubs delivered by Cheshire Cricket	1£600		Maintain links and re-arrange curriculum and after-school
	coaches for Year 2 and Year 5		1	coaching opportunities.
	classes		coaches. Small sided competitions were organised.	competition
Cheshire Phoenix- Hoops For Health	carousel of healthy lifestyle sessions and coaching leading to	±0	scheme. 8 children used the	curriculum and after-school coaching opportunities.
	competition at EPSV; also includes a day out at a Cheshire Phoenix		Cheshire Phoenix Season Ticket to attend games	competition
	match		10 children went on to compete in	· · · · · · · · · · · · · · · · · · ·
			· '	Primary for inter=school
			Rock Ferry Primary	events













Key indicator 5: Increased participation	n 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:	
Premier Sports company will deliver after-school coaching to prepare children for inter and intra school competition	3 x 50 minute weekly after-school clubs to be delivered by Premier Sport to prepare children for inter and intra school competition. Clubs to be arranged and targeted to lead up to Wirral School Games, Cluster and other local competitive events (Mr Croucher/Mrs Giddens)		More than children have attended FREE after-school activities leading to competition. We offered Boccia and New Age Kurling to target Inclusive activities and target children who might benefit from Inclusive activities Many clubs have been designed to prepare for competition: basketball, gymnastics, cricket, football	Work with Full Of Beans company to take over the running of after-school clubs from Premier Sports compan Extend the range of opportunities for different activities through Full Of Beans. Get Pupil and Parent Voice to improve the offer and range of activities	

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











