

# sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education  
Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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](http://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 by the end of the



summer term or by **31<sup>st</sup> July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>-Swimming achievements for KS2 pupils.</li> <li>-Improved engagement in team sports in the school setting in class bubbles.</li> <li>-Online PE links and activities for parents and pupils during lockdown.</li> <li>-Staff offering weekly challenges for pupils to have a go at in school and at home during lockdown. Winners of the challenges announced weekly.</li> <li>-Providing pupils with opportunities for competition whilst being at home.</li> <li>-Uploading videos of competitions to online learning.</li> <li>-Successful engagement of staff in physical exercise questionnaire.</li> <li>-Continuation of CPD for staff across the school in their chosen area of development.</li> <li>-Implementation of the daily mile at least 3 times a week.</li> <li>-Promotion of active healthy lifestyles for all pupils and staff. (including well-being award)</li> <li>-We offer a range of sports within the PE curriculum such as: dance, gymnastics, football, basketball, dodgeball, rounder's, tennis, athletics and circuit training.</li> <li>-Developing pupil's knowledge of sport to improve skills within the sport.</li> <li>-Revisiting sports previously taught in previous years to enhance skills and develop further within that area of physical development.</li> <li>-Promoting personal achievements for all pupils (achieving personal bests) and embedding pupils with self-competition and always striving to be the best version of you.</li> <li>-Separate sports day events for each bubble in the school.</li> <li>-Pupil's love for PE.</li> <li>-Setting skill based challenges during lunch time.</li> <li>-CPD for subject leader for challenges in PE with covid.</li> <li>-Covid safe PE activities.</li> <li>-Implementing lunchtime physical challenges for welfare staff to organise.</li> </ul>	<ul style="list-style-type: none"> <li>-Parent involvement in online PE questionnaire.</li> <li>-Continuous update of covid safe PE activities.</li> <li>-Upskilling welfare staff.</li> <li>-Pupils interaction with others within a competitive game.</li> <li>-PE display to celebrate awards and achievements. High quality wall display with pictures and names of pupils being celebrated.</li> <li>-Continue staff CPD in areas of weakness.</li> <li>-Further training for subject leader going forward.</li> <li>-Continue to upskill all pupils.</li> <li>-Offer opportunities that have been missed during lockdown.</li> <li>-Resume to afterschool clubs taking place.</li> <li>-Entering competitions with other schools.</li> <li>-Complete survey to see what year group would like what club when they return.</li> <li>-Subject leader training provided by KSSP to ensure that the PE curriculum intent and implementation has the desired impact that pupil's knowledge and skills develop to meet or exceed expectations in all areas of the PE curriculum.</li> <li>-Implement more lunchtime physical challenges for welfare staff to organise in KS1.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

NO \* Delete as applicable

**Total amount carried forward from 2019/2020** £0

**+ Total amount for this academic year 2020/2021** £0

**= Total to be spent by 31st July 2021** £0

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<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 transfer to the pool when school swimming restarts.</p> <p><b>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.</b></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><b>N.B.</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>	95%
<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>	90%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	90%
<p>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?</p>	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: £19,300	Date Updated: May 2021 and Sept 2021		
<b>Key indicator 1:</b> 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:
				%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide pupils with high quality PE lessons. Include and develop support staff in PE CPD overtime and within PE lessons. PE Leader to support long and medium term planning.	Teachers provided with CPD training by Subject Leader each term to ensure pupils are receiving high quality PE lessons.  Teachers being given Big Question Planning to support delivery of high quality PE lessons.	Subject Leader £15,000 over 3 terms  Subject Leader monitoring time Supply cover £1000 over 3 terms	Pupils continuously improving their sporting skills, giving them more opportunities within sports.  Attainment at the end of each year group to improve regarding the expected and greater depth milestones.  Impact on the 5 Ways to Wellbeing/5 Ways to Safety and 5 Ways to Safety.	2021-2022 To continue to support teachers to enable them to deliver high quality PE lessons in the future.  Audit of planning and implementation of lessons.  Pupil Voice to be collated by Subject Leader.

<p>Make all PE lessons fun and accessible to all pupils so they are fully engaged and consistently improving.</p>	<p>Lessons are differentiated in order to challenge pupil's individual needs. Every pupil taking part in PE lessons will be challenged based on individual's ability.</p>	<p>Subject Leader £15,000 over 3 terms</p>	<p>Allowing pupils to reach their full potential and excel within an area of sport. Pupils to improve their skill base and knowledge of the sports. As a result of high quality PE lessons participation will increase. Pupil engagement to improve regarding and of year group and in year questionnaires. Pupils fully engaged in each year group re: weekly skills task.</p>	<p>2021-2022 Continue to find new ways of engaging pupils physically within the PE curriculum.  Implement the accessibility criteria for planning at SMAAA and equality plan. BQP to make reference to all pupils with SENd and disabilities (adaptions to lessons).  Continue mastering skills during lunchtimes and break times.  2021-2022 Continue to encourage pupils love for PE and gain high pupil voice.</p>
<p>Ensure all pupils are getting their 30 minutes of physical activity a day.</p>	<p>Set daily challenges for pupils to physically complete. Skipping and jumping challenges. Go noodle activities within the classroom. Walk a mile three times a week.</p>	<p>Supply cover £1000 over 3 terms</p>	<p>Children have the opportunity to develop their social, communication and organisation skills through engaging in orienteering, outdoor PE and FS activities.</p>	<p>2021-2022 Allow pupils to take ownership within each challenge to achieve personal bests. Ensure teachers are always providing pupils with this opportunity. Audit activity and pupil voice each term Aut/Spr /Sum to evaluate progress and improvements in physical activity and fitness.</p>

<p>Playground improvements e.g. Court/pitch/ Daily Mile markings, and also accessibility to adventure trail. To aid active break/lunchtimes and promote healthier lifestyles in addition to being utilised for curricular and extra-curricular activities.</p>	<p>Ensure that access to the yard and areas for activities are completed in PE Subj Leader timescales.</p>	<p>£0</p>	<p>Children have the opportunity to develop their social, communication and organisation skills through engaging in orienteering, outdoor PE and Forest School activities.</p>	<p>2021-2022 To develop a walking bus to and from school-links to Walk to School events.  PE Lead to continue to develop partnership with Knowsley Schools 4 Health initiative and look into further programmes and awards.  Outdoor areas (Field/yard) require maintaining throughout the year.  Physical activities during Breakfast Club when restrictions allow.  Subject Leader to audit and plan for extra-curricular activities which are widening engagement.</p>
<p>To target the less active pupils to encourage engagement in more physical activity.  To target pupils that did not engage during lockdown with online learning within the PE curriculum.</p>	<p>Update PE equipment to enhance provision in lessons and extra-curricular activity Update lunch time equipment to encourage more physical activity. Improve permanent resources for PE and sport including: *Access and fencing to a wooded area for orienteering and Forest School (FS) activities. To continue to encourage parents to join KS1 Family Fitness sessions.</p>	<p>£0 Curriculum funding to support online/remote learning. Curriculum funding to support Forest School resources.</p>	<p>Children taking part in more structured activities that require social interaction with others. (For example: Forest School).  Increased parent involvement.</p>	<p>2021-2022 Parental and family support to use the Forest School area after school.  Questionnaire to parents re: clubs that they would like to attend with their children.  Online remote tasks during Aut 2021 term/poor weather for families to access at home-Google Classroom.</p>



	(purchase of healthy fruit etc to promote healthy eating)			
	Unsure pupils that were disengaged during lockdown are given the skill set they have missed to progress further.			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Pupils receive two high quality PE lessons a week.	PE is taught twice a week to a high standard.	Subject Leader £15,000 over 3 terms	As a result pupils will excel within this subject area and end of year achievements and attainment will rise in all year groups.	2021-2022 To ensure staff are update on latest training and government guidance for PE being taught in school. This will ensure pupils continue to receive two weekly PE lessons to a high standard. Subject Leader high quality monitoring and support. Subject Leader collation of evidence/timetables etc.
Use membership of afPE to support the application for PE Quality Mark.	Join afPE and undertake review of PE provision across the school including EYFS. Fulfil the 5 Key Indicators across the school.	Supply cover £1000 over 3 terms	Pupils now have access to high quality PE provision. The impact will include the PE Leader developing the PE curriculum along -side and with other members of the school community.	2021-2022 For all aspects of the 5 Key Indicators to be fully recognised and achieved across the school.  Action Plan for PE Quality Mark.

				<p>Share the vision of the PE Quality mark will all members of the school community.</p> <p>Make links to the 5 Ways to Safety/5 Ways to Learning and 5 Ways to Wellbeing.</p>
<p>All staff (including support staff) and pupils have good subject knowledge in the curriculum area.</p> <p>Use of afPE resources and training.</p> <p>Use of KSSP leaders to support PE leader.</p>	<p>Staff are up to date with most recent training and guidance and are able to give the pupils good subject knowledge.</p>	<p>Supply cover £1000 over 3 terms</p>	<p>High quality teaching will give pupils the opportunity to excel in this area and strive to continue to achieve.</p>	<p>2021-2022</p> <p>To continue to provide good subject knowledge within this curriculum area.</p> <p>Master Classes from Subject Leader.</p> <p>Online resources from afPE accessible to all.</p> <p>Big Question Planning to have clear outcomes with skills and knowledge identified.</p>
<p>Weekly challenges set for classes to raise the standards of skill based activities.</p>	<p>To improve pupils skills which can be used of multiple sports.</p>	<p>Subject Leader £15,000 over 3 terms</p>	<p>Pupils can continue to improve and master basic skills which can be carried across.</p>	<p>2021-2022</p> <p>Whole school to continue to master basic movement skills to support PE lessons.</p> <p>Share with parents on Google Classroom.</p>
<p>Physical education prepares all children to be physically and mentally active, fit and healthy...for life. This is an important aspect of our school ethos.</p>	<p>Successes / participation of children in sports clubs outside of school to be highlighted and celebrated during assemblies. (Regularly recognise and reward sporting achievement through the presentation of awards</p>	<p>Subject Leader £15,000 over 3 terms</p>	<p>The participation of children playing in organised activities during lunch time in KS2 will be more structured, decreasing incidents of poor behaviour and</p>	<p>2021-2022</p> <p>To inspire all children to participate in a range of extracurricular clubs and promote clubs outside of school and during the school day.</p>

	throughout the year and at prize giving at the end of the summer term).		low levels of activity from the children. KS1 pupils to take part in sporting games during lunch time supervised by welfare staff to increase their love for physical activity.	Links to 5 Ways to Wellbeing/5 Ways to Safety and 5 Ways to Learning.
We have also implemented Mindfulness sessions with the children to ensure their well-being is catered for along -side the Well Being Award and PSHE curriculum.	This will improve the children's physical and mental awareness that is needed to promote healthier lifestyles.	£1000 external yoga agency	As a result of implementing mindfulness and increased timetabled lessons for well-being will develop the whole child/family. Children are now again taking part in more structured activities that require social interaction with others.	2021-2022 Develop skills with families/online learning/local KSSP tasks to access.  Make links with local providers e.g. Yoga etc. Questionnaire to staff and families.

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:
Upskilling of all teachers and support staff delivering PE to ensure pupils receive a high quality PE lesson. afPE resources and training.	To ensure staff can deliver high quality PE lesson with confidence.	Subject Leader £15,000 over 3 terms	Pupils will excel within this subject area. As a result of CPD attainment will rise across all areas of PE across the school. Breadth, balance and progression will be clearly monitored by the Leader and Govs.	2021-2022 Staff watch others teaching to support one another and ensure pupils are all receiving good quality lessons throughout the school. afPE accessible to staff at different stages of their career. Master classes for staff.
Upskilling of welfare staff to enable children to participate in games during lunchtimes.	Welfare staff can lead skill based activities during lunch time to give pupils the opportunity to practise skills.	Subject Leader £15,000 over 3 terms	Pupils will master skills they are currently learning and progress further within the PE curriculum.	2021-2022 To make sure this is carried out for every year group with the school and skill based activities are linked to the national curriculum. Oct 2021 INSET day for welfare staff upskilling and training. PE leaders (pupils) on each yard developing the skills of other children.

Greater range of resources available to staff to help them teach and prepare lessons.	New PE lead to develop his leadership skills through regular CPD courses. Orienteering and Quidditch training for all staff across the school.	£2,500	PE teacher feels more confident in delivering PE lessons. PE leader confident that PE provision is outstanding and has the means to support teaching and learning to bring about this aim.	2021-2022 Three year resource plan to be developed following audit of need and changing PE curriculum provision-breadth and balance.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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:  Complete a new sport not attempted before following audit of need etc. Incorporate Forest School into PE provision to support other PE skills e.g. orienteering.	Key Stage 1 and 2 children to take part in Quidditch tournament over two days	£1000	Children who are hard to reach in terms of attending clubs to take an active role during the two days.	2021-2022 All staff members to have Quidditch and Orienteering CPD training.  Forest School timetables for all year groups.  Strong links between PE and Forest School Subject Leaders. 5 Ways to Wellbeing/5 Ways to Safety and 5 Ways to Leadership.

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:
Making competitive sports more engaging for all pupils to participate in within PE lesson.	Adding an element of competitiveness within the sports in the PE lessons.	Subject Leader £15,000 over 3 terms	Gives the pupils more enthusiasm and more determination to compete in a healthy way.	2021-2022 Continue providing pupils with engaging PE lessons with the element of competition.  Intra Comp across the key Stages each term.  Subject Leader planning of events linked to PE curriculum each half-term.
There has been a lot of research about the use of Sports Coaching in the UK commissioned a report that interviewed 10,000 people within primary schools; the top five benefits were: Improved fitness (72%) Enhanced fun (68%) Learning something new (47%) Improved performance (41%) Develop sporting skill (38%) Documentation of participation in competitive sports outside of the school day. Children to use IPADs as a means of capturing and reporting on	Continue our approach to team selection – trials based approach and participation of those pupils not usually selected for sports in which they could excel (boccia, inclusive seated volleyball and new age curling).	£300	Increase pupil participation Ensure that a wide variety of competitions are entered Improved confidence in children Improved positive attitudes to sport, health and well-being Sign post children to talent pathways	2021-2022 PE Lead and other staff members to ensure lunch clubs focus is developing skills in readiness for competitions. PE lead and other staff members to plan regular in school competitions.

our school's participation within competitions across Knowsley.				
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Signed off by	
Head Teacher:	A L Bowman
Date:	May 2021
Subject Leader:	Ms L O'Connell
Date:	May 2021
Governor:	B Tolmie
Date:	May 2021