



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2017

Commissioned by
Department for Education

Created by



YOUTH
SPORT
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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.

Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment.

We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date: See 2017-2018 PE Grant summary	Areas for further improvement and baseline evidence of need:
<p>Increased % of children active at play and lunchtimes across whole school.</p> <p>Utilised external coaches across whole school to enhance curriculum PE and Sports provision.</p> <p>Increased profile of healthier/choices lifestyles for children and families</p> <p>Continue to work hard to increase range of extra-curricular sporting clubs including raising the percentage of children accessing these free clubs.</p> <p>Bronze School Games Award achieved July 2018</p>	<p>Continue to embed opportunities for children to be active throughout the school day.</p> <p>Daily mile implementation during this academic year for children across whole school.</p> <p>To extend opportunities for children to take part in competitions and events with opportunities to showcase their skills/team work.</p> <p>To introduce Balance-ability program within EYFS to develop early physical development, training staff/purchasing Balance bikes for sustainability.</p> <p>Continue to build on extra-curricular club success and widen choice of clubs offered at no cost to families.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? 2018-2019</p>	<p>91%</p> <p>Of the 7 children not achieving the recommendations: One child school refusal, 4 children achieved more than 15 metres and 2 children less than 15 metres (poor</p>

	attenders/vulnerable).
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	84%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	80%
<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>2018-2019</p> <p>Tracking of children's ability to swim 25 metres will take place during this academic year, so we can build up a clear picture of who needs top-up swimming in Y6 and success of year groups swimming lessons.</p> <p>Y2 and Y5 will access swimming lessons in the local swimming baths as part of NC entitlement. There are 29 children who will be accessing top-up swimming lessons during June 2019 – this includes children who are new to our school too.</p>	<p>School used this funding to provide additional provision for swimming for A large group of Y6 children to access top-up swimming lessons during the summer term.</p> <p>Y5 - 51 children 62% can swim 25m using two different strokes</p> <p>Y2- 10 children 14% can swim 25m using two different strokes</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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £20860.00	Date Updated: June 2019	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To introduce the daily mile to get ALL pupils undertaking at least 15 minutes of additional activity per day.	Identify course/route for daily mile across both buildings. To work as PE team to plan promotion and launch, identify roles and responsibilities for daily mile. To identify Daily Mile ambassadors to monitor/track daily progress and impact within classroom learning.	£500-£1000	ALL pupils will be involved in 15 minutes of additional activity every day.	Daily mile firmly embedded in school day. Re-launched to whole school 23 rd November, with rewards for the class with most miles at end of term. Run to be part of all outdoor PE sessions, sports ambassadors to be introduced to lead sports/running at lunch and play times. This is ongoing and taking place daily across all key stages. The school took part in Daily Mile Merseyside wide event (17 th May). Feedback from children across the school demonstrated the positive effect this had on physical fitness and enjoyment of daily sport.
To audit resources at regular points during academic year to ensure clubs and lunch/playtime physical activities	Initial audit of resources and purchase of these items. Staff/children outside have clear	£2000	Children are fully engaged and physically active during play times and are able to play	Key equipment is readily available and used effectively by staff and children.

Created by:



Supported by:



are fully resourced for maximum enjoyment.	roles to ensure safe use of equipment (including setting up/putting away).		games/take part using correct equipment for maximum enjoyment.	New bags of resources have been purchased and play leaders are fully in place in both buildings. There has been regular monitoring of appropriate use of resources. Resources have been replenished when necessary and year group rotas in place to ensure all children can access areas for quality sports time. Observations during play and lunch times shows an increased number of children (32% more children felt they were more active at lunchtime since last year) taking part in these activities. Pupil voice/school council feedback demonstrates the positive impact of this investment. Children have embraced taking on new roles in leading sports and games and looking after/setting up equipment for others to use (across the school 18 children have specific play/sports roles at lunchtime)
To continue to target children to access additional sports coaching to promote enjoyment in physical activity/ team sports	To work with external agencies to purchase additional coaching sessions/sporting venue slots. To track/target individual children during the academic year so reluctant participants are encouraged. Those children who	£1000 **	Pupil voice will be used to monitor these groups. The reduction of behavioural incidents during free play times will continue to reduce further.	Ongoing tracking of children from specific groups and individuals – who take part in activities helps to ensure different children are participating and enjoying sports. Adults model and

Created by:



Supported by:



LOTTERY FUNDED

need support at free times
(behaviour) are physically active.

support physical activity during play/lunchtimes which has impacted on quality of PE- monitoring of these times during the academic year has shown increased numbers of pupils accessing external coaching opportunities, this has led to a reduction in behavioural incidents across the three key stages. In comparing Autumn 2017 and Autumn 2018 there was a reduction in number of behavioural incidents at lunchtimes by 12%. School council have fed back regarding games/PE at these times and their feedback acted upon. Joseph Lappin has been used for two lunchtime clubs for KS2 this year and pupils have accessed coaching and football pitch facilities each week- this has impacted on increased physical activity and enjoyment for KS2 children who don't normally take part in these activities. Feedback from adult leading this initiative is positive- children look forward to these sessions and talk with great enthusiasm about sessions, the skills they have learnt and confidence has grown- particularly in a group of 8



				SEN/boys. Throughout the academic year 101 children have accessed this resource.
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: (following review during academic year)	Sustainability and suggested next steps:
Praise assembly each week will ensure that the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.	Achievements celebrated in assembly (match results, notable achievements in lessons, external awards shared for pupils and staff) Opportunities during the year for different classes/clubs to show case talents.		Pupil's successes are shared and rewarded. Pupils know their efforts are valued, regardless of the outcome. Newsletters, Twitter and website share these successes for the wider audience.	Daily mile relaunch in assemblies 23 rd November, achievements regularly praised from groups/competition dn individuals. One child is leaving us in Summer to join National Ballet School. MD productions dance group have showcased their group's talents and will share this with parents at the end of the year.
Sporting competitions and events are entered/tracked during the academic year with more opportunities for children within most year groups across the whole school to participate.	PE team will enter competitions/festivals and events during the academic year ensuring a range of children across whole school take part. As many clubs as possible will have an end competition/event to aim towards.	£2000	Increased success in events/competitions, which will be rewarded. Increased profile of achievements across the whole school- children are keen to be involved and share in others success.	Competition tracker- google document up and running and used by PE team to track progress/costings and success. Success of competitions is growing- 17 competitions have been entered this year (excluding football league/comps) and of these, we have been placed within top 4 for 7. We have entered 6 football tournaments during the year and reached the



<p>To increase/promote role models – local sporting personalities so pupils can identify with success and aspire to be a local sporting hero.</p>	<p>Links with local networks will be developed further to plan as many opportunities for this as possible. Transport costs will be funded by school where possible. To source local personalities/sports people who can speak in assembly and share success stories. To review sports team kits- audit re: updating kits part funding with PTFA</p>	<p>£300</p>	<p>Involvement of local community/personalities will continue to inspire pupils.</p> <p>Pupils will be very proud to be involved in assemblies/photos, which will impact on confidence and self-esteem. This will impact on learning across the curriculum.</p>	<p>semi-finals three times (e.g. Angry Birds and Girls Football tournaments). Nearly 110 children have taken part in festivals and competitions- this has promoted sports for all and enabled the school to raise the profile of competitive sport and achievement of many children. Transport costs are: £1245 (part funded by PP)</p> <p>Links developed with Everton in Community- Graeme Sharp visit 16th November, Twitter Kenny Daglish, girls football training has been delivered to both KS1 and KS2. PE team are continuing to source other sporting/ local persons to share successes to visit school at regular points across this year and next academic year. School displays celebrate staff's sporting interests/successes to continue to raise the profile of active staff and pupils, three local sports companies shared their information to our KS2 children at our recent Careers and Aspirations morning.</p>
---	---	-------------	---	---

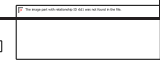
<p>To purchase Balance-Ability sessions/training/bikes for EYFS. This will increase physical activity and development with our youngest children.</p>	<p>To cost and research Balance-Ability scheme and bikes (and helmets). To purchase/book for EYFS during academic year, including staff training. To purchase balance bikes and helmets for EYFS. To plan/cost track/markings for safe use of balance bikes. To finalize cycle stands purchase for KS1/KS2 playgrounds/outside areas.</p>	<p>£1500</p>	<p>This initiative will begin to impact on increased physical activity and development of physical skills and strength with our youngest children.</p> <p>Our aim is to sustain this development year on year with EYFS children and developing opportunities for children to build upon these skills and begin to learn to cycle.</p>	<p>Request put to PTFA to part fund PE kit for competitions- December, this will be discussed at the next PTFA meetings with a view to purchase in September 2019.</p> <p>Balance ability training has been delivered for January/February in EYFS for all Reception children – cost £720 for three courses. This has impacted on early physical development skills and balance- improving both gross and fine motor skills for children- particularly the boys, physical development of boys since entry to Reception there has been a 45% increase in % of boys working at ARE in physical development.</p> <p>6 initial balance bikes have been purchased for children to use in free-flow play sessions. These bikes are now part of EYFS outdoor equipment so children can continue to develop these skills independently. Nursery have begun to</p>
---	---	--------------	--	---

<p>To continue to raise awareness of healthier family lifestyles.</p>	<p>To build on previous work with families and plan parent events which focus on wellbeing, healthy choices and sports.</p>	<p>£250</p>	<p>To raise profile of healthy food across our families.</p> <p>Reduction in number of children having packed lunches across the whole school (in particular infants).</p>	<p>introduce this into their provision too- this will continue to be developed across EYFS next year. Three large cycle/scooter racks have been purchased and installed during half term, a rota is currently in place to monitor the use of these, and all children must bring a lock and a helmet when using their bikes. The use of these racks has grown over the past half term and has continued to grow during the summer months, the racks are nearly full most days.</p> <p>Health event by LA booked for 3rd December, no cost to school- this was attended by 40 families/parents. Healthy eating sessions were held during Autumn term with EYFS parents. There have been 11 additional sessions related to wellbeing and mental health have taken place as part of Wellness Wednesday initiative (PP funding) during this year- focusing on relaxation, yoga, massage with opportunities to work with their own children too. The school has provided venue facilities for 2 parent sessions (1 massage and health, 1 reading and writing skills). MMA taster sessions</p>
---	---	-------------	--	--

<p>To reduce % of children having packed lunches.</p>	<p>To continue to strengthen links with catering company and plan parent events, cookery sessions and nutrition guidance. To plan a range of themed days and tasting tables which promote healthy options.</p>	<p>£1000 **</p>	<p>Increased physical activity in outdoor environment. Children will learn about where food comes from and how to care for the environment/healthy lifestyles/cook and use produce.</p>	<p>have also taken place during May to introduce different sports to families. Parent feedback has been extremely positive in relation to all of these courses. 3 parents have also sought information to continue studies outside of school.</p> <p>Health and sports week taken place 24th June (week beginning) – this included parent taster sports and health sessions. A variety of sports sessions have been planned for children across the whole school with a focus on sports and physical health e.g. Athletics, gymnastics, dance, Taekwondo, football, Kidzfit and sports day. Links have been strengthened with the catering company and taster sessions/taster tables have been regularly planned to offer children tasters of different foods- fruits/vegetables/foods from different cultures to broaden their experiences of food and healthy living. Our designated trainer meets regularly with senior leaders to discuss events/further opportunities. We continue to review and monitor termly school menus</p>
---	--	-----------------	---	--

<p>To continue to develop our outdoor environment to grow our own produce and have a pleasant and well maintained environment for all to enjoy.</p>	<p>To continue to work with local gardener to develop EYFS vegetable plot. To re-establish raised beds across KS1 and KS2 and raise profile of gardening as a physical activity for all. To begin to involve parents/families in this project.</p>		<p>The outdoor environment will enable children to see rewards of their physical activity- garden.</p>	<p>to ensure children have a variety of foods on offer (both hot/cold). We also continue to promote healthy packed lunches and all new starters receive menus/packed lunch policy and expectations. New parents tasters sessions are planned into new parent meetings to promote school dinners. Children who have packed lunch are regularly given reminders regarding what is a healthy lunch. This is having a positive impact with our younger children and numbers having school dinners is gradually increased by 12% since Autumn term. School is continuing to develop this with events such as parent/child lunch sessions.</p> <p>EYFS gardening sessions have taken place during autumn term, this continued with Y1, Y2 in spring/summer term to enhance Science curriculum and develop awareness of outdoor physical activity. Due to weather conditions and building work this has been a bit delayed and will continue during summer term and next year to include Y3 and develop sensory garden and planters in junior environment.</p>
---	--	--	--	---

Created by:



Supported by:



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				45%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: (following review during academic year)	Sustainability and suggested next steps:
In order to improve progress and achievement of all pupils the focus is on continuing to up-skill school staff.	<p>To purchase LSSP Gold membership to enhance curriculum teaching for all pupils.</p> <p>To introduce use of key vocabulary into PE lessons related to other areas of the curriculum which promote PSHE values and attitudes e.g. resilience, determination.</p> <p>To team teach with coaches during academic year in all PE sessions taught.</p> <p>To audit staff PE skills and plan CPD during academic year. Establish dates when cover is needed.</p> <p>To purchase Balance ability package and relevant resources (see key indicator 2) to increase physical development opportunities during EYFS.</p> <p>PE lead to seek out opportunities to develop challenge into curriculum for higher ability children.</p> <p>To build on new links with Everton in the Community to further</p>	£9500	<p>Better subject knowledge and skills for teaching staff and TAs (to use when supporting groups in lessons)</p> <p>Skills, knowledge and understanding of pupils will have increased and key vocabulary will be used across the curriculum and children will use this in physical activity/learning- pupil voice.</p> <p>Practical skills and opportunities will be gained through team teaching practical sessions.</p> <p>Opportunities planned for CPD, which will demonstrate increased subject knowledge and high quality teaching.</p> <p>Increase in EYFS physical development (EYFS profile) and individual progress from assessed starting points.</p> <p>Subject leader will lead and support professional development for all staff.</p>	<p>This will lead to sustainability, as all staff will be supported to feel confident to deliver PE and sport both within and outside the curriculum. This has been successful and staff are now team teaching each week with the coach to gain further confidence and subject knowledge and using key vocabulary effectively.</p> <p>Feedback from staff and learning walks/drop ins and PE team monitoring demonstrated that refinement of skills in dance and gymnastics has really improve, teachers use more technical vocabulary which led to good PE teaching with a focus on better quality movements and skills from pupils.</p> <p>PE sessions have continued to be developed during autumn and spring term across all year groups; and staff are much more confident at delivering gymnastic session on team teaching basis. All staff felt that this style of coaching has</p>



<p>To continue to embed the use of 'Active Maths/Maths of the day' to use physical activity to learn across the curriculum.</p>	<p>enhance the teaching of PE and sporting opportunities. Subject leader release time provided for monitoring. Coaches and teachers to work together to fine-tune next steps in planning/assessment opportunities for learning.</p> <p>Purchase of additional resources on offer through LSSP to enhance wider curriculum areas.</p>	<p>£250</p>		<p>impacted on high quality skills and outcomes for children- PE assessments. The new focus for PE/CPD will be games and gymnastics in autumn term 2019. This will continue to develop the range of PE skills for our teaching staff to continue to enhance staff skills and pupil progress.</p> <p>School hosted LSSP gymnastics training session ran by Lisa Williams on 3rd December, which was attended by other LA schools and two members of school staff, this was cascaded to school and has helped in the development of specific skills in the effective use of large apparatus. Close links have continued to be strengthened this year with LSSP and additional coaches have been provided to support during our sports/health events at no additional cost to school.</p> <p>Mrs. Murphy and Mr. Mosaid attended training 'My Personal Best' which teaches life skills through PE and this will be trialed by PE coaches in team teach lessons, this will be cascaded to staff in autumn</p>
---	--	-------------	--	--



				<p>term 2019 (due to other curriculum priorities this year).</p> <p>Active Maths – ongoing and embedded across school – which promotes physical activity and mathematical learning. Impact is demonstrated by the increase of children working at ARE in Math's, particularly in year 1, who have continued to lead this initiative (77% at ARE or above, 23% above ARE in Math's)</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: (following review during academic year)	Sustainability and suggested next steps:
To continue to increase the amount and range of extra-curricular clubs on offer to children at no extra cost.	<p>To meet with external agencies and plan to increase range of sports which are new and appealing to children.</p> <p>To link as many clubs as possible to external competitions and events so children are able to showcase their learnt skills and talents (see Key indicator 1)</p>	£3000 **	<p>Increased range of new clubs will be on offer during this academic year and Increased % of children attending clubs.</p> <p>More staff involved in extra-curricular clubs and all teachers feel confident in teaching new activities.</p>	<p>More staff are keen to get involved in extra-curricular activities and share success of our school- leading to further expansion.</p> <p>Clubs are regularly reviewed half termly- the range of sporting clubs has increased to offer Kabaddi, Tri-golf, cricket, rounder's, yoga etc. Clubs are created to link to competitions and these are run by staff members to demonstrate and</p>

<p>To target small percentage of children who expressed less enjoyment in sports last academic year.</p>	<p>To trial inviting parents to some of these club sessions to promote participation and enjoyment of sports.</p> <p>To track children attending clubs and ensure vulnerable/specific groups of children are invited and encouraged to attend. Liaise with FLO's (family liaison officers) to promote this.</p> <p>To regularly seek views of pupils regarding clubs (pupil voice/school council) so clubs still remain exciting and fresh.</p> <p>To continue to track children's attendance in clubs during academic year.</p> <p>Promotion of 'Daily mile' will increase during academic year (see Key indicator 1)</p>		<p>Success in competitions will have increased along with the profile of this (see Key indicator 2).</p> <p>Behaviour will show an improvement particularly at lunch times.</p> <p>More children will be engaged in physical activity and those previously asked will be now engaged and want to take part.</p>	<p>practice skills needed to take part. Clubs are tracked carefully to encourage all children to take part and to ensure vulnerable children have varied opportunities (PP links).</p> <p>Behaviour incidents at lunchtime have reduced (see behaviour information) for most children as a whole; learning walks at lunch times show an increase in children engaged with adults playing physical games and skills. School council are regularly asked about play and lunchtimes and ideas for sports and these are used for future planning- summer clubs contain many of the children's interests. Rotas/rules are reviewed with school council to ensure safety and respect during games. The regular school council meetings regularly provide feedback related to PE and sports and PE lead receives updates which are acted upon.</p> <p>Sport ambassadors will continue to be developed during Summer term/Autumn term 2019- due to building</p>
--	--	--	---	---



				<p>work and changes in playground routines this has not yet been embedded fully.</p> <p>Daily mile (see above section)</p> <p>During the academic year- 76 clubs have ran with 55 having a focus on physical activity and sports/health. Feedback from children accessing these shows how grateful children are for the range they are able to access and staff ensure children can access at least 1 per term.</p>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: (following review during academic year)	Sustainability and suggested next steps:
To introduce additional competitive sports across whole school in order to engage more pupils.	<p>To enter local league competitions for athletics, football and netball.</p> <p>To enter range of LSSP competitions, festivals and events which include EYFS, Ks1 and KS2 and cater for different sports and groups of children.</p> <p>To arrange inter/intra school friendly competitions – led by PE team.</p> <p>To arrange which evening for</p>	£690	<p>Our school success in competitive sport will have increased.</p> <p>% of children entering competitions increased</p> <p>Pupil voice shows impact of competitive sport on self-esteem and confidence.</p> <p>By varying staff involvement in competitive sport- more staff experience success and enjoyment- staff voice.</p>	<p>(see above section)</p> <p>Increased range and amount of sporting events/competitions that children take part in, children regularly work in year group teams to plan competitive sports, year group planning for PE illustrates this.</p> <p>100% of staff have delivered at least one extra-curricular clubs during this academic year to date, with many delivering at</p>



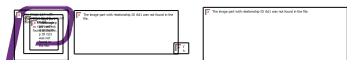
	<p>practices so this does not interfere with other commitments.</p> <p>To build on staff's strengths and interests when planning competitions and clubs for children- promoting enjoyment for all.</p> <p>To provide transport to competitive events for all children were possible.</p> <p>To recognise children's and staff efforts in our annual Children's University celebration.</p>		<p>Children are able to access events through transport provided.</p> <p>Annual increase of Children's University participants.</p>	<p>least 3 clubs over the year and taking part in competitions/training etc. to offer a wide range of sports for our children. Staff have given their time readily to continue to provide as many clubs as possible for our children and will attend any meetings/competitions necessary.</p> <p>Children's university date is planned for July and again will focus on celebrating club attendance and commitment.</p>
To re-apply for the School Games Award to gain a higher accreditation.	PE team to audit and work towards increasing accreditation- working towards this during academic year 2018-2019.	£1500 **		PE team achieved Silver award for School Games Award for this academic year.

Total spend 2018-2019 £24,510 **** starred items will be part-funded with PP so total will be reviewed during academic year

Areas for priority next academic year 2019-2020

- To embed use of balance bikes with school staff delivering sessions to our EYFS children
- To develop Sports Ambassadors across school (linking with play leaders)
- To sustain extra-curricular club offer and competitions
- To continue to develop local links to sports clubs/individuals
- To purchase PE kit for competitions

Created by:

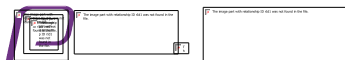


Supported by:



- To cascade 'My Personal Best' training/initiative to staff
- To cascade gardening activities across school

Created by:



Supported by:

