

# 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](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. **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](#).



Created by:



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£18,753.80
Total amount allocated for 2021/22	£18,690
How much (if any) do you intend to carry over from this total fund into 2022/23?	£15,815.77
Total amount allocated for 2022/23	£18,701
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£34,516.77

## 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><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 2023.</p> <p>Please see note above</p>	89%
<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>	10m front and back only – 91% 25m front and back only – 91% 25m front back and breaststroke – 28%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	94%
<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>	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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £34,516.77		<b>Date Updated:</b> July 2023	
<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: 96%
<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:	
To introduce the 'real PE' curriculum and ensure that it is being delivered consistently across the school  To create a new PE Policy and long term plan following the purchase of 'real PE'.	<ul style="list-style-type: none"> <li>• INSET Day for staff training on 'real PE'</li> <li>• PE Lead to attend 'real PE' training courses</li> <li>• Map out a new long term plan for PE, ensuring clear progression of skills</li> <li>• PE Lead to work with 'real PE' manager to help embed and monitor 'real PE'</li> <li>• PE Lead to lead staff meetings following training courses to teach staff on different areas, such as assessment in 'real PE'</li> <li>• Set up a monitoring cycle for PE focused on the area of implementation, drawing conclusions and</li> </ul>	£33,016.77	<p>Phill O'Brien, 'real PE' membership manager, led an INSET day for all teaching staff on 'real PE'. All staff also completed a questionnaire about their feelings towards teaching PE before starting the 'real PE' programme. A letter was sent out to all parents to inform them of the new 'real PE' focus of PE and 'real PE' displays have been given prominence in both the infant hall and the junior hall. Both displays were updated halfway through the year. Mr Wright attended the following 'real PE' online training sessions:</p> <ul style="list-style-type: none"> <li>- Module 1: Introduction to real PE</li> <li>- Module 2: Developing a PE Curriculum for EVERY child and EVERY teacher</li> <li>- Module 3: Assessment and Impact</li> </ul> <p>Mr Wright also attended the following 'real PE' training session in person in November:</p> <ul style="list-style-type: none"> <li>- Module 4: Transforming and Embedding the real PE approach to achieve whole school impact</li> </ul> <p>A new long term plan for PE was mapped out which includes all of the 'real PE' units as well as bespoke dance units and swimming. A long term plan for Daily Exercise sessions was also mapped out, ensuring that classes use the sessions to cover the skills taught in PE lessons.</p> <p>A staff meeting on PE took place in which staff were talked through the long term plans for PE and Daily Exercise sessions. Mr Wright also talked the staff through how to use the Assessment</p>	Continue to embed the 'real PE' curriculum at Northway and, with the support of the 'real PE' membership manager, monitor the impact of the intent and implementation of the new curriculum.	

	<p>actions</p> <ul style="list-style-type: none"> <li>• Introduce a structured expectation for daily exercise in school</li> <li>• Share new PE policy with staff to ensure a shared understanding of the intent and implementation for PE and what impact this will have</li> <li>• Continue to review the 'real PE' curriculum and provide support to staff where necessary</li> <li>• Plan a range of enrichment experiences for pupils across the curriculum and cycles</li> <li>• Assess areas of the school which could be improved to engage pupils in physical activity</li> <li>• Use some of the Primary Sports Funding to improve the learning environment for physical development to support the engagement of all pupils</li> </ul>		<p>Wheel on the 'real PE' online platform before staff were given time to complete their assessments for their classes. Mr Wright also sent out reminders each term for teaching staff to update their Assessment Wheels.</p> <p>To help embed the profile of PE, Mr Wright wrote a summary of the PE Curriculum for the school newsletter as part of the 'Curricular Corner' which was sent out to all parents.</p> <p>Mr Wright attended a meeting with Mrs McKenzie and Mrs McGhee about PE, similar to a mock 'deep dive' on the subject. Questions were asked about how and why the PE Curriculum has been organised in the way it has and how the curriculum ensures a clear progression of skills. There were also questions about how the school has invested the Primary Sports Funding and how the 'real PE' programme fits in with the ethos of the school. Following the meeting, Mr Wright received positive feedback and was praised for the developments that have been made in PE.</p> <p>Mr Wright attended an online training course led by 'real PE', entitled 'The Impact Of The Ofsted Research Review On Your PE Curriculum'. This was a useful course which looked at what Ofsted would expect to see during a 'deep dive' in PE and highlighted how 'real PE' aligns to the Ofsted requirements. Mr Wright also spent a morning with Phill O'Brien, 'real PE' membership manager, and discussed the progress made since the introduction of 'real PE' in September. Mr Wright talked through the long-term plans and the assessments completed by teaching staff so far as well as the updated version of the section on the PE Curriculum on the school website.</p> <p>One of the governors, Mr Purcell, came to observe a PE lesson by Mr Wright with his Year 1/2 class and discussed the PE Curriculum in more detail during a staff meeting. Mr Wright talked Mr Purcell through the long-term plans for PE and went through the 'real PE' online platform to show what a typical lesson includes. Following the lesson observation, Mr Purcell gave positive feedback and he commented on how engaged all of the children were. Mr Purcell noted the links made to the 'real PE' multi-ability cogs and he also praised the cross-curricular links, stating how much he liked how the dance was linked to the literature the children had been reading in their English lessons this half-term.</p>	
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			Over the summer holidays, an area of the Junior playground will be resurfaced which will provide better facilities for both PE lessons and extra-curricular activities.	
<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:
				1%
<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:
To develop the role of Sports Captains throughout the school.	<ul style="list-style-type: none"> <li>• Introduce Sports Captains to increase the profile of physical activity in school</li> <li>• Hold regular meetings with Sports Captains to discuss PE and PE-related issues</li> <li>• Introduce a structured expectation for daily exercise in school</li> <li>• Sports Captains are to help introduce new daily exercise ideas to their classes each half-term</li> <li>• Sports Captains to take an active role in organising Sports Day</li> </ul>	£200	<p>All Sports Captains from 2021/22 continued in their roles and new Sports Captains were appointed in Year 2. Meetings were held with Sports Captains to discuss the introduction of 'real PE' and gain some pupil feedback on what the children thought about real PE so far. The feedback received was overwhelmingly positive and the comments from the children demonstrated that they already had a good understanding of how real PE works. Comments included "Different colours are good for challenging ourselves", "Not concentrating on just one sport is a good thing."</p> <p>Mr Wright continued to have regular meetings with Sports Captains. Most of the meetings were to gain an understanding of how the children were finding 'real PE' and whether the ethos behind it was being embedded across the school. All of the children could say what they were focussing on during their PE lessons as well as their Daily Exercise sessions and all of their answers matched up with the long term plans. The children were shown how their answers matched up with the long term plans and they asked if they could have a copy for their classrooms so the plans for PE lessons and Daily Exercise sessions are now on display in each classroom. Every half-term, Sports Captains are also given the expected statements each class are focussing on so that they can be on display in each classroom, reminding pupils about what multi-ability cogs they are working on.</p>	Continue to develop the role of Sports Captains throughout the school, encouraging staff to utilise them in PE lessons and Daily Exercise sessions.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1%
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 introduce and embed the 'real PE' curriculum at Northway.  To monitor the impact of the intent and implementation of the new 'real PE' curriculum.	<ul style="list-style-type: none"> <li>• INSET Day for staff training on 'real PE'</li> <li>• PE Lead to attend 'real PE' training courses</li> <li>• Create new long term plan for PE</li> <li>• PE Lead to work with 'real PE' manager to help embed and monitor 'real PE'</li> <li>• PE Lead to lead Staff Meetings following training courses to teach staff on different areas, such as assessment in 'real PE'</li> <li>• Staff to complete questionnaire about how they feel about teaching PE prior to 'real PE' curriculum</li> <li>• Speak to pupils and gather feedback on the 'real PE' curriculum</li> <li>• Send letter out to parents to inform them</li> </ul>	£300	<p>Phill O'Brien, 'real PE' membership manager, led an INSET day for all teaching staff on 'real PE'. All staff also completed a questionnaire about their feelings towards teaching PE before starting the 'real PE' programme. A letter was sent out to all parents to inform them of the new 'real PE' focus of PE and 'real PE' displays have been given prominence in both the infant hall and the junior hall. Both displays were updated halfway through the year. Mr Wright attended the following 'real PE' online training sessions:</p> <ul style="list-style-type: none"> <li>- Module 1: Introduction to real PE</li> <li>- Module 2: Developing a PE Curriculum for EVERY child and EVERY teacher</li> <li>- Module 3: Assessment and Impact</li> </ul> <p>Mr Wright also attended the following 'real PE' training session in person in November:</p> <ul style="list-style-type: none"> <li>- Module 4: Transforming and Embedding the real PE approach to achieve whole school impact</li> </ul> <p>A new long term plan for PE was mapped out which includes all of the 'real PE' units as well as bespoke dance units and swimming. A long term plan for Daily Exercise sessions was also mapped out, ensuring that classes use the sessions to cover the skills taught in PE lessons.</p> <p>A staff meeting on PE took place in which staff were talked through the long term plans for PE and Daily Exercise sessions. Mr Wright also talked the staff through how to use the Assessment Wheel on the 'real PE' online platform before staff were given time to complete their assessments for their classes. Mr Wright also sent out reminders each term for teaching staff to update their Assessment Wheels.</p> <p>To help embed the profile of PE, Mr Wright wrote a summary of the PE Curriculum for the school newsletter as part of the 'Curricular Corner' which</p>	Continue to embed the 'real PE' curriculum at Northway and, with the support of the 'real PE' membership manager, monitor the impact of the intent and implementation of the new curriculum.

	<p>of the new 'real PE' curriculum</p> <ul style="list-style-type: none"> <li>• Use prominent displays to showcase 'real PE' and the different multi-abilities</li> <li>• Set up a monitoring cycle for PE focused on the area of implementation</li> <li>• Monitor PE and draw conclusions and actions</li> <li>• Take part in subject interviews with SLT to share findings and understanding of PE</li> <li>• Produce an impact statement for the academic year</li> </ul>		<p>was sent out to all parents.</p> <p>Mr Wright attended a meeting with Mrs McKenzie and Mrs McGhee about PE, similar to a mock 'deep dive' on the subject. Questions were asked about how and why the PE Curriculum has been organised in the way it has and how the curriculum ensures a clear progression of skills. There were also questions about how the school has invested the Primary Sports Funding and how the 'real PE' programme fits in with the ethos of the school. Following the meeting, Mr Wright received positive feedback and was praised for the developments that have been made in PE.</p> <p>Mr Wright attended an online training course led by 'real PE', entitled 'The Impact Of The Ofsted Research Review On Your PE Curriculum'. This was a useful course which looked at what Ofsted would expect to see during a 'deep dive' in PE and highlighted how 'real PE' aligns to the Ofsted requirements. Mr Wright also spent a morning with Phill O'Brien, 'real PE' membership manager, and discussed the progress made since the introduction of 'real PE' in September. Mr Wright talked through the long-term plans and the assessments completed by teaching staff so far as well as the updated version of the section on the PE Curriculum on the school website.</p> <p>One of the governors, Mr Purcell, came to observe a PE lesson by Mr Wright with his Year 1/2 class and discussed the PE Curriculum in more detail during a staff meeting. Mr Wright talked Mr Purcell through the long-term plans for PE and went through the 'real PE' online platform to show what a typical lesson includes. Following the lesson observation, Mr Purcell gave positive feedback and he commented on how engaged all of the children were. Mr Purcell noted the links made to the 'real PE' multi-ability cogs and he also praised the cross-curricular links, stating how much he liked how the dance was linked to the literature the children had been reading in their English lessons this half-term.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2%
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 promote physically healthy life choices, focusing on pupil participation in extra-curricular clubs.	<ul style="list-style-type: none"> <li>Review the provision of extra-curricular clubs in school, promoting physical activity</li> <li>Marine In The Community to provide a range of high quality coaching for a range of sports for a variety of year groups.</li> <li>All teaching staff to run at least one extra-curricular club, with a focus on sports clubs</li> <li>Children's University to be made available for Key Stage 2 children to motivate pupils to participate in extra-curricular activities and graduate from the Children's University</li> <li>Host an Outdoor Adventurous Activity Week to further enhance the provision of health education in school.</li> </ul>	£500	<p>A partnership was set up with Marine In The Community who were used to provide a wide range of extracurricular clubs for pupils of all ages throughout the autumn term, including dance, multi-sports, football and hockey clubs for children from Year 1 – Year 6. Marine In The Community led a different extracurricular club each night after school and, at the beginning of the year, there were good levels of participation in all year groups.</p> <p>Most teaching staff led an extracurricular club, with many teachers leading a sports-related club. Mr Wright led a dodgeball club for the Year 3 children during the autumn term whilst, in the spring term, Miss Stupples led a yoga club for children in Year 3 and 4 and Mrs Harrison led a Keep Fit club for pupils in Year 1 and 2.</p> <p>To promote participation in extracurricular clubs, the Children's University credits were added up for the pupils in Year 4, Year 5 and Year 6, including the credits they have gained from participating in clubs provided by the school and those gained from having their Children's University passport stamped outside of school. The Year 6 children who gained the sufficient number of credits all graduated from the Children's University during a graduation ceremony at Edge Hill University during the summer term.</p> <p>To help promote the importance of maintaining a healthy lifestyle, Active Sefton came into school to deliver some workshops. All Key Stage 1 classes took part in sessions on healthy diets which involved making fruit smoothies and, in Key Stage 2, the Year 3, Year 3/4 and Year 4 classes completed a 4-week course of Healthy Habits workshops.</p>	<p>A timetable for extracurricular clubs for 2023-2024 has already been mapped out, ensuring that children from every year group are given a range clubs to take part in. All teaching staff are to run a club for at least a term which means that children will be able to join at no financial cost.</p> <p>During a recent parent survey, a number of responses asked for an increased range of clubs to be offered to children and stated how they would like to see clubs on offer which do not require additional payments so these requests have been listened to and the school has adapted the timetable for extracurricular clubs accordingly.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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:
The school is to participate in as many of the MADCOS PE events and competitions as possible throughout the year.	<ul style="list-style-type: none"> <li>• Encourage as many children as possible to take part in extracurricular clubs and in competitive sport involving other schools.</li> <li>• Enter teams into the MADCOS boys' football league and MADCOS girls' football league.</li> <li>• Take part in MADCOS events, such as the Year 2 Multiskills afternoon</li> <li>• Participate in competitions and tournaments, such as those organised by Active Sport.</li> <li>• Participants from the school are to be recognised in assemblies, newsletters and on the school twitter page.</li> <li>• Organise some sport competitions or tournaments within the school.</li> </ul>	£500	<p>The school took part in various MADCOS events throughout the year, including the boys' and girls' football teams who played numerous games against other schools in their respective leagues. Pupils of all abilities were involved in playing for the school team and all of their achievements were celebrated in assemblies and on the school's twitter page. After putting a notice in the school newsletter asking if any parents or carers would be willing to sponsor the school football team, a couple of parents came forward and said that they would be willing to pay for a brand new kit in return for their company sponsor to be printed on the front of the shirts. The school now has two brand new kits sponsored by Hamilton Dance and Coolwell.</p> <p>In addition to the MADCOS football matches, over 50 pupils from Year 4, Year 5 and Year 6 took part in a MADCOS cross country event at Maricourt High School. Several children in Year 5 and Year 6 were also selected to represent the school in the MADCOS Swimming Gala in which they performed so well that they were crowned Overall Champions of the whole event.</p> <p>The school also used some of the Primary Sports Funding to pay for the transport so that the Year 2 children could take part in a multi-skills event at Maricourt High School in November which all of the pupils thoroughly enjoyed.</p>	<p>To continue to encourage as many children as possible to take part in extracurricular clubs and in competitive sport involving other schools. As the new timetable for extracurricular clubs involves a wide range of activities which will be free for children to take part in, it is hoped that this will help to increase the number of pupils who participate in extracurricular clubs.</p> <p>The school will continue to take part in as many of the MADCOS PE events and competitions as possible throughout the year.</p>

Signed off by	
Headteacher:	Mrs Kate McKenzie
Date:	18.7.23
Subject Leader:	Mr Tim Wright
Date:	12.7.23
Chair of Governors:	Mrs Nina Peters
Date:	18.7.23