



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

St Margaret Mary's Catholic
Junior School
2020 - 2021

Commis



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

Please visit [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 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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Continuation of CPD for staff across the school in their chosen areas of development; specialised Teachers & Coaches used e.g. Rebound Dance & Total Gymnastics (Beth Tweddle) and Everton Coaches. ● Purchase the services of Everton in the Community to offer an additional sporting programme. ● Subscription to 'Get Set 4 PE'. Detailed plans and resources have had a positive impact on the delivery of P.E. lessons; on-line training via zoom available. ● New school PE curriculum implemented for PE. ● An improvement in quality and variety of PE & sports resources and equipment for indoor and outdoor use. ● All pupils are engaged in PE during curricular time (this is supported by our specialist advisor from Knowsley Schools Sports Partnership). ● Maintaining links with outside agencies to signpost pupils to e.g. Everton & Prescot Swimming Club, Court Hey Cricket Club & Huyton Boys. ● Use of I tracker so that focus groups eg. SEND, Pupil Premium, Gender, Gifted & Talented etc. can now be effectively tracked. ● School Games Gold Award maintained– (working towards achieving Platinum). ● 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 classes. ● Encouragement and provision of opportunities for target groups to be aware of healthy lifestyles and the benefits of physical activity. <p style="background-color: yellow;">Due to Covid some our past key achievements have not been able to be adhered to this year.</p>	<ul style="list-style-type: none"> ● Ensure SEN pupils are being selected for competitions. ● Continue staff CPD (T/TAs) to support any areas of weakness or further up-level skills. ● Provide training for teaching swimming for staff. ● Lunch time staff to have CPD for encouraging positive play at lunch time. ● Encourage more boys to attend dance groups. ● Re-introduction of Play Leaders. ● Provide new clubs not on the curriculum, e.g. judo, fencing and karate. ● Continue to seek out openings for vulnerability groups to experience a range of new sporting opportunities and encourage participation. ● Continue to monitor and track pupils taking part in extra-curricular sporting activities to increase participation across the school. ● Continue to monitor how play-equipment is being used at break times – Is the equipment being used to encourage positive play? Are the pupils using the equipment correctly? ● Provide the opportunity for pupils to participate in virtual activities as suggested by KSSP during lunchtimes. ● Re-introduce the Daily Mile into school. ● Embed new curriculum plans into school, with knowledge organisers to help. ● Consider the impact of Covid 19 on extra-curricular clubs and competitions. ● Monitor the impact of specialist sport coaches. ● Employ sports apprentice to help facilitate PE in school. ● Use under-spend for new playground equipment such as multi-goals or an outdoor gym.

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

Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £1971	Date Updated: 18.7.21
What Key indicator(s) are you going to focus on? Key indicator 1: 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			Total Carry Over Funding: £1971
Intent	Implementation	Impact	
To improve the school playground in order to make more children physically active at break times and lunch times.	Have two multi-goals with wickets, basketball nets and football goals fitted onto the school yard.	Carry over funding allocated: £1971 + (this 20/21 carry over to be used)	Use the multi-goals to their full capabilities, e.g. basketball, football and cricket. These goals will be long lasting, ensure they are used correctly – dinner time staff and teachers. Inspire children to take part in extra-curricular clubs which require new goals to increase physical activity.
		We are using the carry over funding from 19/20 and 20/21 to fund the multi-goals, therefore they have not yet been fitted on the yard. We hope to have these fitted for the autumn term 21/22. The impact they have had will be seen through how many children are physically active on the yard – this can be monitored. Behaviour on the yard may be impacted due to children having new equipment, there may be less incidents. Pupil voice to be sent out once fitted to gauge children’s opinion on the new equipment. Covid 19 has had an impact on how quickly this has been implemented.	

<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.</p>	<p>Due to government guidelines with regard to Covid swimming did not take place this academic year.</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>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	<p>%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p>
<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>Yes/No</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 pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £20,687.00		Date Updated: July 2021	
Key indicator 1: 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: 66% £13576.58
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:
<ul style="list-style-type: none"> To ensure that all pupils are developed both physically and mentally through high quality PE provision and delivery. To promote healthier lifestyles and more active recreation times (playtimes/lunchtimes) through improvements to playground. E.g. purchasing of new goal nets, basketball nets and PE equipment. Improvements to safety of playground. 	<ul style="list-style-type: none"> Everton coaches, Rebound Dance teachers and Beth Tweddle gymnastics teachers booked to assist the delivery of high quality PE. New PE lesson plans and curriculum overview with support of Get Set 4 PE. PE timetable regularly updated. PE equipment updated to enhance lessons and make break times more active. 	Total: £13,574.58	<ul style="list-style-type: none"> Pupil voice shows that over 71% of children enjoy PE. Pupil voice shows over 70% of children in school said they were active or very active. Pupil voice showed Everton coaches are particularly liked by children. Pupil voice showed 93% of children sometimes/do enjoy PE being taught by outside agencies. (60.8% yes), (32.7% sometimes). Evidence from pupil voice shows children enjoy equipment on the yard – particularly balls. Fewer incidents on the 	<ul style="list-style-type: none"> Continue to provide children with essentials needed in order for ALL to be physically active and access school sport. PE Lead and other staff to ensure lunch clubs and after school clubs are on and develop pupil's skills for competitions. Employ specialist coaches for 21/22. Employ a sports apprentice for 21/22 to increase physical activity at lunch and break times.

			yard due to more equipment in use.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				NA%
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:
<ul style="list-style-type: none"> Continue to raise profile of PE and sport through display, newsletter and Twitter. 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. Continued involvement with Knowsley Children's University SLA. (Children will earn University credits for every hour of extra-curricular activity they participate in and they will receive recognition when 30+ hours are reached). 	<ul style="list-style-type: none"> Signpost children and families to newsletter, Twitter and website. Increased numbers of children attending ceremony in summer for recognition of their achievements in extra-curricular activity. A register is taken as evidence of attendance. Not happened due to Covid. Up-date pupil passports regularly. Not happened due to Covid. 	N/A	<ul style="list-style-type: none"> Parents and pupils aware of their success and achievements through regular newsletter updates and tweets. Children can reflect on their progress and look forward to the next sporting event/competition as they know they will be highlighted. Not able to report any impact of Children's University due to Covid-19. 	<ul style="list-style-type: none"> Inspire all children to participate in a range of extra-curricular clubs and promote clubs outside of school – when they can take place.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Previously allocated%
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:
<ul style="list-style-type: none"> ● Provide high quality, focused continuous professional development to support the delivery of high quality physical education and school sport. ● To support the delivery of PE through the embedding of a new PE curriculum. 	<ul style="list-style-type: none"> ● Implementation of specialist Physical Education coaches to ensure high quality teaching as well as providing CPD (Rebound Dance, Gymnastics and Everton coaches). ● High quality focused CPD for staff to support delivery of PE. ● Links with specialist teachers to be made (e.g. secondary schools) to support the facilitation of PE and sport within the curriculum. ● Subject gaps to be identified e.g. confidence in staff teaching PE (teachers and TA's). ● Get Set 4 PE – Scheme of work to be implemented to support teaching and learning. 	See above.	<ul style="list-style-type: none"> ● Pupil voice showed Everton coaches are particularly liked by children. ● Pupil voice showed 93% of children sometimes/do enjoy PE being taught by outside agencies. (60.8% yes), (32.7% sometimes). ● Pupil voice shows 71% of children enjoy PE lessons. ● When staff voice was created 77.8% of staff said they found new PE planning helpful, with the remainder of staff not needing to use the planning at that stage due to specialist teachers. ● Staff voice showed 100% of teachers thought their children enjoyed PE. ● Staff voice showed 100% of teachers thought the class benefited from specialist coaches. 	<ul style="list-style-type: none"> ● Continue with specialist coaches as CPD for staff. ● Conduct another pupil voice to see what we can do to improve PE for some children. ● Ensure all staff teach their own PE lessons at some point in the year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

			6%	
Intent	Implementation		Impact	£1300
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:
<ul style="list-style-type: none"> To facilitate/attend sporting events in the local area/nationally to enthuse pupils learning as part of KSSP/LSSP. To review the range of sports offered to pupils during PE lessons to broaden their experience. Preparation of athletics track/improvements to school field. 	<ul style="list-style-type: none"> Develop extra-curricular activities. Covid has had an impact on this. Broaden the range of activities offered to the children to take part in as part of the curriculum and outside of the curriculum. Use pupil voice to see what is going well and what can be improved. Liaise with external sporting providers to offer their coaching expertise in a wide range of sports. Covid has had an impact on this. Find openings for vulnerable groups to experience a range of new sporting opportunities. To encourage children to participate in athletics. 	£1300	<ul style="list-style-type: none"> A lot of sporting competitions have been unable to go ahead due to Covid – this target will continue next year. As part of the curriculum re-development there is a larger range of sports being offered. Children enjoying lessons and being active. Staff voice 100% of teachers said they thought their children enjoyed PE lessons. 	<ul style="list-style-type: none"> Run a range of clubs and enter a range of competitions next year (if possible) to broaden pupils experience.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Previously allocated%
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:
<ul style="list-style-type: none"> Ensure competitive opportunities are fully accessed with a consideration for all year groups and abilities. Allow all children to take part in competitions in school and outside of school – if allowed due to Covid-19. 	<ul style="list-style-type: none"> Continue affiliation to competitive sport associations e.g. KSSP and LDCSA. Seek out opportunities for all children to engage in competitive sport e.g. Boccia and New Age Curling etc. Monitor who is attending competitions. Seek out opportunities for intra-sport within our school cluster. 	See above	<ul style="list-style-type: none"> Through the School Games offer delivered through Knowsley SSP we could access SOME competitions against other schools. (Covid 19 prevented this from happening as often as usual). Socially distanced sports days allowed children to participate in competitive sport, children had fun and enjoyed themselves. Intra sport competitions taken place, particularly in Year 6. Children had fun and enjoyed themselves. 	<ul style="list-style-type: none"> Continue engagement with Knowsley SSP and School Games. Identify new competitive opportunities in a range of sports for children. Celebrate and promote involvement in external sports clubs and organisations through Children’s University initiative.

Signed off by	
Head Teacher:	Rebecca Wilkinson
Date:	8.8.21
Subject Leader:	Hope Whewell

Date:	8.8.21
Governor:	
Date:	