

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 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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20 A/Y	£2,872.56
Total amount allocated for 2020/21 A/Y	£22463.06
How much (if any) do you intend to carry over from this total fund into 2021/22? A/Y	£0 over spend by £1700
Total amount allocated for 2021/22 A/Y	£19581
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19581

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>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</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>Please see note above</p>	72%
<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>	66%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	64%
<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>	Yes/No

Action Plan and Budget Tracking

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

Academic Year: 2021/22		Total fund allocated:		Date Updated: 2022	
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: 100%
Intent	Implementation		Impact		Sustainability and suggested next steps:
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?:	
Lunchtime organisers and teaching assistants engage ALL pupils in physical activity during lunch times. Numerous sports activities to take part during lunch times including football and dodgeball every day. Targeted active sessions for children who may need help to achieve the recommended 30 minutes of physical activity a day.	Experienced staff member to work alongside staff outside to provide support. Running circuit based activities for children outside during lunch. Timetable set up and children highlighted that need extra time to achieve the 30 minutes of physical activity.			Children at lunch times engaged in physical activity.	
Children have access to appropriate resources to experience and enjoy PE including outdoor play equipment for lunchtimes.	Loose play parts purchased.			Children developed problem solving skills, communication skills and developed their teamwork.	
All children to be able to access the PE curriculum and take part in regular exercise.	Year 5/6 provided with new PE uniform which is worn on PE days. Ensure stock is checked of spare PE			All children engaged in PE.	

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Children to accelerate physical literacy and fundamental movement. Developing pupils that are behind with their gross motor and fundamental movement skills.	kits to ensure all children are able to take part. Work with Kick Start Education working with 3 selected groups of children for Move & Improve sessions. Work tailored to children selected.		Increased physical literacy for KS1 pupils, especially those behind due to COVID.	Move and improve sessions to continue next year.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: %
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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:
Sports Day- All children to take part in a competitive/fun sports day.	Organise Sports day across the school.		Photographs and planning	Organise for all of KS2 to have sports day at the local high school to allow for more space. Have an additional sports celebration during sports week where children take part in a mini Olympics.
Improving mental health and wellbeing through physical activity.	KSE to provide Positive values sessions to pupils to develop life skills that will support children and allow them to progress in PE. Helps to improve physical and mental	3,600	Children much more confident in overcoming challenges and decision making. Well being of students improved.	Sessions to continue into next year.

	health and well-being and improves vital social skills such as working with others, being part of a team and taking ownership of their own personal level of activeness.			
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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:
In order to help improve progress and attainment of pupils and upskill staff, support is provided for teaching staff across the school, to work alongside an experienced PE teacher to improve their confidence and teaching of the PE curriculum.	Timetable to work alongside experienced staff member in elements of PE they feel least confident in delivering. Observe, team teach and then deliver sessions.	£6000	Timetable of support Teaching staff more confident with PE curriculum.	CPD is complete. Staff now to follow the lesson plans in place to support their delivery of PE lessons.
Ensure PE Lead has up to date knowledge of the PE curriculum and teaching and learning. MPETT- PE Subject Leadership Membership.	Attend courses and pass on new information learnt to colleagues.	£275	Courses attended.	Continue to attend Subject leader training. Organise a meeting with
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Access to extra-curricular clubs – deliver a range of extra curricular sports clubs in school including multi-sports, football, Archery, netball etc. throughout the year which can be offered free of charge to all children.</p> <p>Additional achievements:</p>	<p>Timetable for sports clubs to ensure no cross over. Work alongside staff to ensure there are clubs available for all ages and abilities.</p> <p>Motion Dance able to offer after school clubs for street dance for the children.</p> <p>KSE able to offer a range of sports clubs for the children including La Cross and Athletics.</p> <p>Manchester football coaching able to offer football ASC for KS2 pupils.</p>	<p>780</p> <p>£300.00</p>	<p>Club registers, clubs are all very popular with high attendance.</p> <p>Children able to take part confidently, and rehearse and perform a full dance routine. They were able to use these skills and then apply them to other types of dances.</p>	<p>Dance clubs to continue next year in the autumn term with a different genre. Children to deliver a performance for the school upon completion.</p>

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:
Meeting with local Manchester events organiser. School signed up with the Manchester PE Association to have access to all competitions and opportunities for children to take part in competitive sport. Children have been able to access a wide range of after school sports clubs and activities.	Identify staff to attend competitions with various year groups. Sign up for competitions through MPEA calendar of events. Children across the school have taken part in Dance, Football, Karate, La Cross club. MayPole Dance Workshop.	10,900 £599	Children have competed in a range of tournaments. Year 6 children competed in the MCFC Primary Stars tournament and KS2 girls competed in a football tournament at the local high school. The ARC also competed in a Commonwealth Games Legacy Inclusion Athletics at Sport City indoor track. Children engaged and learnt skills of different sports and applied these skills to compete in local competitions.	Competitions attended and links with schools that are created can help future competitions and events. Sign up for more competitions through MPEA. Encourage more intra/inter competitions during and outside of PE sessions. Children able to apply these skills across the curriculum.

Signed off by	
Head Teacher:	
Date:	July 2022
Subject Leader:	Leigh Wood & Ryan Young.

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Governor:	
Date:	