

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
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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"> • School Games Gold Awarded 5th year in a row and Claremont has been awarded runner up and winner of the Manchester PE and school sport award in the last 3 years. • Dynamic and sustainable sports Leadership programme of MUFC, sports Leaders and sports Ambassadors. 60 children trained and are active in delivering lunchtime activities, intra school competitions and sports days. • Active 60 minutes: All children active for 60 minutes a day, have access to an extensive range of opportunities throughout the day including timetabled 2 hours of PE a week, wide range of sports activities in school clubs including breakfast, afterschool, lunchtime and breaktimes. Additional initiatives have been used or are embodied within the whole school such as “The Daily Mile”, active green treat, Travel to Tokyo, sports day, intra and inter school competitions, National sports week, Change4life • Claremont an established CPD centre for High quality PE: 5 years in a row the SLE PE teacher runs the NQT course for MPETT and staff at Claremont demonstrate High Quality PE lessons for NQT’s across the City including for Claremont staff. Alongside this a programme of PE curriculum is offered for staff. During Covid this training still continued and was delivered online by our SLE PE specialist. Alongside this planning for home school learning was shared as an example of best practice with online training to support this. Anita Richardson (SLE PE Teacher) vis now vice chair of the Manchester PE Teacher Training board. 	<ul style="list-style-type: none"> • Swimming: due to children in year 4 missing over a term of swimming lessons, results are lower than National average and the current year 5 and 6 we have not been able to put into practice planned partnership work with Manchester Swimathon of children piloting holiday clubs. 2020 / 2021. We are working in partnership with Manchester Swimathon to pilot intense swimming instructors for year 4 and when possible with Covid restrictions allowing Buy holiday vouchers for targeted children who have not yet achieved the NC targets. • Mental Health and Wellbeing - Sports leadership programme to continue to evolve to include training and implementation of Health Champions. • Development of the use of the field to include markings to enable a more structured range of sports activities for both active plays and structured PE lessons and competition practices.

- Competitions 100 % of key stage 2 competed in at least 3 intra school competitions (school Games level 1) and the school entered 8 level 2 competitions. (this would have been a lot higher if Covid had not have happened.
- This girl can campaign successfully established and embedded into the school life in 3 years the percentage of girls regularly participating in lunchtime organised sports has risen from 20 % to 95 %
- The school games week / sports day still took place in school and virtually with all children having access to take part
- Change 4life programme ran for the 3rd year in a row with all of key stage 1 targeted children having weekly sessions and going to a school games change4life festival.
- Strong Partnership work with local sports clubs, healthy schools and the School sports partnership children enjoy growing and learning about healthy eating in the school garden. Additional coaching in football, cycling, dodgeball, athletics, dance cricket and multi skills supports a strong extra-curricular programme encouraging a growth of children attending community sports sessions.
- Home school PE learning used as a model of good practice by the Manchester PE Association.

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	82.5 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	82.5 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82.5 %
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?	Yes, for extra coaches for year 4 and if we can holiday vouchers for intensive lessons for targeted children

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: £21,210	Date Updated: Updated: 20.1.2021		
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: 23%
Intent	Implementation	Impact		
<p>1.To continue to ensure with Covid restrictions that all children are able to undertake a minimum of 30 minutes of physical activity a day in school. To see all children being active at breaktimes and lunchtimes and that they understand the importance of having active play and lunchtimes and them competing in a fun way to complete their miles for the Mile a day challenge.</p> <p>2. To learn and understand the qualities of how to be good sports leaders, Ambassadors and Health champions. Children to be able to be confident and competent at leading playtime activities, organise equipment safely and be a good sports role model to support more active children at lunch and play times.</p>	<p>1. To mark the field to support further opportunities for active 30 mins e.g. running track (Mile a day), rounders, football pitch, cricket. To organise and order enough coloured coded equipment that is plastic and can be wiped down. Staff to work in the active zones to support children with activities. Half termly sports assemblies through Zoom to award mile a day and other active initiatives</p> <p>2.SLE PE teacher to organise whole process of sports leaders, Sports Ambassadors and introduce new Health ambassador programme by implementing a selection process through application and then training. Ordering badges and uniform. This year rotas and training will be done via bubbles to maximise sports activity within bubbles and keeping them safe. Pupil voice will be carried out to</p>	<p>1.Field markings, MUFC, Little Sports Coaches, Equipment £1500</p> <p>2.Sports leadership / health champion badges badges Sports Ambassador uniform £400 SLE time £2000</p>	<p>1.Coaching helps support all children being active for at least 30 minutes a day. Pupil voice all pupils reported reported that they feel safe and being active helps children to stay on green behaviour All children said they feel healthier for being active Reporting and observations (reported Aut. term) This impact will be reported in spring and summer as well.</p> <p>2. Leaders being role models to peers and increased values shown. Pupil voice feedback Observation of lunchtime and comments from pupils. As a result of the leadership programme equipment is better looked after, more children able to do structured healthy activities findings reported pupil voice and learning walks (Aut</p>	

<p>3. That all children can build up their stamina and feel confident to join in a range of lunch and break time sport activities.</p>	<p>help ensure all pupils are enjoying the activities.</p> <p>3.To create a timetable to ensure all bubbles can safely still be active over break, lunch, mile a day and PE lessons. To organise resources for any children learning from home</p>	<p>3.Equipment for break and lunchtimes to enable breadth of activities in bubbles Approx. cost £1000</p>	<p>term). This will be evaluated spring and summer term.</p> <p>3. Learning walks and observations and pupil voice show that over 95% of children are active at lunch and break times and a range of covid safe activities are taking place. Staff all know their areas and PE lessons run smoothly. Lunchtimes and playtimes children are reporting through pupil voice that they feel active and safe.</p>	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 20%</p>
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Intent	Implementation	Impact	
<p>1. To support NC Swimming and any gaps in knowledge for the children not yet achieved NC expectations - Over 80% of children to be able to achieve NC swimming expectations.</p> <p>2. To target children in EYFS that need additional motor skills for PE to be able to achieve their EYFS goals</p>	<p>1. Liaise with Manchester swimathon to find ways to enable children to achieve NC swimming objectives including current year 4 to have a term of intensive swimming where they get 4 instructors instead of 2. Buy holiday swimming passes for identified children who have not achieved NC standards (when able to due to restrictions), hats and extra swimming costumes for spare kit.</p> <p>2. SLE to liaise with MCFC to book a coach once a week and to work with the EYFS lead to monitor and review</p>	<p>1. £2000 approx.</p> <p>2. £363 for coach</p>	<p>1.Reported in summer term</p> <p>2.Full impact reported in the summer term evidence so far (Dec 2020) that children are</p>

<p>so children can learn their basic FMS and understanding of the importance of doing exercise.</p> <p>3.To continue to ensure PE and sport has a high profile within the school and the community. All Children are enjoying and excited about PE. High numbers of children wanting to be sports leaders and health champions.</p>	<p>progress of children and impact of sessions.</p> <p>3.All classes taking part in the daily mile and virtual competitions/sports week, European sports day, phase group assemblies. Website, displays, newsletters updated regularly to show achievements in PE/school sport Termly pupil voice completed to audit this</p>	<p>3.Membership to afPE: £175 School games £950 MPETT £95 YST £210</p>	<p>developing their FMS skills stability (stopping and landing), object control with a large ball, rolling, throwing and catching, bouncing, dribbling and kicking and improvement in communicating what they are learning.</p> <p>3.Learning walks and pupil voice have shown all children are participating in whole school initiatives such as the mini mile, International sports day etc. Having a whole school approach and being active members of key organisations has been vitally important this year. With COVID restrictions, it is helping to support a quality home/school PE and physical activity programme and keeping the breadth of PE and school sport strong. Children have had more PE lessons this year with the recovery curriculum and with home school learning. Whole school sports initiatives and virtual competitions have enabled the children to be active. Pupil voice “I love taking part in lots of sports and competitions for myself and my bubble it makes me feel happy and healthy. (Dec 2020)</p>	
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<p>4. All PE lessons demonstrate pupils showing progression in lessons and developing their physical, social, thinking and healthy skills and have the confidence to participate in whole school initiatives around PE and school sport.</p> <p>All Children to know and understand their Success Criteria and key learning vocabulary for their key stage and what they need to do to improve their PE.</p>	<p>4. SLE to co-ordinate the SOW learning maps and key vocabulary in PE.</p> <p>Order new resources to support teacher knowledge in dance.</p>	<p>4.Dance resources</p> <p>SLE time with teachers</p> <p>Approx. £400</p>	<p>Zoom reward assemblies has heightened enthusiasm.</p> <p>The positive result of the on health and wellbeing from pupil voice and staff feedback will result in a continuation of this throughout the year. Ongoing monitoring and reporting of impact spring and summer 2021.</p> <p>4.Impact reported summer term</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				28%
Intent	Implementation		Impact	
1. Training of staff to develop the language and thinking skills through a whole school approach, so that all children can confidently talk about their learning in PE in respect to what they are doing well against the Success Criteria and how they can make improvements.	1.SLE PE teacher time to arrange a programme of curriculum support for staff and any INSET training needed To create a library of key words and have a display of key words and aims in each class To purchase a dance resource to support whole school approach of the use of key words and the language of dance	1.SLE time £4000	1.Key words / vocab displayed in halls and classrooms. Staff feeling more confident to deliver pe lessons understanding the Manchester SOW key words and Pupils using key words Staff and pupil voice, through learning walks and observation of teachers Ongoing monitoring from Aut 2020. This will also be reported in Spring and summer term.	
2. To mentor a member of staff as PE subject leader to up skills subject knowledge in their own year group first then across key stages, organisation and management of equipment.	2. SLE time with teacher for training Organise and promote CPD.	2.PE cards and resources SLE time £900	2.Impact Spring/Summer term 2021.	
3. Pupils showing high quality PE in demonstration lessons for NQT courses.	3.SLE time off to train staff, new PE lead and time to prepare and run PE courses for Manchester	3.£1000	3. Impact Spring term 2021.	

Key indicator 4: All pupils access a broader range of sports and activities.				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
1. All children experience a wide breadth of sports and activities and understand the importance of this for their physical development and progression.	1. Staff to follow breadth and balance of the PE curriculum and All pupils have access to new sports and equipment. Timetable to be created to allow for safe COVID restrictions but to maximise space for a variety of activities	1. Coaching £2100 Equipment £900	1. Observations show children are accessing a breadth of activities from gymnastics, dance, games, athletics and OAA both in PE and outside on the playground. They are confident to try new activities and are improving in their reflecting and evaluating skills across a range of activities. Pupil voice Dec 2020: All pupils asked felt the range of sports activities and equipment was excellent. This will be monitored and reported on at the end of both spring and summer term.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17 %
Intent	Implementation		Impact	
<p>1.All pupils to have access to high quality inter- and intra-school competitions despite the change in present circumstances around mixing of bubble through new virtual competitions.</p> <p>2.All pupils to participate in the intra competitions and show and develop the values of the school games. To develop their thinking skills in how they can improve their scores</p>	<p>1.Sign up to the school games competitions including any inclusion competitions Sign up for school games membership To engage with the school Games officers to forward pupils who have the top or most improved scores for the inter school competitions</p> <p>2.Order enough equipment and medals to run the competitions safely Organise and run competitions in a COVID secure way. Display the results on the school games notice board and through the newsletter and website. Organise achievement assemblies to announce the results Train the sports leaders to help run the intra school competitions so that children have more opportunities to take part, practice and improve.</p> <p>If competitions go back to normal transport to comps.</p>	<p>1.PE membership see above SLE time £1900</p> <p>2.Extra equipment for comps £500 Medals And trophies £500 for virtual competitions Transport £400 approx. depending on covid restrictions.</p>	<p>1.All children have participated in at least 3 intra and inter competitions. Children following the school games values. Pupil voice Dec2020 evidenced that children really enjoy these competitions and try to beat their personal best or working as a class team to try to win.</p> <p>2.Children improving scores on their intra school competition challenges. Children understand what is intra and inter school competition at key stage 2. Children following the school games values. Evidence through results all children's scores were inputted and calculated on the spreadsheet. Children celebrating their results and excited about where their class came or if they went on to represent the school in the school games School Games notice board updated every term with photos and results displayed on boards in the newsletter and website impact on pupils they reported feeling</p>	

			proud and seeing their results inspires them for the next competition to be the best they can (feedback Dec2020). Ongoing pupil voice.	
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