

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£21,190
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£21,190
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,190

## 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 2020.</p> <p>Please see note above</p>	28%
<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>	1%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	0 %
<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>	No because of Covid restrictions will be working in partnership with

Manchester swimathon to promote,  
purchase and advertise holiday school  
top up swimming

## 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 - 2022		Total fund allocated: £21,190		Date Updated: November 2021 <b>updated March 2022 Updated June 2022</b>	
<b>Key indicator 1: The engagement of all 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</b>					Percentage of total allocation: 21%
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>1.To provide a range of active break, lunchtime, afterschool and active initiatives like mile a day, active class breaks.</p> <p>It is our intent for all children to be active and improve their fundamental movement skills through a range of fun active challenges and increase their stamina and fitness after the impact of lockdown.</p> <p>We want children to take part in at least 30 minutes of exercise a day understand and understand the importance of being healthy and active for 30 mins a day and to lead healthy active lifestyles.</p> <p>We want all children to be able to safely play sports, collaborate, communicate and follow school games values / school vales (HEARTS) and Olympic and</p>	<p>1.Plan and develop the active break, lunch time and after school sports activities and provide a wide range of afterschool and lunchtime clubs</p> <p>Order a range of equipment for playtime, lunchtimes and after school clubs, organise them into coloured boxes for KS1 – year 4 and have sports leaders monitoring year</p> <p>Order new equipment to widen the breadth of activities e.g. archery and volleyball equipment.</p> <p>Use the assessment from the PE lessons and extra-curricular monitoring to identify children for change 4 life / motor skills groups to establish them in the spring / summer term once covid restrictions ease.</p>		<p>1.SLE time Coach for 32 weeks x 3 after school and 3 lunchtime</p> <p>£2880</p> <p>£1500</p> <p>SLE time</p> <p>£1000</p>	<p>1.In Autumn, Spring and Summer term there has been a wide breadth of after school sports clubs across all year groups. All the sports clubs have been full and had a range of children from gifted and talented, change4life, disability etc taking part. The range of clubs include: Dance, Gymnastics, , hockey, tennis, basketball football, multi -sports and dodgeball. The clubs have had the following impact on the children attending: Improvement in their fundamental movement skills, co-ordination, agility and balance. Children have shown improved fitness levels, skill development and team work at the competitions. The mini mile is imbedded in the school. Every Friday children compete for their class to get the</p>	

<p>Paralympic and school values.</p>		<p>greatest number of mini miles as a result stamina and fitness levels are improving for many children and they are keen to improve their number of mini miles completed in a week.</p> <p>Ordering a wide range of equipment for lunchtimes is helping children to take part in a variety of sports at lunchtime approx. 90% of children participate every day in break or lunchtime activities. They are learning how to improve their social skills playing co-operatively and communicating more effectively in team games, it is improving their behaviour and values and concentration when they come back to lessons and supporting their stamina and fitness this is evident when we attend the school games competitions the children have the stamina throughout the tournaments. Most importantly feedback from all children have said they really enjoy taking part in sports at lunch and breaktimes.</p> <p>Spring Term / Summer: After school clubs: we have established new clubs across the Key stages including archery, cricket / gardening, rounders, athletics and a range of activities in KS1 Multi sports all of which have been full.</p> <p>Fit Friday has started again and on average 90 % of children attending breakfast club choose to do the sports.</p>	
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			<p>By taking part in these activities' children are able to develop their FMS of travelling either in isolation or combination and their object control in a range of sports alongside improved stability skills. Children have been more confident at competitions to understand the rules of different games, tactics and strategies and showing excellent school games values.</p> <p>Change4life clubs have started and children from years 1,2,3 and 4 have had extra weekly sessions and attended sports festivals children are developing more control and co-ordination in their FMS skills and also talking about what they can eat to keep them healthy.</p>	
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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:  
16%

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?:
1.To provide as many opportunities as possible for children to experience the outdoors. It is our intent for all children to understand the physical and mental health benefits of physical activity through outdoor learning sessions and community holiday and after school clubs including swimming.	1.PE lead and EYFS teacher to attend the PD High quality course on the Outdoor learning and from the training purchase relevant equipment and plan and deliver inset for staff to support the delivery of the outdoor learning and the New EYFS framework	£500 equipment Course £200	1.Autumn and spring term: PE Lead and Rozy EYFS have attended 3 out of the 4 courses. The planning and assessment are now being implemented in the EYFS PD lessons. Summer term training will be planned for all EYFS staff to support this impact reported in July 2022.

<p>2.By providing a range of Outdoor Adventurous activities we want Children to be able to improve on their risk taking, decision making and understanding the community and world around them and opportunities that are available to them.</p>	<p>2.Plan and run OAA trip to Guild Head, and the local area</p>	<p>£1700</p>	<p>2. Aut term 60 children from Year 6 attended the Residential trip to Guild Head. During the Guild Head weekend children’s confidence, decision making, problem solving and team work improved.</p>	
<p>3.To increase the awareness of sports opportunities in the community and increase numbers going to clubs and top up swimming to improve their NC swimming attainments.</p>	<p>G @ T day Change4life and inclusion events</p>	<p>Medals and trophies £300</p>	<p>3. In September the whole school took part in a range of intra school competitions. Activities were linked to local club and competition opportunities’ in the community as a result some children now attend the powerhouse sports sessions and football in the community. Children displayed excellent school Games values and behaviour. Feedback from Hannah vecchione Manchester PE association who observed the sports leaders and children participating in the European sports day activities said how impressed she was with the leadership skills of the sports leaders quoting: “They had excellent organisational and communication skills and were confidently leading and scoring the events.”</p>	
	<p>3.Organise and structure Whole school initiatives such as European sports day, Commonwealth Games week, National sports week, Sports day including a range of intra school sports and physical activities and ordering medals and trophies and train sports leaders to help run the activities and competitions. Plan and run OAA trip to Guild Head, and to local local area e.g. parks,  To liaise with Manchester active and sports clubs to provide additional high quality coaching and sign post them to Holiday clubs including Purchasing Top up swimming</p>	<p>£800</p>	<p>Commonwealth Games and National Sports week / Sports Day to be reported in July 2022</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11%
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>It is our intent to increasing staff confidence and competence to deliver high quality PE lessons by using the PE premium to provide a wide range of CPD programmes and opportunities including:</p> <p>1..To provide CPD and time for the PE lead and a member of the EYFS team to support the knowledge and understanding of the New Early Years Framework for Physical Development for the Early Years staff. To then Share and provide insets for staff can review and adapt the curriculum design and feel confident delivering large and fine motor skills.</p> <p>2.Developing the assessment and resource materials so staff can support the improvement all four areas of children’s physical, social, healthy and thinking skills in a wide range of PE activities.</p>	<p>PE lead and a member of staff to attend Manchester PE association Early Years High quality PD course and then share materials and training in an inset to the rest of the EYFS team</p> <p>To order any equipment and resources to support the new EYFS curriculum for PD Dance and gymnastics focus for resources and schemes</p> <p>Prioritise NQT’s, new staff and staff changing year groups for Curriculum support sessions focusing on gymnastics in light of missed learning and training from lockdown restrictions NQT ‘s to attend high quality PE course</p> <p>Time to plan and develop the assessment grids. Share these and give training to staff.</p>	<p>£350 x 2</p> <p>£700</p> <p>£1380</p> <p>£330</p> <p>SLE time £3000</p> <p>SLE time £2000</p>	<p>1.6 members of staff have been supported by the PE SLE 2 of them have delivered high quality PE lessons for the Manchester PE Association hosted and delivered by Anita Richardson at Claremont Lessons showed children confidently using the language of PE and showing good or excellence Fundamental Movement skills, social and thinking skills. Children were very confident in showing the teachers from other schools their excellent behaviour: physical, social, thinking and healthy skills.</p> <p>2. The new Assessment materials staff have reported back they are confident using and supports pupil progress against the four key areas of PE. Children are clearer about what</p>	

			they are being assessed on and using the key words progressively	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
10%

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:
1.To increase the range of sports and activities in the EYFS to develop their gross and fine motor skills	EYFS: Purchase equipment for each child such as play dough for dough disco Tweezers and threading activities Gross motor bean bags, Write dance resources and books for each class Balance equipment Gardening Handball Order Play time equipment to allow for more activities for each key stage Football nets and targets for each key stage	£2000	Impact report in July 2022	
2.To provide leadership opportunities from sports leaders, Health and well-being Ambassadors to sports Ambassadors to help plan and run sports activities to create a	To write application forms for sports Leaders and Ambassadors To train sports leaders to support active play and lunchtimes and intra school competitions, sports	£100 badges	2. We have introduced new Health and Well-being Ambassadors in Year 4 spring term (Year 5 will be Summer term). The impact is now a greater range of activities are happening on the Year 4	

<p>wider range of sports activities taking place in all Key stages when Covid allows for the leaders to go into the KS1 and EYFS playgrounds</p>	<p>days and festivals. To organise pupil voice to help the SLE plan and deliver new activities such as hand ball. To order badges</p>		<p>playground from fun games to organised games such as rounders. The Health and well-being Ambassadors are showing great commitment, improved confidence and organisational skills in planning new games and activities and as a result a higher number of children are active in a wider range of activities at lunch and playtimes. Health and well-being ambassadors have started to go into KS1 and nursery playground to lead on a range of fun activities and games. The benefits to the year 1 children are more children taking part in their active minutes at lunchtime and children having more opportunities to practise their FMS and enjoying the older children working with them. The Health and well-being Ambassadors have grown in organisational skills, they confidently organise the children safely in a range of fun activities.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				42%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>This year we will be sustaining and increasing the number level 1 intra competitions and reintroducing again a wide range of the level 2 school games competitions after Covid Including targeting key groups such as inclusion and this girl can to increase participation in school games intra and inter school competitions and incorporate the theme Commonwealth games</p> <p>We want children to :</p> <ul style="list-style-type: none"> <li>Know and understand the importance and display the school games values in practice and at competitions and link to the Commonwealth Games values e.g. respect each other and the referee.</li> <li>To be able to work as part of a team</li> <li>To learn the importance of practice evidence by seeing high numbers attending practice.</li> <li>Build and develop their resilience and determination</li> <li>Developing the importance of managing their emotions and self-control</li> </ul>	<ul style="list-style-type: none"> <li>Sign up to the Membership to the Manchester PE Association.</li> <li>Every half term sign up to a wide range of competitions and festivals</li> <li>Organise a coach for practices for each competition either at lunch time or co-ordinate the timetable of after school clubs to support gifted and talented pupils as well as pupil premium and SEN pupils.</li> <li>Update the school games board displaying the school games values and use the language of the values in PE lessons and in practices</li> <li>Order mini buses for the competitions</li> </ul>	<p>Membership £900</p> <p>Coach £20 x 10 hours x 32 weeks £6400</p> <p>Mini bus approx. 20 comps £75 each = £1500</p>	<p>In the Autumn and spring term we have entered a wide breadth of school games level 2 competitions including: Tennis, basketball (intra and Inspire), Hockey (Inspire and excel, Dodgeball excel, Girls football (inspire and excel). Boys football year 5 and 6, Sports hall athletics excel, Netball (inspire) Commonwealth games disability athletics. In total 9 different sports and 5 of them inspire and excel. We also entered a new sport Netball. The impact of entering this wide range of competitions has resulted in high levels of excited around competitions from many children every day I get asked when is the next competition. We have also seen an increase in children displaying the school games values at competitions and back at school evidence receiving high school games values scores by other schools in the inspire competitions. The values of respect, excellence, determination and passion have also been more evident in PE lessons and in extra-curricular sports sessions. The competitions have also made a big impact on team work and commitment. We are regularly</p>	

<ul style="list-style-type: none"> <li>• For all children to engage and develop and their competencies in a range of competitions from intra to inter school competitions.</li> <li>• Compete with excellence and pride showing good team work.</li> <li>• Pupils to show</li> </ul>	<ul style="list-style-type: none"> <li>• Organise a broad range of intra and inter school competitions throughout the school year including to celebrate and educate pupils on competitions like the Commonwealth Games</li> <li>• Buy a team kit</li> </ul>		<p>getting over 40 children attending practices either after school or at lunchtime.</p> <p>Children have been successfully transferring their skills and enjoyment over a range of sports for example Zaki Y5 "Netball is better than football and I have learnt how to not be a sore loser, Abdi Y5 winning the determination school games award netball.</p> <p>We have also organised 4 intra school games competitions including: football, dodgeball, athletics and tennis with the sports leaders and health and well-being Ambassadors helping to organise and run these.</p> <p>The intra school competition are impacting on improved team workout-operation, health and fitness levels and developing their decision-making skills.</p> <p>The summer term we took part in a range of inclusive and main stream school games competitions including tri golf and disability tri golf, change4 life, athletics and cricket. The girls team reached the school games city wide finals and, in the cricket, we reached the semi-finals missing out on the finals by 1 point.</p> <p>Every child took part in a range of intra school commonwealth games competitions including archery, football and athletics</p> <p>Pupils know are more confident at playing by the rules in a range of games and increasing their knowledge of tactics to improve their game even when they have lost a game they have gone on to reflect and score more</p>	
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			<p>points in the next game e.g. at hockey each game they scored more goals and just missed out on the play offs. They are displaying many school games values including compassion, respect fairness and tolerance to their team and the other players this is evident in the scores we get for the school games values from other schools we have come 1<sup>st</sup> and 2<sup>nd</sup> in a few competitions.</p> <p>Children are now understanding the link between healthy eating and sports by bringing in healthy snacks and water to competitions.</p> <p>By designating captains, we have seen excellent leadership skills each captain giving a team talk on positivity and tactics.</p> <p>Along side this we have also organised intra school Commonwealth Games competitions: football, archery, volleyball and athletics for KS2 pupils. The children are excited to be part of a Commonwealth Games team and are talking enthusiastically about the competitions. We have seen a big improvement in the school Games Values in Year 5 especially building teamwork and respect.</p>	
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Signed off by	
Head Teacher:	A. Conboy
Date:	22/6/22
Subject Leader:	A. Richardson

Created by:



Supported by:



Date:	22/6/22
Governor:	J. Lovecy
Date:	22/6/22