

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.



Created by:  association for Physical Education  YOUTH SPORT TRUST

Supported by:  SPORT ENGLAND  Active Partnerships
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Please visit [gov.uk](https://www.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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).

 association for Physical Education  YOUTH SPORT TRUST

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> 1) Planning and assessment constantly developing and improving. 2) Range of after school clubs taking place for children from Nursery – Y6. 3) More children are taking part in a wide range of Level 2 school competitions and have accessed Level 3 competitions. 4) More children accessing competitive sport within the cluster. 5) More staff being trained. Using PE leader, the FA, Manchester United Foundation and Manchester City in the Community. 6) School Games Gold Kitemark achieved. 7) Consistently achieving over 95% of year 6 children leaving with 25m unaided swimming. 8) Sports captains established for each year group. 9) After school sports clubs are set up for the foundation stage. 10) Bike provision for all year groups, from balance bikes to pedal bikes. 11) Children accessing P.E sessions online and submitting P.E videos. 12) Extra support at playtimes and lunchtimes to enable children to play organised sport. 13) All children in Foundation Stage are able to ride a balance bike and some moved onto pedal bikes. 	<ul style="list-style-type: none"> 1) Expanding and extending after school club sport provision for Foundation Stage. 2) Further training for sports leaders and House Captains - linking to School Games Values 3) Developing more links with outside sports clubs and increasing the number of children attending these clubs. 4) Team teaching with staff to develop skills. Started this year, although disrupted due to Covid 19. 5) After School clubs targeting children identified as needing further support or being under active following lockdown. 6) Sports teams and competition

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO *

Delete as applicable

Total amount carried forward from 2019/2020	£0
+ Total amount for this academic year 2020/2021	£19,460
= Total to be spent by 31st July 2021	£19,460

<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 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 2021.</p> <p>Please see note above.</p>	97%
<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>	44%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	85%
<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>	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: 2021/2022		Total fund allocated: £19,460		Date Updated: 20/06/2021	
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:
					%
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:
All children take part in a week of P.E,with P.E specialist, in a four week cycle. Other three weeks delivered by class teachers, from specialist teachers planning, extending the skills taught in the P.E week	Continue to provide high quality, high energy P.E lessons for all children during P.E week. Lessons for class teachers planned following the focus week, to focus on and extend learning from that week.		£8000	Children are fully engaged and taking part in high quality P.E lessons each week. Gaps are being covered in follow up sessions.	Class teachers continue to attend P.E sessions to upskill and develop P.E knowledge and strategies.
Equipment to encourage active lunchtimes.	Year groups have individual equipment to be used over playtimes and lunchtimes. including badminton nets, footballs, tennis bats and balls and skipping ropes to encourage sport and children to be active.		£500	Children are active during playtimes and lunchtimes and have enough equipment to use.	Classes continue to use allocated equipment, in playtime boxes.
Supported sport during playtime and lunchtime.	Specialist P.E teacher out each day to support and extend sport, to extend learning and to embed skills		£4000	Children having further	Continue to scaffold an area of

<p>All children are given daily P.E tasks, during lockdown, through Class Dojo, Seesaw and Google Classroom. Equipment deliveries were made to houses who struggled to access it.</p> <p>Extra TA employed over break times and lunchtimes to support SEND children accessing active playtimes and sport.</p>	<p>from P.E.</p> <p>All children had a weekly task that involved a daily response in the form of Videos, photos and written work. P.E equipment delivered to families that struggled to provide. Families were identified and appropriate equipment was delivered to keep children active.</p> <p>Children accessing sport in a small group, supported by TA. Skills and games from P.E practised to reinforce learning and development.</p>	<p>£300</p> <p>£2000</p>	<p>opportunities to incorporate skills learnt during P.E, into active playtimes.</p> <p>Children were all able to engage with P.E during lockdown and had appropriate equipment.</p> <p>Children are able to consolidate learning from P.E and can explore games in small groups, reinforcing learning.</p>	<p>playtime/ lunchtime for support sport.</p> <p>Continue to provide tasks on Seesaw for children to engage with, to keep active at home.</p> <p>Continue to reinforce learning and allow children to develop learning through play times and lunch times.</p>
<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:</p> <p style="text-align: center;">%</p>
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>Childrens sporting achievements celebrated with school community, inside and outside of school.</p>	<p>Children to receive certificates in school assembly or in front of class. They are able to bring in medals, certificates and trophies from outside clubs to share in the same way. This will be shared with parents via school portal, class dojo.</p>	<p>£200</p>	<p>Children empowered to bring in achievements from home. This has encouraged other children to join outside clubs, as they have seen what their peers have achieved. Parents having discussions with me about children's achievements and engaging more with myself about P.E</p>	<p>Continue to share on school portal and parents to be individually informed via school text message.</p>

Children's home learning and engagement recognised and praised	Children received rewards for engagement with P.E tasks during lockdown. Certificates and prizes awarded and delivered to houses.	£200	and sport. As the weeks progressed, more children were empowered to complete P.E tasks and to submit videos and photos. Confidence improved and seeing the deliveries and photos of children being praised had a positive impact on children.	Continue to have stars of the week and to upload on Seesaw to inform parents / staff/ children of achievements.
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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:
Membership to Physical Education Staff Training Support programme.	PE Specialist teacher attending regular training throughout the school year. This enables constant development of P.E teacher's knowledge and skills. This is embedded into P.E lessons and transferred to class teachers.	£595	P.E teacher is constantly upskilled and ensures progression in P.E lessons. Constant development and training allows new ideas and concepts to be delivered to children and children enjoy taking part in a range of different activities.	P.E teacher to continue with CPD, for sustained development as a whole school.
Specialist P.E teacher upskilling staff.	Class teachers/ TA's observing P.E and then delivering subsequent lessons is allowing staff to upskill in the subject.	£1000	Teachers are more confident and have a wide range of ideas and strategies to	Teachers continue to observe and

			use when delivering P.E lessons. Skills are improved from observing lessons and delivering lesson plans provided by specialist teacher.	lead sessions, building onto adapting planning, if necessary.
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:
Additional achievements: FS, KS1 and KS2 range of skills/ sports delivered through P.E lessons.	Specialist teacher plans the curriculum, ensuring children receive a wide range of skills and sports. Linking skills through different sports and enhancing learning.		Children experiencing different aspects of P.E and linking skills through different sports. Skills improve, as repetition is happening through lessons, in different contexts.	Curriculum to keep developing, adding new sports, to keep experiences broad and children to access areas of P.E they may not have been involved in.
A range of sports delivered through P.E sessions and online learning. New equipment purchased to allow class teachers and P.E specialists P.E delivery to happen at the same time, without being restricted due to lack of equipment.	New sports equipment purchased to ensure children have high quality P.E lessons. Extra equipment purchased to ensure that KS1 and KS2 teachers have enough equipment to deliver P. E sessions at the same time.	£752	Children are able to have high quality sessions, with high quality equipment. Three classes can take part in P.E at the same time, eradicating resource barriers.	P.E lessons can be delivered, using new equipment, at any point during the school day. Eliminating timetable clashes.
Targeting SEND, EAL, Pupil Premium	Equipment purchased to deliver		Children having a positive mindset	Children to continue accessing

<p>children to ensure inclusion and P.E experiences to all. Sensory circuit and fundamental activity sessions being delivered throughout the day. Children from target groups, as well as those children identified as struggling with their mental health and being inactive during and following lockdown.</p>	<p>these sessions effectively in the school hall.</p>	<p>£420</p>	<p>and enjoying the sessions. Engagement is extremely high and participation levels have improved drastically.</p>	<p>these sessions, allowing them to engage and participate in a positive way.</p>
<p>British cycling sessions delivered to all children. Increase number of children in school who can competently ride a balance bike or pedal bike.</p>	<p>Bike sessions delivered every Friday by a cycling coach from British Cycling to children who have their P.E week. Sessions take part in groups of 15 and they focus on balance and co-ordination, as well as children progressing to use brakes and pedals, as well as using gears correctly.</p>	<p>£200</p>	<p>Number of children able to balance and ride bikes has drastically improved this year. Confidence and enthusiasm throughout the school is clearly shown.</p>	<p>British cycling sessions to take place next academic year. Visits to the velodrome and Debdale are in progress.</p>
<p>All children in Foundation Stage have access to and experience of riding balance bikes.</p>	<p>30 balance bikes and 30 helmets purchased for Foundation Stage to use, during curriculum time, playtimes and lunchtimes, as well as during cycling sessions.</p>	<p>£561</p>	<p>Children are able to practise skills taught in bike sessions and to consolidate learning.</p>	<p>Balance bikes to be accessible to Foundation Stage in the upcoming academic year.</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:
Ensure School Games competition entries and participation levels are high across both key stages.	School to be part of the School Games programme and to run Level 1 (inter school) competitions, within class bubbles. Specialist P.E teacher to organise friendly matches and tournaments with children during P.E lessons, to ensure they are taking part in competitive sport.	£1120	Children are able to link the skills from P.E lessons into competitive games. Having a week of P.E allows them to focus on skills throughout the week and put them into practise against their peers at the end of the week.	Similar structures to take place next academic year, branching out to other year groups, when COVID restrictions allow.
Working with clubs in the local community, in a range of sports, including Manchester United Foundation and Manchester City Academy.	Working alongside a range of clubs and having them come into school and lead sessions encourages children to take an interest in that sport.		Children accessing sessions delivered by specialised coaches, providing them with extra opportunities.	Children to continue working with outside agencies, extending to accessing tournaments next academic year.
Sports day celebration of talents and skills. In class bubbles, children will take part in a competitive sports day against their peers.	Children will take part in competitive races and activities against their peers, in class bubbles. Achievements will be celebrated with certificates and medals/ trophies to end the year.	£100	Children are able to finish the academic year with a competitive ending and be rewarded for their hard work, during school P.E as well as P.E during online learning.	Sports days to be celebrated across the school.

Signed off by	
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Date:	8.11.21
Subject Leader:	Catherine Thompson
Date:	8.11.21
Governor:	Abdigaffar Muse
Date:	8.11.21