

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by

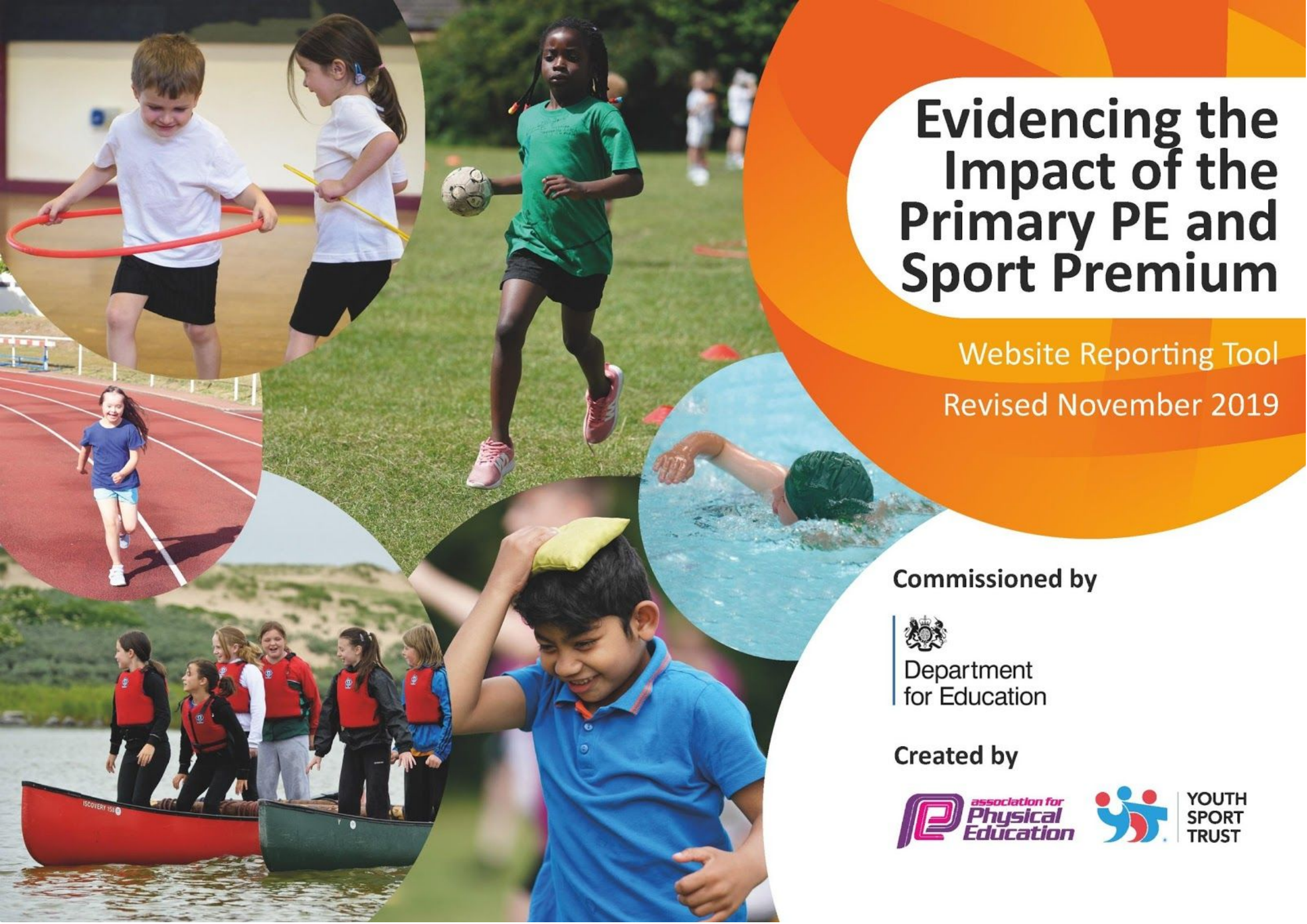


Department  
for Education

Created by



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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](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 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 **31<sup>st</sup> July 2020** 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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>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 myself, 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 set up for foundation stage .</p>	<p>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.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  <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>	97%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	85%

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?	No
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## 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.

<b>Academic Year:</b> 2019/2020	<b>Total fund allocated:</b> £19,620	<b>Date Updated:</b> July 2020		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 taking part in high intensity P.E lessons, at least once a week, with specialist P.E teacher.  Continuation and development of after school clubs as well as using local facilities ( Deans Trust Ardwick) and their P.E staff at least once a week for at least two different classes.	Continue to provide children with at least one high quality/ high intensity P.E session a week with specialist P.E teacher. Aim for second session with sports coach.  School provides eight after school clubs a week to children ranging from Nursery to Y6. Breakfast club continuing to use Go Noodle and have an allocated staff member to facilitate. Play times and Lunchtimes encouraging physical activity and sport using Smooga and astro.	£3920	Children fully engaged in P.E and taking part in full P.E session. All children having at least one P.E session a week. Sports coaches delivering second sessions for classes.  Children’s skills improving and results in Level 2 competitions improving year by year.  Staff skills improving as they run after school clubs. More staff involved with running after school clubs. Using existing staff and sports coaches to upskill other staff members.	Staff training increasing. Keep filtering through staff in the school and using school staff, as well as outside agencies, to provide extra P.E and after school clubs.  Continue to run number of clubs per week. Encourage upskilled staff to run/ support new or existing after school clubs. Keep records of number of children attending and particular groups (girls, pupil premium, G+T, SEND). Increasing numbers of children attending clubs.

<p>Encouraging more physical activity into lessons and throughout the school</p> <p>Equipment to encourage active playtimes and lunchtimes</p>	<p>Forest school sessions implemented into the curriculum and more classes using the outdoor spaces during lesson time. Gardening club introduced at lunchtimes. Displays to be put up about healthy eating and promoting a healthy body and mind.</p> <p>Year groups have allocated equipment to use at playtimes and lunchtimes, including badminton nets, footballs, tennis bats and balls and skipping ropes to encourage sport and children to be active.</p>	<p>£700</p>	<p>Children exploring more of the outdoor spaces and enjoying physical activity. Children showing games and activities done throughout lessons at playtimes and lunchtimes. More children becoming active during gardening club. Different children attending every day.</p> <p>Children aware of the equipment available and which games they can play to keep active.</p>	<p>Continue to empower staff to be more active during lessons and provide activities and ideas link to topics that are being taught. Forest school will still be running during school time and after school, gardening club still taking place at lunchtimes. Allocate a day per year group for equal split.</p> <p>Allocate House captains to ensure equipment is looked after within year groups.</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:

%

Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<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>Whole school approach to swimming</p>	<p>Children who did not achieve 25m swimming, to attend with current Year 4 classes, until 25m unaided swimming is achieved.</p>	<p>£1000</p>	<p>Children more confident at swimming and able to meet the NC requirement of 25m unaided swimming.</p>	<p>Continue to do so each year. Up to 3 children can go with each year 4 class. As children gain their 25m, they can stop attending and swap with others, if needed.</p>
<p>School games values and Rights of a child promoted through PE.</p>	<p>BLP, school games values and the rights of a child are embedded through all P.E sessions. House point system and house captains have been embedded, using class dojo, winning house team has extra astro turf slot on a Friday.</p> <p>House captains to take a leading role in encouraging values and rights with their team.</p>		<p>More children able to take more of a leadership role. Encouragement seen throughout. Impact of house points has shown an increase in involvement from children, as they can be successful in a range of ways to earn house points – not based on ability.</p>	<p>New children given opportunities to be house captains next year, to give them a chance to improve leadership skills.</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>£1300</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 and sport.</p>	<p>Continue to share on school portal and parents to be individually informed via school text message.</p>
<p>Membership with Active Schools Plus and extra coaching after school club for</p>	<p>Children across the whole school</p>		<p>More children attending clubs in KS1 and all children have improved</p>	<p>Staff to liaise at clubs with specialist P.E teacher and sports coach with a view to run extra</p>



KS1 children. To improve children's skills and improve experience of competitive sport.	attending competitive competitions against other schools. Skills improved during after school club for KS1.		confidence in competing against other children.	clubs next year.
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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:
Continue to develop CPD for staff, ensuring they are confident and competent at teaching P.E. Ensuring that they are also using P.E equipment effectively and safely.	<p>Ensuring teachers are going out with specialist P.E teacher to up-skill. FS staff taking after school clubs for their children, focusing on skills identified by specialist PE teacher. Focus on new teachers and teachers who are not confident in teaching P.E. Staff meetings on P.E.</p> <p>P.E specialist to continue working with Manchester University and to lead P.E training session to PGCE students.</p> <p>P.E equipment to be well stocked to ensure high quality equipment for children's P.E lessons. Enough for two classes to do P.E at the same time, so there are no restrictions on lessons.</p>	<p>£4580</p> <p>£4000</p>	<p>FS children experiencing extra curricular P.E in after school clubs. Focus on agility, balance and coordination and fundamental movement skills.</p> <p>Delivering training to 130 PGCE trainees, improving skills. When trainees are on placement, upskilling and observing students to increase skills and quality of P.E sessions for trainees and students.</p> <p>P.E specialist , class teachers and sports coaches have enough equipment so children are not limited to equipment they can use and this does not prohibit learning and progress. Children and staff all progressing in terms of upskilling and developing children's learning.</p>	<p>Staff continue to lead after school clubs. Focus on coordination and use of balance bikes to improve gross motor skills.</p> <p>Specialist P.E teacher to deliver this for the 2020/2021 academic year.</p> <p>More stock to be purchased next year, to replace equipment that is not of a high quality or that may have been broken/ lost.</p>

Upskilling specialist P.E teacher	Specialist P.E teacher liaising with cluster schools, as well as attending CPD courses to continue development and to gain new ideas.		New ideas and concepts streamed to class teachers and ideas used during P.E lessons, ensuring high quality lessons for children.	Continue to attend CPD next year, to keep upto date.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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 to plan the curriculum, ensuring children receive a wide range of skills and sports. Linking skills through different sports and enhancing learning.	£2000	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.
After school clubs changing each half term to provide wide range of activities.	After school clubs change every half term, especially in KS1, to keep opportunities changing and targeting more children, as covering all of their interests.		Confidence and engagement of children improving. Numbers of children attending clubs is rising.	Keep rotation of clubs next academic year. Staff training on new sports such as NFL, dance, handball, to enable these to be delivered in clubs.

<p>Targeting SEND, EAL, Pupil Premium children to ensure inclusion and experience to all children.</p> <p>Increasing parental involvement in school sport.</p>	<p>Children targeted to provide opportunities for all children. To improve participation and confidence.</p> <p>Parents informed about all competitions/ tournaments and invited to support children. Sports and local clubs highlighted to parents, to encourage them to take children outside of school. School portal (class dojo) just to inform parents about upcoming after school clubs and tournaments, as well as results, to improve engagement.</p>		<p>Children engaged and confidence increased in P.E lessons as a result of the clubs. Competitive sport accessed and enjoyed by children,</p> <p>Parents communicating with myself more regarding clubs and tournaments. Children attending clubs signposted by myself.</p>	<p>Ensure continued integration and children identified next year to join clubs and provide these extra opportunities.</p> <p>Continue to use the school social media to encourage parental involvement and specialist P.E teacher to signpost more parents to take children to clubs.</p>
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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. Entering children in local tournaments.	School to be part of School Games programme and to enter all tournaments. Specialist P.E teacher to attend organise/ run friendly matches and tournaments with children, with cluster schools from the cluster hub group that she has developed.	£1120	Children are extremely interested in competing and two teams are being taken, when possible. Local tournaments have seen us taking 5 football teams.  Children exceeding in Level 2 tournaments and gaining a place in the Level 3 hockey tournament again for this year.  Staff attending tournaments are more skilled and informed about the sport, meaning that they are able to encourage and aid children in how to improve.	Ensure P.E lessons continue to be linked to Schools Games calendar, Allowing children to have experience of sport in P.E before tournaments take place.  Ensure all tournaments are being entered and SEND children are being entered into tailored tournaments and matches.
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. To link up with local sports coaches, such as Astar coaching, to take part in their		Children provided with specialised coaching in areas of P.E and entering football tournaments with MCFC and MUFC, where they will be subjected to high quality opposition.	Tournaments attended next year and MU Foundation and City in the Community accessed for free tournaments and sessions.

<p>All children to compete to School Games Level 1 during school and target a wide range of Y1-Y6 pupils competing in Level 2/3 competitions.</p>	<p>tournaments, giving children chances to compete against local schools.</p> <p>Continue to offer Level 2 opportunities for Y1-Y6 children and Level 1 competitions for all children.</p> <p>Aim to attend Greater Manchester Schools Games Level 3 competition (Reginal Finals) in at least one sport. Hockey main.</p>		<p>Children are more confident and build relationships with children from other schools. Skills improving and providing children with more opportunities to develop.</p>	<p>Continue to provide next academic year. Focusing on competition (personal and against other teams) in PE lessons, after school clubs and tournaments.</p>
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Signed off by	
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Date:	20.10.20
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