

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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. 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 2021/22 | £0 |
| Total amount allocated for 2022/23 | £19,610 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0 |
| Total amount allocated for 2022/23 | £19,990 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £19,990 |

Swimming Data

Please report on your Swimming Data below.

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| <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>As part of our wider curriculum offer, pupils learn about water safety and how to keep safe near bodies of water.</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 2022.</p> <p>Please see note above</p> | <p>Current year 6 swimming at a distance of at least 25m = 72%</p> <p>Current year 4 swim 25m = 0%</p> |
| <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> | <p>Current year 6 performing a range of recognisable strokes = 30%</p> <p>Current year 4 perform a range of recognised strokes = 0%</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>Current year 6 perform a safe rescue =</p> |

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| | 43% |
| 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/ 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: 2022/23 | Total fund allocated: | Date Updated: | | |
|--|---|-----------------------------|--|---|
| <p>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</p> | | | Percentage of total allocation: 73% | |
| 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>Ensure that all pupils are active for at least 30mins per day during planned lunchtime sessions/on the MUGA.</p> <p>Ensure that teaching of PE is of a high standard – All pupils to access weekly PE sessions Fundamental movement skills to be made clear through focussed activities, as outlined within the curriculum.</p> <p>To develop pupil voice activities. Sport Leaders inform decision making/provides leadership opportunities.</p> <p>Maintain involvement and participation in local events and make key contacts within the local community to further enhance the curriculum offer. (Manchester PE Association)</p> | <p>CPD for all lunchtime staff - how to effectively promote physical activity throughout the lunch time period, including the purchase of relevant P.E equipment.</p> <p>Effective use of Sports Leaders.</p> <p>Specialist (Dream Big Sports) coaches will support staff in providing access to physical and sporting activities during the lunchtime sessions.</p> <p>Mentoring for teachers by specialist (Dream Big Sports) to ensure high quality teaching.</p> <p>Manchester PE Association membership.</p> <p>Regular meetings scheduled for Sports Council to discuss issues and promote pupil voice.</p> | <p>£10,000</p> <p>£1500</p> | <p>Improved range of physical and sporting activities available for the children during lunchtimes.</p> <p>Staff training has supported the lunchtime staff in developing an understanding of the importance of physical activity.</p> <p>Y6 children were trained as play leads to further support physical activity at play times.</p> <p>All children have accessed PE sessions and after school clubs led by a specialist coach</p> <p>Participated in inter trust events e.g. girls and boys football tournaments.</p> <p>The decision was made to dissolve the Sports Council and give responsibility to 'play makers' trained by Dream Big. They have meetings with PE Led to</p> | <p>Provide Sports council with more opportunities to actively promote physical activities during lunch and break times.</p> <p>Introduce playground zoning to give children clear understanding on what they are doing where.</p> <p>Plan further improvements to the resourcing and sports on offer during the lunchtime period using pupil voice and feedback.</p> <p>Continued CPD and mentoring through Dream Big Sports.</p> |

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| To participate in local sporting initiatives. Children are well equipped for physical activity, in line with H&S. | Purchase of PE kit for all children | £3000 | highlight any equipment needed/areas to focus on for whole school. Brand new PE kits have been provided for every year group. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 45% |
| 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: |
| Active missions provided across the school to further promote physical activity. | Walk to school week events planned. Step count competitions between classes/year groups. | £5,000 | Active missions improving pupils wellbeing, social and emotional needs as well as overall fitness | Plan intra school events, 1 per half term to keep profile of PESSPA of high priority. |
| Intra school events/events with parents to raise profile of PESSPA within school. | Continued work with specialist (Dream Big Sports) | £1000 | Both girls and boys football tournaments held across the trust. PE Lead has been involved in the writing of curriculum for the trust | Continued CPD for staff to ensure they feel equipped to deliver and promote. |
| PE coach to work alongside teachers in planning and delivering the PE curriculum | Researching external PESSPA opportunities. | | Matches with schools outside of the trust have been arranged. | Missions to take place during lunch time where possible with character leads. |
| Enrichment sports mapped out across the year. E.g. Missions, Yoga, Multi-skills. | Sports Clubs coordinated throughout the year | £3000 | 3 successful sport days held across the school with parent involvement. | |
| P.E Lead & Coaches to co-ordinate sports across local community. | Friendly competitions planned to take place. Parental involvement e.g. parent child events. High quality extra-curricular provision implemented. | | More opportunities for enrichment e.g. yoga after school club, dream big sports clubs from Nursery to Y6. | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|---|--|---|
| | | | | 61% |
| 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>PE is accessible for all and is instrumental in supporting mental health and wellbeing alongside the extended WOW curriculum offer.</p> <p>Teachers to effectively assess progress Children access good quality sports coaching.</p> <p>Exposure to good practice.</p> <p>Teachers receive high quality CPD (Mentoring with DBS) to enable them to build confidence and skills to deliver high quality physical education lessons.</p> | <p>Specialist coach to deliver PE sessions daily alongside lunchtime and afterschool activities.</p> <p>Complete PE subscription supports staff in developing their subject knowledge.</p> <p>PE Lead to deliver CPD sessions – curriculum content, how does knowledge and skills in PE develop/progress?</p> <p>Mentoring programme with specialist (Dream Big Sports).</p> <p>Medium term plans developed to break down planning and make it easy to follow.</p> | <p>As above (£5000)</p> <p>As above (£1500)</p> <p>£600</p> <p>As above (£5000)</p> | <p>Staff have been supported by a trained coach who demonstrates good practice in delivering high quality PE lessons</p> <p>Staff are developing confidence in their knowledge of the curriculum and the delivery of PE sessions.</p> <p>Children enjoy accessing PE sessions and are making further progress in the development of fundamental skills.</p> <p>All year groups have received mentoring from Dream Big Sports providing them with confident to deliver.</p> | <p>Ensure medium term plans are accessible to staff.</p> <p>Staff to work alongside specialist coaches in team teaching (CPD)</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 25% |
|---|---|--------------------|--|--|
| 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>Extra-curricular clubs - Source external providers/local providers to provide extracurricular sporting opportunities and highlight provision available within the local community.</p> <p>Utilise Manchester Schools PE Association by booking range of events.</p> <p>Sports clubs and competitions with DBS.</p> | <p>Specialist coaches to deliver a specific lunchtime sports clubs.</p> <p>Links to be made within the local community to further promote a range of sports and activities e.g. Taekwondo, Cricket, athletics Pupils and families to be aware of sporting opportunities available within the local community promoting physical health and wellbeing.</p> <p>Heighten profile and expose pupils to variety of sports through visitors, trips, assemblies, Manchester PE association etc (Taekwondo, Cricket, basketball, swimming)</p> <p>Sports council/play leaders promoted participation in activities during break/lunchtimes.</p> <p>Bring awareness to local, national, international sporting events, how can we support in school?</p> | As above (£5000) | <p>Extracurricular clubs delivered by specialist coach have been offered to all year groups throughout the year</p> <p>Partnership with Bikeability and MCRactive swimming</p> <p>DBS have organised friendly matches between local schools</p> <p>Lunch time organisers ran world cup themed football tournament during lunchtimes with KS2</p> | <p>Further develop enrichment offer. Continue to become more involved in the community, making pupils and families aware of provision/facilities available.</p> <p>Continue to bring awareness to sporting events around the world e.g. world cup, Olympics, commonwealth games etc.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|---|--|---|
| | | | | 18% |
| 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: |
| Children have access to a comprehensive and regular programme of competition enabling them to compete against other schools. Children to feel part of a team and feel sense of pride and drive to win. | Children to take part in sporting competitions through the Manchester PE Association, as well as competing with Trust schools and other schools within the local area. Children to take part in sports at Regional events venue Children to take part in intra school events. Clear calendar of events set out each term. | As above (£1500) £2000 | Trust competitions organised and successfully completed. Sports days from Nursery to Y6 organised and successfully completed. | Develop further opportunities for children to take part in competitive sporting events Increased provision for those with higher level talent. Clubs to facilitate training for competitions. |

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| Signed off by | |
| Head Teacher: | Debbie Frater |
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| Subject Leader: | Ashna Patel |
| Date: | Sept 22 |
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| Date: | Sept 22 |