

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 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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£8719
Total amount allocated for 2020/21	£21310
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4940
Total amount allocated for 2021/22	£21318
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21318

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>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>Through outside agency, Arcadia Leisure Centre, Manchester children are taught to swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively and perform safe self-rescue.</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>	55%
<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>	20%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	47%
<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>	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: 2021/22		Total fund allocated: £21310		Date Updated: 12.07.21 BM	
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:	
Increased amount of free after school clubs to allow for further engagement.	5 after-school clubs made available across the school. Each half term having a different sport.	% of DDSM coaching	Attendance has increased across the clubs. Children across KS2 attending clubs.	Girls only clubs introduced to increase participation.	
To provide further physical activity within the school day on top of PE lessons.	GetSet4PE provides extra opportunities for physical activity within the classroom for brain breaks, wet play, wet PE.	n/a	Children have used any opportunity to use GetSet4PE for activities.	Continued use of GetSet4PE	
Each class provided with 2 PE slots per week and are used	PE timetable devised and disseminated. Lesson observations/learning walks and rota checks carried out.	n/a			
To continue to develop break times, with a further range of physical activities on offer.	Kingsway Sports Coaches delivering 2 hours of lessons and physical activity every day during lunchtimes.	% of DDSM coaching	Increased engagement with sports and activities within lunchtimes. New experiences of new sports.	Continue with this approach next year.	
Weekly exercise club for the morning.	Increase activity within the school day provided by a teacher (BM). Different activity each week. New year group or groups each half term.	n/a	Workouts have been difficult to achieve due to constraints on the timetable.	Look to achieve.	
Daily 5	Introduce a daily 5-minute workout for children. Each day or week a new exercise or routine to be introduced to children that they can use at home or in	n/a	Workouts have been difficult to achieve due to constraints on the timetable.	Look to achieve.	

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school.				
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	
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:
To hold an annual high profile Sports Day/Week	Traditional annual Sports Day held with activities - differentiated across key stages	£200 sports day resources and rewards	Another huge success. Every child was able to participate in an event. Parents attended.	Continue next year.
To raise profile of sporting events and participation in these	Enter the children into regular tournament against other schools in the area. Allow children to access a variety of sports activities.	n/a	At least 2 tournaments entered each month. A range of sports entered.	Continue next year. Enter new sports for children to experience.
To develop cross curricular links to develop fitness and education – science and PSHCE	To continue to promote to ensure strong parental engagement – to watch (Covid dependant) To hold termly interclass competitions Reintroduce Sports Council and Sports Leaders To continue to liaise with SEND team to ensure all children can participate.	n/a	Workshops provided during and after school on a Monday. Parents attended Sports Day. Interclass competitions taken place during the summer term. Sports Council introduced and children to continue from year 5 to year 6.	More opportunities for parents to be involved. Interclass competitions to take place in Autumn and Spring. Sports council to lead on competitions and playground.
Visual celebration of Sport in the school	Update the Sports photos around school focussing on girl/ethnic/SEND participation created on the boards in the gym hall.	n/a	Gym hall has been updated with pictures and gym display.	PE displays across the school and in classrooms.
Children to recognise PE as a core subject	Develop an assessment tool through GetSet4PE which easy to follow and doesn't add workload to teachers.	n/a	Teacher's trialled formative assessment through their lessons, using knowledge organisers.	Need to develop a tool that is manageable for staff by taking workload into account

Improve break and lunch provision	Train TAs to play certain activities and work with the coaches to run activities.			
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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:
To keep up to date with current PE practices.	Continue to attend cluster meetings/subject leader meetings Share training with PE team and Head teacher Information disseminated to staff as appropriate.	n/a	New approaches and ideas that can be adapted to our school.	Continue to work alongside other leaders and schools.
Use of specialist PE coach to increase knowledge and skills of staff	DDSM sport coaches to work closely with teachers every afternoon. Main focus on KS1 planning and delivery of lessons. Teacher observations PE lead training / release Teacher training – teacher file/videos/PPA drop ins.	% of DDSM coaching	Staff said they have had increased confidence in leading and planning PE lessons.	Outside agencies to focus on EYFS and KS1. PE lead to focus on KS2 CPD.
Develop teacher friendly assessment tool.	Develop half termly/termly assessment template and other schools' system of tracking data. GetSet2PE assessment tool could be trialled.	n/a	Teacher's trialled formative assessment through their lessons, using knowledge organisers.	Need to develop a tool that is manageable for staff by taking workload into account
To upskill staff	Provide further training on how to make the most of GetSet4PE DDSM sports coach providing mentoring.	n/a	Staff survey sent out to gather information about how the new scheme is working and what requires improvement.	Take in information and apply this to staff CPD for September.

To further develop staff CPD further	GetSet4PE has now taken over from the Greenacre scheme. Further support to staff on how to make the most out of the scheme and how it can be adapted to suit the needs of their children.	n/a	Staff survey sent out to gather information about how the new scheme is working and what requires improvement.	Take in information and apply this to staff CPD for September.
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:
Children engaging in a range of sports and activities weekly	Sports Coach in place to deliver high quality sessions for our children, engaging them in a range of sports and activities during lunch times Not just football – children are given the opportunity within school and out of school to experience new sports.	% of DDSM	A range of activities have been provided by BM and the sports coaches. This has allowed children to participate in sports they might not be familiar with.	Continue to introduce new and unfamiliar activities to the school.
To ensure there are enough resources to allow for each sport to be taught effectively	Purchase and restock any necessary resources	£500	High quality resources help to produce high quality lessons.	Stock assessed and restocked.
To develop our links with external agencies and organisations to give our children further opportunities.	To continue to look for cost effective organisations that are offering free lessons or after-school activities.	n/a	Partnership now created with Lancs CC. Beginning partnership with Euro Pro Football.	Continue to look into free activities.
To ensure our children who excel in this area are targeted and gain encouragement, opportunity and challenge.	Opportunities given to children to participate in competitive tournaments against other schools in the Manchester area.	n/a	At least 2 tournaments entered each month. A range of sports entered.	Continue next year. Enter new sports for children to experience.
Vulnerable children engaging in physical activities (SEND/SEMH)	Research Sports Sanctuary. DDSM sports coaches to deliver a 6-week unit of sports directed at	% of DDSM		

	<p>children with physical/mental disabilities.</p> <p>Provide free sports clubs (see above)</p>			
<p>Develop experiences of new sports both traditional and non-traditional sports.</p>	<p>Introduce a sports experience day - the children are introduced to new or unfamiliar sports. Work within school and external agencies.</p>	<p>£200</p>	<p>A range of activities have been provided by BM and the sports coaches. This has allowed children to participate in sports they might not be familiar with.</p>	<p>Continue to introduce new and unfamiliar activities to the school.</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:
Children engaging in a range of competitive sports and activities weekly, developing skills to use in competition.	Sports Coach in place to continue to deliver high quality sessions/clubs and lunchtime provision for our children, engaging them in a range of sports and activities.	% of DDSM	Coaches from DDSM have provided support with 5 after-school clubs a week and also supported with competitive sports.	Continue with this approach next academic year.
Develop skills for competitions via specific teaching.	Staff follow GetSet4PE planning which has a competitive element built in to each lesson. Liaise with DDSM to ensure clubs and lunchtime activities relate to upcoming tournaments.	n/a	Staff have familiarised themselves with GetSet4PE and been shown how to get the most out of the scheme. Teachers have been able to adapt their teaching to our children.	Teachers to continue to adapt to suit the needs of the children in their class.
Interclass competitions	Lead a termly interclass competition. Linking to skills and sports practised over the term. Introduce a school leader board that can be shared with the school.	n/a	Termly interclass competitions have taken place within PE lessons usually at the end of the unit that has been taught.	Continue with this approach
To support access to level 1 and 2 competitions	Participation in more competitive tournaments that involve a wide range of sports that children may not be familiar with. Manchester PE Association membership To facilitate the transport to and from events. Continue to develop links with high	£500 for transport	Through TEAM MCR Chapel Street have entered a large amount of competitions. The children have experienced new sports like handball and hockey which we have excelled in.	Continue to allow the children to experience new skills and sports through competitive competition.

	schools and primary schools in the surrounding area.			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Ben Morgan
Date:	06.10.22
Governor:	
Date:	