

# 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](#).

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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><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>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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> 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.

<b>Academic Year: 2021/22</b>		<b>Total fund allocated: £21310</b>		<b>Date Updated: 22.09.21 BM</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: 75%
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.	One KS1 and One KS2 club per half – term.	% of DDSM coaching	Participation decreased due to school timings (club only lasting 20mins) Numbers grew once the time was increased to 45mins.		Increase the number of after school clubs available. Some clubs focus preparing for tournament participation.
To provide further physical activity throughout the school day within the classrooms on top of their allocated one hour PE slot.	Staff folder on T-drive containing supporting resources and CPD.	n/a	Opportunities have been found where teachers can use PE in other subjects.		Continue to look for cross curricular opportunities. Suggest a PE cross curricular week.
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	Monitoring of 2 PE slots has meant that every class has had access to the PE curriculum twice a week.		Continued monitoring of outside and inside PE slots.
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.	£15,000	Girls and boys have been involved in more sport at their lunchtimes – girls especially, participation in tournaments due to practice at lunchtimes.		Create stations for other opportunities to occur at lunch.
Ensuring children exercise daily	To introduce morning/afternoon 'get fit club.' Target certain children, mixed with other children to attend a morning fit club.  Offer leadership to older children to	£100 on resources	Due to covid and lack of staff, this was unable to get started.		Look into a day a week next academic year. 'Breakfast club'

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	coach younger children during PE lessons and after school clubs			
Improvement of physical development and inclusiveness amongst children in EYFS	Children continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills	£1000	Children have developed with their independence, coordination and communication.	Staff to monitor equipment for future use in EYFS.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 3%
<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:
To hold an annual high profile Sports Day/Week  To raise profile of sporting events and participation in these	Traditional annual Sports Day held with activities - differentiated across key stages	£200 sports day resources and rewards	'One of the best sports days I have experienced.' 'It was great fun, I can't wait to do it again.' A week long celebration of competitive traditional sports day. The children were encouraged by staff and peers. Rewards given for competing and sportsmanship.	Develop the sports day – older children enjoyed the traditional competitive sports day. KS1 may need a carousel to continue with engagement.
To develop cross curricular links to develop fitness and education – science and PSHCE	Employ maths on the move.  To continue to promote to ensure strong parental engagement – to watch (Covid dependant)  To hold termly interclass competitions  Reintroduce Sports Council and Sports Leaders	£20 sport leader badges	'The children seem more engaged with maths in the classroom now.' Listening to the teachers, there seemed to be more confidence from the children engaging with their maths lessons.  Unable to start fluently due to the resurgence of covid.	Look into a more affordable approach to cross curricular PE.  Introduce the Sports Council and Sports Leaders. Let the children have an active role in PE across the school.

	To continue to liaise with SEND team to ensure all children can participate.			
Visual celebration of Sport in the school	Update the Sports photos around school focussing on girl/ethnic/SEND participation.	Quote required approx. £500	In the process for next academic year.	In the process for next academic year.
Children to recognise PE as a core subject	Develop the learning slip idea – half-termly objective table stuck in books with child and teacher assessment.	n/a	Some classes carried on with the trial of learning slips.	Continue the development of teacher assessment that is more manageable for staff.
Improve break and lunch provision	Survey provided to classes to ask children what they like/dislike about break and lunch. What sports/activities they would like to see?  Improve confidence within TAs to lead an activity or sport.	£500 on resources for the year. Each year group responsible for looking after it.	Feedback from children suggested what they would like on the playground.	Replacement of kit is not sustainable. TAs still need confidence in playing with the children. This will help look after equipment.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				3%
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 deliver 2hrs per week of staff CPD to enhance high quality teaching and assessment. Split 2hrs with different year groups.	% 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.



	Teacher observations  PE lead training / release Teacher training – teacher file/videos/PPA drop ins.			
Develop teacher friendly assessment tool.	Develop half termly/termly assessment template and other schools' system of tracking data.	n/a	Trial of assessment in year 1 and 3, still needs adapting for more effectiveness.	Need to develop a tool that is manageable for staff by taking workload into account
To upskill staff	Staff survey for what staff would like support with.  DDSM sports coach providing mentoring.	n/a	Staff survey completed by staff	Staff required something more precise and clear. Visual aids were the most common feedback from staff.
To further develop staff CPD further	Look into alternate provision. PE Passport or GetSet4PE from next academic year taking over from green acre.	£650	Staff have worked hard with the Greenacre scheme but it does suit our needs.	GetSet4PE scheme to be used in the next academic year.

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

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 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  Sports coaches to develop CPD of staff empowering staff to deliver the full range of the Greenacre Scheme of Work. – Thursday afternoons  Liaise with sports coach	% of DDSM	Staff said they have had increased confidence in leading and planning PE lessons.	With the introduction of GetSet4PE and working alongside DDSM – increased confidence and higher quality PE lessons.

To ensure there are enough resources to allow for each sport to be taught effectively	Purchase and restock any necessary resources	£2000	High quality lesson resources.	PE lead to monitor equipment. Maintain the quality.
To develop our links with external agencies and organisations to give our children further opportunities.	To continue to add to our directory of agencies and organisations to be published on our website and PE board that families can access.	£2000	Primary sports coaching and Lancashire CCC have worked with the school to provide opportunities for the children.	Look into working alongside Lancashire CCC and City in the Community.
To ensure our children who excel in this area are targeted and gain encouragement, opportunity and challenge.	Using the Green Acre assessment guides, children who excel are reported to PE team for opportunity in level 1 and 2 competitive tournaments.	n/a	Participated in football and cricket tournaments.	Enter more tournaments that are available to the children.
Vulnerable children engaging in physical activities (SEND/SEMH)	Research Sports Sanctuary. DDSM sports coaches to deliver a 6-week unit of sports directed at children with physical/mental disabilities.  Provide free sports clubs (see above)  PE team and PE lead analyse attendance of clubs, including group information. Use of this information to specially target children to attend. Looking at gender and ethnic backgrounds.	% of DDSM	Numbers have increased. More girls are now participating in more sports across the school, a large majority of children come ethnic backgrounds.	Continue to look into sports sanctuary for those children with physical/mental disabilities.
Develop experiences of new sports both traditional and non-traditional sports.	Introduce a sports experience day - the children are introduced to new or unfamiliar sports. Work within school and external agencies.			Look at opportunities for this next academic year.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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	Girls and boys have been involved in more sport at their lunchtimes – girls especially, participation in tournaments due to practice at lunchtimes.	Increase the number extracurricular activities available to children. Lunchtimes and afterschool.
Develop skills for competitions via specific teaching.	Staff follow Greencare 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	Children have enjoyed experiencing more sports throughout the year. Children are now familiar with more non-traditional sports.	Continue to introduce non-traditional sports for children to experience.
Interclass competitions	Lead a termly interclass competition. Linking to skills and sports practised over the term. Excitement developed via announcing results on the fields/hall and in assemblies. Results published on website and in trophy cabinet. Eg – daily mile competition.	n/a	Children have had the opportunity to participate in an inter class football tournament. Sports Day was a huge success.	Introduce an inter class tournament once a term.
To support access to level 1 and 2 competitions	To continue to increase the number of competitions the children can access in a range of sport by providing safe transport to and from events.  Utilise MPEA tournaments/cluster tournaments.  Manchester PE Association membership	£500 for transport	Participated in football and cricket tournaments.	Enter more tournaments that are available to the children. Focus on traditional and non-traditional sports.

	<p>PE lead to organise participation and training for organised citywide events (Covid dependent).</p> <p>PE lead to facilitate the transport to and from events (Covid dependent).</p> <p>PE leads to develop links with high schools and primary schools in the surrounding area.</p>			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Ben Morgan
Date:	22.09.21
Governor:	
Date:	