

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



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

Academic Year: 2021/22		Total fund allocated: £21310		Date Updated: 22.09.21 BM	
<b>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</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			
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			
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.	£15,000			
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 coach younger children during PE lessons and after school clubs	£100 on resources			
Improvement of physical development and inclusiveness amongst children in	Children continue to develop their movement, balancing, riding (scooters,	£1000			

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EYFS	trikes and bikes) and ball skills			
<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%
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		
To raise profile of sporting events and participation in these				
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  To continue to liaise with SEND team to ensure all children can participate.	£20 sport leader badges		

Visual celebration of Sport in the school	Update the Sports photos around school focussing on girl/ethnic/SEND participation.	Quote required approx. £500		
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		
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.		

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</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 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		
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.  Teacher observations  PE lead training / release Teacher training – teacher file/videos/PPA	% of DDSM coaching		

	drop ins.			
Develop teacher friendly assessment tool.	Develop half termly/termly assessment template and other schools' system of tracking data.	n/a		
To upskill staff	Staff survey for what staff would like support with.  DDSM sports coach providing mentoring.	n/a		
To further develop staff CPD further	Look into alternate provision. PE Passport or GetSet4PE from next academic year taking over from green acre.	£650		

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation: 18%
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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		
To ensure there are enough resources to allow for each sport to be taught effectively	Purchase and restock any necessary resources	£2000		



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		
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		
Vulnerable children engaging in physical activities (SEND/SEMH)	<p>Research Sports Sanctuary. DDSM sports coaches to deliver a 6-week unit of sports directed at children with physical/mental disabilities.</p> <p>Provide free sports clubs (see above)</p> <p>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.</p>	% of DDSM		
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.			



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		
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		
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		
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		

	<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:	