

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 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](#).



Details with regard to funding

Please complete the table below.

| | |
|---|-------------------|
| Total amount allocated for 2022/23 | £19,393 |
| Total amount of funding spent for 2022/23 | £14,275.37 |

Swimming Data

Please report on your Swimming Data below.

| | |
|---|-----|
| Meeting national curriculum requirements for swimming and water safety. 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. 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 | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above | 49% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | 6% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 59% |
| 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? | 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: £19,393 Total spent: £14,275.37 Total left: £5117.63 | | Date Updated: 07/07/23 | | |
|---|--|--|--|---|--|---|
| 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: 6.8 % | |
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | | |
| <ul style="list-style-type: none"> To provide targeted activities or support to involve and encourage the least active children To provide all pupils with the opportunity to participate in the curriculum | | <ul style="list-style-type: none"> Introduce new sports such as archery, frisbee and golf that are less team focused and more individual focused. This is to appeal to pupils that may struggle socially or that are less confident in their physical ability. Introduce spare kit for every class for those who forget or who are not suitably dressed. | | <p>£119.94 Soft archery set</p> <p>£248.39 Playground equipment</p> <p>£601.30 Spare Kit for pupils (PE & Swimming)</p> <p>More pupils are taking part in activities and their teamwork skills are improving 'Lunchtimes have really improved and there is a lot more to choose from now. Each day is different which helps me to try new sports!' Bethlehem, Year 3.</p> <p>More pupils are dressed appropriately so are not sitting out in lessons. 'I sometimes forget my PE kit and if do then Miss gives me some spare clothes so I can still join in!' Ano, Year 2.</p> | | <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> - Introduce wake up & shake up for early work. - Look for windows of in-activity to timetable the daily mile. - Improve climbing provision for EYFS |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: 0.8% | |

| 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: |
| <ul style="list-style-type: none"> - To inspire pupils to participate in school sport or physical activity. - To raise the value of sport day and celebrate for an entire week against house teams. | <ul style="list-style-type: none"> - Invite professional athlete in to school to promote ambition for sport. Hold an assembly and physical activity session. - Create a display to celebrate success. - Provide fun and engaging games to sports day that all can play. Encourage staff and parents to get involved. Winning house to win a trophy and special reward to UEFA Football Party in Manchester. | <p>£0</p> <p>£152.30 Sports Day resources</p> | <p>Pupils were really impressed by our scooter rider, Jamie Hull. Some pupils now have scooters that didn't before. 'Jamie Hull was so cool on his scooter. I didn't even know you could do that for a job!' Ianis, Year 6</p> <p>'I feel so proud that I am on the wall of fame at school. I really enjoyed attending the competition and my friends were jealous!' Harris, year 6</p> <p>'My team (Urbis) won and I got a golden badge. We went to Picadilly gardens and I got my face painted and got to play different sports games and read books as a reward.' Ruhaan, Year 2</p> <p>'My team came 2nd and we did lots of different activities. My favourite was the egg and spoon race. I won a silver medal' Tania, Year 2</p> | <ul style="list-style-type: none"> - Encourage parents and the community to get involved in walk to school and national drowning prevention week. - Hold a healthy school week to include assembly and activities to encourage a healthy lifestyle. - Hold sports day 24' at the Manchester Regional centre for KS2 to inspire & give them opportunities to attend a world class centre. |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| | 12% |

| 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>-To develop PE leadership knowledge to share with teaching staff and improve curriculum and overall outcomes.</p> <p>-To provide staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across the school.</p> <p>- To provide Lunchtime organisers & TAs the skills to support pupils in their play therefore improving behaviour.</p> | <p>-PE leader attending EYFS training to have a better understanding of starting points and key transitions to Year 1</p> <p>- ECT PE course for Year 4 teacher.</p> <p>-PE leader attending termly Manchester PE association meeting. Keeping up to date with updates and key focuses in the curriculum.</p> <p>- Use of PE Passport to deliver consistent and high quality lessons.</p> <p>- Held training on Inset and strike days.</p> <p>- Monitor break and lunchtime regularly.</p> <p>- Hold Pupil voice.</p> | <p>-MPETT membership</p> <p>-Subject Leader EYFS Physical development course</p> <p>-ECT PE course</p> <p>£1850</p> <p>£499 PE Passport subscription</p> | <p>'The EYFS course really helped me to understand the physical development element and how it feeds into the fundamentals of KS1. The providers were experts and my knowledge as a subject lead has improved.' Miss Lashmar</p> <p>'I hadn't delivered PE before so the ECT PE course has really developed my confidence to deliver the subject. I feel my lessons have improved significantly!' Miss Jones</p> <p>PE lessons continue to improve with the help of the lesson plans. Children are becoming more knowledgeable in their vocabulary which was evident in pupil voice . Miss Lashmar, Subject lead.</p> <p>'Behaviour has improved on the playground with the organisation of sports. There is a real purpose now to their play which has improved their social skills. Mrs Irfan</p> | <ul style="list-style-type: none"> - CPD for teaching staff in dance, gymnastics & games. - Refresher training for lunchtime organisers |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 48% |
|---|--|--|--|--|
| 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>-To provide more and broaden the variety of extra-curricular activities after school in the 3 to 6pm windows, delivered by the school.</p> <p>To give pupils more opportunities to explore new sports or develop existing knowledge.</p> | <ul style="list-style-type: none"> - After school club 4 days a week with different sports each term for mixed year groups. - Lunchtime zoning of the playground- providing management of the different sports. - Balance-ability and Learn to Ride sessions for KS1 pupils (Autumn 2022) - Golf Experience Day – (Summer 2023) - Lancashire Cricket coaching (Spring 2023) | <p>£7975.95 + £1101.85</p> <p>Lunchtime & after-school clubs</p> <p>£249 Golf experience day</p> | <p>'I like going to football club because I can win extra house points for my team. At home I just watch TV so it is better' Furqan, Year 2.</p> <p>'I like multi-sports because we play different games and I've made new friends in other year groups. Its better than being at home on my ipad' Anaya, Year 2.</p> <p>'I really enjoyed riding on the balance bikes and I got to put two pedals on and learnt to ride!' Charlie, Year 1</p> <p>'I thought the golf day was really fun, I was a bit embarrassed at first but when I tried it I loved it' Annie. Year 2 'I thought it was really good because I hit the golf ball in the yellow zone which is really good. I'd love to do it again' Jake, Year 2.</p> <p>'Jai was an amazing coach and an inspiration to our year 6 pupils.</p> | <ul style="list-style-type: none"> - Continue to provide extra-curricular sport clubs and add additional clubs to appeal to pupils. |

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| | | | They really enjoyed the 6 week programme and mine & their knowledge of the game has really improved.' Miss Cloherty. | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|---|---|--|
| | | | | 8% |
| 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>-To increase and actively encourage pupils to participate in competitions.</p> <p>-Organise, coordinate and enter more sport competitions or tournaments within the school or across the local area (when possible), including those run by sporting organisations.</p> | <p>-KS2 Pupils to participate in inter-sports competitions termly.</p> <p>-To attend an intra- sports competition once a term.</p> | <p>£ 1140 School Games competition membership</p> <p>Travel to competitions: £87.64 Tram £250 Mini-bus</p> | <ul style="list-style-type: none"> - 'I love the intra-sports competitions. I've taken part in everyone and each time I think I get better. My house team won the dodgeball one!' Hussain, Year 3 - 'I was lucky enough to go to the cricket competition at Abraham Moss. We came first 1st against other schools and progressed to the finals. We then got a tram to another high-school but we didn't win that one. I got a sports games values badge for determination though!' Jumaiza, Year 5 | <ul style="list-style-type: none"> - Continue to hold intra sports competitions for KS2. - Ensure every child in Year 6 has attended an inter competition by the time they move to KS3. - Attend more inspire and inclusive competitions. |

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| Signed off by | |
| Head Teacher: | <i>P. Hughes</i> |
| Date: | 31.07.2023 |
| Subject Leader: | Kelsey Lashmar |
| Date: | 31/07/2023 |
| Governor: | <i>Shelley Lashmar</i> (Chair of Governors) |
| Date: | 31.07.2023 |