



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> 1) Planning and assessment constantly developing and improving. 2) Range of after school clubs taking place for children from Nursery – Y6. 3) More children are taking part in a wide range of Level 2 school competitions and have accessed Level 3 competitions. 4) More children accessing competitive sport within the cluster. 5) More staff being trained. Using myself, the FA, Manchester United Foundation and Manchester City in the Community. 	<ol style="list-style-type: none"> 1) Develop and increase number of children attending after school clubs in Foundation Stage and KS1. 2) Training for sports leaders and House Captains. 3) Developing more links with outside sports clubs and increasing number of children attending these clubs.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	68%
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

*Schools may wish to provide this information in April, just before the publication deadline.

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 students today and for the future.

Academic Year: 2018/19	Total fund allocated: £19620	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All children taking part in high intensity P.E lessons, at least once a week, with specialist P.E teacher.</p> <p>Continuation and development of after school clubs as well as using local facilities (Deans Trust Ardwick) and their P.E staff at least once a week for at least two different classes.</p> <p>Encouraging more physical activity into lessons and throughout the school</p>	<p>Continue to provide children with at least one high quality/ high intensity P.E session a week with specialist P.E teacher. Aim for second session with sports coach.</p> <p>School provides eight after school clubs a week to children ranging from Nursery to Y6. Breakfast club continuing to use Go Noodle and have an allocated staff member to facilitate. Play times and Lunchtimes encouraging physical activity and sport using Smooga and astro.</p> <p>Forest school sessions implemented into the curriculum and more classes using the outdoor spaces during lesson time. Gardening club introduced at lunchtimes. Displays to be put up about</p>	<p>£3920</p>	<p>Children fully engaged in P.E and taking part in full P.E session. All children having at least one P.E session a week. Sports coaches delivering second sessions for classes.</p> <p>Children’s skills improving and results in Level 2 competitions improving year by year.</p> <p>Staff skills improving as they run after school clubs. More staff involved with running after school clubs. Using existing staff and sports coaches to upskill other staff members.</p> <p>Children exploring more of the outdoor spaces and enjoying physical activity. Children showing games and activities done throughout lessons at playtimes and</p>	<p>Staff training increasing. Keep filtering through staff in the school and using school staff, as well as outside agencies, to provide extra P.E and after school clubs.</p> <p>Continue to run number of clubs per week. Encourage upskilled staff to run/ support new or existing after school clubs. Keep records of number of children attending and particular groups (girls, pupil premium, G+T, SEND). Increasing numbers of children attending clubs.</p> <p>Continue to empower staff to be more active during lessons and provide activities and ideas link to topics that are being taught. Forest school will still be running</p>

healthy eating and promoting a healthy body and mind.

lunchtimes. More children becoming active during gardening club. Different children attending every day.

during school time and after school, gardening club still taking place at lunchtimes. Allocate a day per year group for equal split.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Using P.E to promote school games values and rights of a child.	BLP, school games values and the rights of a child are embedded through all P.E sessions. House point system and house captains have been embedded, using class dojo, winning house team has extra astro turf slot on a Friday (mixed year groups). House captains to take a leading role in encouraging values and rights with their team, training to take place.	£2000	More children able to take more of a leadership role. Encouragement seen throughout. Impact of house points has shown an increase in involvement from children, as they can be successful in a range of ways to earn house points – not based on ability.	To carry on training with house captains and for them to deliver activities during playtimes/ lunchtimes and after school clubs. Also to run inter school competitions for KS1 children.
Whole school and family approach to school swimming.	Specialist teacher either in the swimming pool with the class or leading/ supporting a group to increase percentage of 25m swimmers, recognised stroke and self rescue skills. Free sessions promoted to parents through Class Dojo. Swimming achievements given out in assembly and put on class dojo for parents. Parents encouraged to take their children swimming and to get them lessons.		97% of children achieved their 25m swim on their front and back this academic year. Children were more confident throughout the year in using a range of strokes and they were excited about self-rescue. Parents were interested in swimming and were making use of the free swimming sessions in the holidays as well as more children taking part in out of school swimming lessons.	P.E teacher to continue helping with groups at swimming (in or out of the pool), promoting clubs to parents and encouraging families to attend swimming lessons.
Engagement in P.E and celebrations of achievements in and out of school.	All certificates from matches, tournaments, competitions and swimming are celebrated in assemblies.		Profile of P.E and sport raised, as children are seeing medals and certificates being given out on a	Create P.E display in the hall, linked to School games values to focus on achievements in P.E and

	<p>Photos and videos posted on class dojo and newsletters update all parents with sporting achievements every half term.</p> <p>Two teams are taken to most tournaments (some tournaments are limited to one team per school)</p> <p>Five football teams taken to the local cluster tournament every half term.</p>		<p>weekly basis.</p> <p>Children and parents liking/ commenting on photos and videos and discussing with me and peers in the school day. More children wanting to take part in clubs.</p> <p>Success of teams is improving and more children are being able to access competitive P.E and sport.</p> <p>More interest from children wanting to attend cluster tournaments, as they are friendly tournaments, with a competitive edge. Appealing to more children and a range of abilities.</p>	<p>school sport.</p> <p>More success and interest in school tournaments and Level 3 competition entry.</p> <p>Five teams still attend every half term. A second tournament for KS1 every half term.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				44%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to develop CPD for staff, ensuring they are confident and competent at teaching P.E. Ensuring that they are also using P.E equipment effectively and safely.	<p>Ensuring teachers are going out with some P.E sessions (targeted staff at a time) to up-skill.</p> <p>P.E specialist to continue working with Manchester University and to lead P.E training session to PGCE students.</p> <p>P.E equipment to be well stocked and organised neatly.</p> <p>Specialist teacher to attend P.E leader meetings and P.E based courses to update staff with new ideas.</p>	<p>£4580</p> <p>£4000</p>	<p>Manchester City in the community have been employed to work one day a week with classes and different members of staff to aid upskilling. Moving year groups every term/ half term to upskill a wider range of staff.</p> <p>Delivering training to 120 PGCE trainees, improving skills. When trainees are on placement, upskilling and observing students to increase skills and quality of P.E sessions for trainees and students.</p> <p>P.E equipment stocked and stored effectively.</p> <p>Six members of staff helping or running a P.E after school club, including foundation stage staff.</p>	<p>Increase number of staff providing a P.E based after school clubs. Targeted foundation stage staff who will be able to run their own after school clubs next year.</p> <p>Confirmed delivery of P.E PGCE programme for 19/20. PGCE students will attend throughout the year on placement.</p> <p>House captains taking responsibility for equipment and encouraging their house group to look after it.</p> <p>To keep trained staff running after school clubs and to continue development with the Manchester City coach.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Targeting specific groups of children: Pupil premium, SEND, EAL, less active through after school clubs and intervention time.</p> <p>Continuing to developing teaching strategies for children with EAL, within P.E and embed in all lessons and with P.E TA/ class teachers</p> <p>Improving attendance and reducing persistent absences through P.E and extra-curricular activities.</p>	<p>After school clubs to cater for different groups of children. Extend onto Foundation stage with Change4Life programme, to target younger children who are struggling socially, with motor skills or are less active.</p> <p>SEND extra P.E session with P.E TA, to increase motor skills, communication and teamwork. Linked with curriculum P.E. Skills in this session prepare them for class sessions.</p> <p>P.E teacher and coaches teaching P.E aware of the importance of modelling/ scaffolding and differentiation during lessons to support children with EAL.</p> <p>Continuing to target specific children to attend clubs to improve attendance on those days. Schemes put in place to ensure that children get into school and benefit from the after school club.</p>	<p>£4000</p>	<p>More focus on targeted children has had a great impact with their confidence during lessons and enjoyment at joining an after school club.</p> <p>Children with EAL are thriving year on year, during P.E, and able to access every part of the lesson, confidently. Key words are being taught and learnt every lesson that they are using and staff are aware of different ways of communication.</p> <p>Targeted children have improved attendance and reduced their absences from school. Interest is improving.</p>	<p>To continue these interventions and clubs next year, expanding.</p> <p>Keep using strategies and widen the number of adults using our strategies in class.</p> <p>To continue running as many clubs after school as this year, if not more. We will be working towards 10 clubs per week to cater for the interest levels, including targeted children linked with a club of their interest.</p>

<p>Ensuring parental involvement with P.E and sport.</p>	<p>I communicate verbally with the parents daily and ClassDojo is the main form of information sharing, as a whole group. All information about school sport and P.E is shared with parents, as well as holiday clubs and opportunities for children to swim, go to holiday clubs or join a sports club out of school. Parents are also invited to watch their children play matches.</p>		<p>Parents are extremely interested in after school clubs and tournaments/ matches. More parents are coming to watch and support their children as well as asking about local clubs and I am providing them with information and pathways.</p>	<p>Keep encouraging parents to take children to outside clubs to extend and further their skills.</p>
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Key indicator 5: Increased participation in competitive sport Percentage of total allocation:
5%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
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<p>Continue to push School Games competition entries and participation levels</p> <p>Working with clubs in the local community, in a range of sports, including Manchester United Foundation and Manchester City Academy.</p>	<p>Competition calendar linked to our P.E lessons every half term, so the children will be ready for the sport they will be competing in. After school clubs also linked to this, to ensure children are confident and competent in the sport and ready to compete.</p> <p>Take as many teams to each competition as we are allowed to enter. P.E teacher and P.E TA to attend tournaments (as they are staff delivering most sessions).</p> <p>Working alongside a range of clubs and having them come into school and lead sessions encourages children to take an interest in that sport. To link up with local sports coaches, such as Astar coaching, to take part in their</p>	<p>£1120</p>	<p>Children exceeded expectations at the Level 2 school games competitions and gained a place in the Level 3 Winter games this year.</p> <p>More children are feeling confident to compete now.</p> <p>Having staff who deliver P.E lessons at every tournament has helped the children with confidence and applying the skills they have learnt in school into a competitive competition.</p> <p>Children have come in the top two at a range of School Games competitions and have progressed to citywide finals. We have been to one level 3 regional final this year.</p>	<p>We will continue to link P.E lessons and after school clubs to the competition calendar, as it has such a great impact this year.</p> <p>Keep ensuring competitions are being entered and children build confidence in competing.</p> <p>To aim to each a Level 3 final again this year in at least one sport.</p>
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<p>To improve links with local cluster schools.</p>	<p>tournaments, giving children chances to compete against local schools.</p> <p>Using Manchester United to compete in cluster tournaments after school as well as year groups spending an afternoon at Deans Trust taking part in football sessions.</p> <p>Using Manchester City to stream children into community sessions run at Manchester City Academy.</p> <p>Using contacts through my P.E training, to set up cluster school tournaments every term, in different sports, as well as individual matches.</p>		<p>Every half term I take 50 children to Deans Trust high school to take part in a cluster football tournament run by Manchester United.</p> <p>Children enjoy having sessions run by Manchester City and the coach is targeting children to attend out of school sessions.</p> <p>The children have loved competing against local schools and friendships between the children are developing. Confidence and competitiveness is on the rise when competing, in a range of sports.</p>	<p>Children are inspired by the Manchester United coaches and are eager to take part and to try and gain a place in their clubs.</p> <p>Encourage even more parents to take them to the clubs.</p> <p>To continue this link and build on cluster tournaments on different ages and key stages, as well as targeted groups.</p>
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