

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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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	£ 0
Total amount allocated for 2020/21	£19,460
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£19,260
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,260

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 2022. Please see note above	85%
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	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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: 2021/22		Total fund allocated:		Date Updated:11/07/22	
<p>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</p>					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?:	
Teaching Assistant planning and running after school clubs to ensure more places for children to attend, especially following COVID-19 pandemic.	Teaching assistant delivering KS2 mixed football, girls football and NFL clubs. Targeting a range of children. Teaching assistant to also attend out of school tournaments, allowing children to experience competitive sport.		£2000	More children becoming confident in competitive sport and having a range of experiences, outside the school day. .	
Ensuring a range of equipment is available to encourage active playtimes and lunchtimes.	Pupil voice stated different sports/ equipment were preferred at playtimes and lunchtimes. Basketball nets and balls, football goals and balls, badminton nets, rackets and shuttle cocks. skipping ropes etc were purchased.		£1,000	Children are a lot more focussed and active on the playground and have allocated areas for different sports and activities.	
Supported sport on the school astro during play times and lunchtimes.	Specialist P.E teacher out each day to support and extend sport, to extend learning and to embed skills from P.E.		£5000	Children have structured competitive sport and can incorporate skills from P.E lessons, into these matches.	
				Sustainability and suggested next steps:	
				Continue to offer a range of clubs and sports next academic year.	
				To keep the range of activities maintained and to complete another pupil voice, ensuring that any new ideas are listened to and catered for.	
				Continue to support competitive sport area during these times.	

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:
Children's sporting achievements celebrated in class, as a whole school and as a school community (families and neighbouring schools)	Children to receive medals, certificates and awards for sport and swimming in front of their class, in assembly and also through SeeSaw to engage with parents. Deans Trust Ardwick will also be used to celebrate weekly, at football club. Children also encouraged to bring in any awards/ certificates from outside sport.	£300	Children excited to take part in activities and to celebrate this with their peers. They are encouraged to bring in awards from home and to share with the school. Parents engaging a lot more about getting their children involved in after school clubs and outside clubs.	Continue to celebrate in school and to share with parents via SeeSaw and in person.
Whole school approach to swimming.	As the pandemic affected our 19/20 and 20/21 cohorts, we are ensuring that we get back on track by taking children who are struggling, twice a week. This improves their confidence and gives them more time in the water, enabling them to achieve their 25m.	£2000	Three extra children can go swimming with the opposing class, twice a week.	An increase in percentages this academic year and percentage of children increasing in 25m distance, recognised stroke and lifesaving skills.
Deans Trust Ardwick (DTA) being used and raising the profile of sport for our children.	Links with Manchester United Foundation has allowed access to quality coaching and space for classes and after school clubs to take place. As well as tournaments with cluster schools.	£1000 school staffing	Children are aware of Deans Trust Ardwick and the facilities that are there. They are aware of the role of a sports leader, once in high school and the nature of competitive sport, in a different setting than school.	Continue to build on the link with DTA for the next academic year. Involved KS2 children in leadership roles.

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:
Membership to Physical Education Staff Training Support programme.	PE Specialist teacher attending regular training throughout the school year. This enables constant development of P.E teacher's knowledge and skills. This is embedded into P.E lessons and transferred to class teachers.	MPETT £595	P.E teacher is constantly upskilled and ensures progression in P.E lessons. Constant development and training allows new ideas and concepts to be delivered to children and children enjoy taking part in a range of different activities.	P.E teacher to continue with CPD, for sustained development as a whole school.
Specialist P.E Teacher upskilling staff for holiday activities	Following the COVID-19 pandemic and class teachers delivering P.E lessons, follow up sessions continued to empower teachers and teaching assistants. P.E lessons by P.E specialist observed and subsequent lesson delivered by class teachers.	£3000	Teachers are more confident and have a wide range of ideas and strategies to use when delivering P.E lessons. Skills are improved from observing lessons and delivering lessons.	Teachers to continue to build on P.E with further CPD next year.
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	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:

consolidate through practice:				
<p>Additional achievements:</p> <p>A range of sports delivered through P.E lessons. New equipment purchased to ensure high quality lessons, with effective and safe equipment.</p> <p>Targeting SEND, EAL, Pupil Premium children to ensure inclusion and P.E experiences to all. Sensory circuit and fundamental activity sessions being delivered throughout the day. Children from target groups, as well as those children identified as struggling with their mental health and being inactive during and following lockdown.</p> <p>British cycling sessions delivered to all children. Increase number of children in school who can competently ride a balance bike or pedal bike.</p>	<p>New sports equipment purchased to ensure children have high quality P.E lessons.</p> <p>Equipment purchased to deliver these sessions effectively in the school hall.</p> <p>Bike sessions delivered every Friday by a cycling coach from British Cycling to children who have their P.E week. Sessions take part in groups of 15 and they focus on balance and co-ordination, as well as children progressing to use brakes and pedals, as well as using gears correctly.</p>	<p>£3,000</p> <p>£200</p>	<p>Children are able to have high quality sessions, with high quality equipment.</p> <p>Children having a positive mindset and enjoying the sessions. Engagement is extremely high and participation levels have improved drastically.</p> <p>Number of children able to balance and ride bikes has drastically improved this year. Confidence and enthusiasm throughout the school is clearly shown.</p>	<p>P.E lessons can be delivered, using new equipment. Children have access to new, safe equipment, that is of a high quality.</p> <p>Children to continue accessing these sessions, allowing them to engage and participate in a positive way.</p> <p>British cycling sessions to take place next academic year. Visits to the velodrome and Debdale are in progress.</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:
Ensure School Games competition entries and participation levels are high across both key stages.	School to be part of the School Games programme and to run Level 1 (inter school) competitions, within classes, using 'House Teams' Specialist P.E teacher to organise friendly matches and tournaments with children during P.E lessons, to ensure they are taking part in competitive sport.	£1120	Children are able to link the skills from P.E lessons into competitive games. Having a week of P.E allows them to focus on skills throughout the week and put them into practise against their peers at the end of the week.	Continue to have competitive sport during P.E and at lunchtimes. Celebrating House Teams.
Transport Cost to Manchester School Games competitive competitions.	Children to attend as many competitions/ tournaments as possible throughout the academic year.	£800	Children accessing tournaments and making it through to Citywide finals in some sports. Wide experiences of competitive sport against children from across the whole of Greater Manchester.	Continue to attend competitions and tournaments next academic year.
Working with clubs in the local community, in a range of sports, including Manchester United Foundation.	Working alongside a range of clubs and having them come into school and lead sessions encourages children to take an interest in that sport. Having Access to DTA and Manchester United Foundation involved in after	£100	Children accessing sessions delivered by specialised coaches, providing them with extra opportunities. Children receiving certificates, medals for participation and following School Games Values.	Children to continue working with outside agencies, extending to accessing tournaments next academic year.

<p>Sports day celebration of talents and skills. Children will take part in a competitive sports day against their peers, using the House Teams that have been integrated back into school this year.</p>	<p>school clubs/ cluster tournaments.</p> <p>Children will take part in competitive races and activities against their peers. Achievements will be celebrated with certificates and medals/ trophies to end the year., for the winning House Team.</p>	<p>£200</p>	<p>Children are able to finish the academic year with a competitive ending and be rewarded for their hard work, during school P.E. They will also be celebrating their House Teams and their work on the School Games Values.</p>	<p>Sports days to be celebrated across the school.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Catherine Thompson
Date:	11/07/22
Governor:	
Date:	