

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

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 2020. 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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>-Working in conjunction with Sports point to deliver high quality sports and fitness sessions for pupils across KS1 & KS2.</p> <p>-Continued membership of Manchester PE Association.</p> <p>-Participation and success in a range of sporting events/in school competition (Covid restrictions did not permit cross community events)</p> <p>-Increased opportunity for a wider range of pupils to experience sporting events and further develop active lifestyles through Swimming galas and whole school Freddie Fit sessions (1 time between Sept 2020 and July 2021 due to Covid restrictions).</p> <p>Implementation of new scheme of learning for PE ('The PE Hub')– benefiting both children to receive more varied lessons and teachers who are more able to deliver quality PE teaching.</p>	<p>-Increase opportunities across the curriculum to promote active lifestyles, increase fitness and impact positively on wellbeing.</p> <p>-Provide further opportunities for a range of children and year groups to be involved in competitive sporting opportunities.</p> <p>-Continue to develop and embed healthy eating across the school in conjunction with the Healthy Schools Co-ordinator and team.</p> <p>-Develop staff CPD through the Manchester Schools Association and rollout of PE HUB scheme of learning</p>

Meeting national curriculum requirements for swimming and water safety. 2021	
<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 2020.</p>	81%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	28%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60%

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?	Yes/ No
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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: 2020/21		Total fund allocated: £19,490		Date Updated: July 14 th 2021		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:	
					%	
Intent	Implementation		Impact			
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>		
<p>-To embed initiatives to develop knowledge of healthy living & lifestyles, targeting a wider range of pupils e.g. least active, those lacking in confidence, those not engaging in extra-curricular activities.</p> <p>-To link physical education and healthy lifestyles with our ongoing Healthy Schools and Rights Respecting focus.</p> <p>Healthy Schools Focus: Healthy Lifestyles.</p> <p>Rights Respecting focus/links: Article 24: Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this. Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>	<p>-Investment in PE equipment to promote 30 mins physical activity at break and lunch in addition to PE sessions and extra-curricular activities.</p> <p>-Use of a Sportspoint qualified coach to deliver sports sessions during lunchtimes, targeted fitness sessions with our least active pupils from across KS1 & 2, support training sessions in preparation for competitive sporting events, multi-skills and football extra-curricular sessions across KS1 & 2.</p> <p>-PE, Healthy Schools, PSHCE & School Nurse working alongside each other to embed healthy lifestyles within the curriculum. School nurse health & hygiene sessions carried out across the whole school.</p> <p>-Meeting between the Healthy Schools Team, co-ordinator and school nurse took place.</p> <p>-Healthy eating assembly, promotion at forthcoming events such as Sports Day & Parents Evening planned. Staff CPD arranged linking to healthy eating/lifestyles</p>		<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p> <p>-Observation of Sportspoint session and regular reviews to ensure maximum impact, -Pupil voice, -Sporting achievements shared within school and via the website, -Participation in a range of competitions e.g. boys football, girls football, tag rugby, swimming, basketball, change 4 life. -Cross-curricular work linking to healthy lifestyles and physical activity in the following subjects: PE, Science, and PSHCE. -Rights Respecting links evidenced on long term plans and within RRSA labels in books. -Pupils are knowledgeable and are confident in speaking about healthy lifestyles and food (this is also reflected in their work). -Drinking water available in all classrooms and during break and lunch. -School nurse has delivered sessions</p>		<p><i>Sustainability and suggested next steps:</i></p> <p>-Review the focus of Sportspoint sessions to ensure maximum impact.</p> <p>-Review the extra-curricular sporting clubs school makes available and the number of pupils it reaches e.g. girls, SEND, ch'n identified as being least active.</p> <p>-Staff are to plan in additional time on a daily basis, for physical activity to take place in a range of forms (inset day 3.9.21 to provide further guidance on this as well as introducing new PE assessment tools and teaching scheme).</p> <p>-To work alongside the PE Lead at our partner school to ensure the profile of healthy lifestyles and physical activity is raised.</p> <p>-To provide staff CPD to ensure teaching & learning is of a</p>

	<p>as this is our whole school focus/target.</p> <p>Freddie Fit Leaders and Manchester United</p> <ul style="list-style-type: none"> -Leaders to engage children in physical activity during break and lunchtimes. -Continue to provide nutritious options in the tuck shop each break time. -Revise the healthy school food & drinks policy. -Sporting achievements to be shared during weekly celebration assemblies. -“Wake up, Shake up” sessions to take place across EYFS. -Training for lunchtime organisers to develop awareness of the importance of engagement in physical activity and games which promote this. 		<p>throughout the school.</p> <ul style="list-style-type: none"> -Healthy Schools Co-ordinator has worked in conjunction with the PE, PSHCE and Curriculum Lead to develop practice. 	<p>consistently high standard (to be in-line with guidance in relation to COVID 19).</p> <p>-Reintroduction of the Daily Mile from Sept 2021 when Covid restrictions eased</p>
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		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<ul style="list-style-type: none"> -To use sport and a wide range of physical activity as a means of supporting behaviour during break and lunchtimes. -To use sport as a means of promoting and developing healthy lifestyles across the school in conjunction with the School Improvement Plan. -To provide residential trips for KS2 pupils where personal development, teamwork skills along with outdoor activity skills for both pupils and staff is the focus e.g. Ghyll Head 	<ul style="list-style-type: none"> -Continue to develop the role of our Freddie Fit and Man U Leaders to support and engage children in physical activity and act as positive role models for children in both KS1 & 2. -To participate regularly in a range of local, regional & national sporting events in conjunction with Manchester PE Association and Active Schools. -Set date allocated for 5 day residential. 		<ul style="list-style-type: none"> -Improved behaviour and engagement during lunchtimes through a reduction in the number of reflections or CPOMS incidents. -100% attendance wherever possible for the residential. 	<ul style="list-style-type: none"> Revise the current orienteering plan in place for The Willows and update the course accordingly so children across a range of year groups can access it. As the Covid restrictions are currently due to be eased by Sept 2021, the participation in sports events and competitions will be re-introduced.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation	Impact		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<ul style="list-style-type: none"> -Investment in staff CPD to ensure high standards of teaching & learning. -Additional CPD opportunities to develop subject knowledge supported by the Manchester PE Association. -Develop staff confidence and competence in delivering high-quality PE lessons through team teaching and planning (potential investment in a scheme). -Develop leadership and Sportsmanship values for all children. -Development and introduction of a new progression document and assessment of PE to work along side new 'PE Hub' scheme. 	<ul style="list-style-type: none"> - Membership in the Manchester PE Teacher -Training Scheme whereby the school receives: <i>Termly training</i> <i>Safe Practice Guide</i> <i>Safe Practice Training</i> -Investment in the Primary PE planning website. -On site training in relation to the scheme and key areas identified as part of staff development. -Opportunities for leadership to be developed through ongoing work with Freddie Fit & Man U leaders. Children leading on sporting activities at lunch, being responsible for equipment and delivery of sessions. Promoting healthy and active play on the playgrounds – utilising equipment for children to learn new games and encourage inclusive play. -PE, PSHCE, Healthy Schools and Curriculum Lead work in conjunction with our partner school to create a progression document which can also be used as an effective assessment tool. 	<ul style="list-style-type: none"> £195 £500 	<ul style="list-style-type: none"> -Staff's confidence and competence is increased. -Enhanced quality of teaching & learning leading to improved standards in PE across the school. -Increase in positive attitudes towards health and wellbeing. -Increase in the number of children participating in a range of physical activity. -Children developing independence, leadership and resilience skills. 	<ul style="list-style-type: none"> -PE/Curriculum Lead to ensure membership are up to date so CPD opportunities can be accessed. -Arrange staff meeting times to deliver vital CPD/introduce the new scheme. -Arrange team teaching/supportive lesson observations to help develop the quality of teaching & learning within PE. -To identify staff who may need additional support e.g. RQT, newly appointed staff. -PE/Curriculum Lead to monitor key aspects of PE and its leadership to ensure the profile and standards are raised. -To arrange cross Trust opportunities to develop a progression/assessment document for PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation	Impact		
<i>Your school focus should be clear</i>	<i>Make sure your actions to</i>	<i>Funding</i>	<i>Evidence of impact: what do</i>	<i>Sustainability and suggested</i>

<i>what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>achieve are linked to your intentions:</i>	<i>allocated:</i>	<i>pupils now know and what can they now do? What has changed?:</i>	<i>next steps:</i>
<p>Additional achievements:</p> <ul style="list-style-type: none"> -Continue to build on existing enthusiasm for established sports within school e.g. football, tag rugby and basketball. -Build capacity to introduce/offer a range of sporting opportunities e.g. dance, cheerleading, participate in events etc. -Continue to increase participation (girls, boys, key year groups, SEND) in extra-curricular activities across key stages. 	<ul style="list-style-type: none"> -Introduce “The Reds” football scheme for a key year group. -Increase participation in competitions. -Use of sports coach to promote a love of sport and provide specialist coaching. -Sign up to new sports/physical activity clubs. -Reassess clubs on offer and conduct pupil voice to ensure we are offering opportunities which are of interest to the children. 	<p>£6,500?</p>	<ul style="list-style-type: none"> -Involvement in the scheme, impact of engagement in the scheme, development of skills and positive attitudes towards physical activity. -More children participating in sporting events/competitions/after school clubs. - A wider range of clubs on offer. 	<ul style="list-style-type: none"> -Develop links with local sports clubs & providers e.g. Sale Sharks, Man U/Man City etc.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
-Develop intra-school competitions in conjunction with the Wythenshawe cluster. -Develop participation in competitive events which are further afield e.g. across Manchester, regionally or nationally.	-Increase involvement in school competitions. -Use our Sportspoint coach and other potential specialist coaches to identify pupils with talent for a particular sport and encourage further involvement outside of the school context. -Use sports premium funding to transport pupils to and from competitions. -Use sports premium funding to purchase team kits to raise morale and a sense of team spirit/belonging.	£	-Tag Rugby Team reached the national finals.	-Develop a bank of staff who will be involved in supporting and supervising competitive events both locally and further afield.

Signed off by	
Head Teacher:	L Croke
Date:	
Subject Leader:	A. Reynolds
Date:	28.7.21
Staff Governor:	
Date:	