

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
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 carried over from 2019/20	£
Total amount allocated for 2020/21	£17,830
How much (if any) do you intend to carry over from this total fund into 2021/22?	£677
Total amount allocated for 2021/22	£17,830
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18507

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 2020. Please see note above	90% (July 2022)
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	97% (July 2022)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100% (July 2022)
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

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: £18507 £18294 allocated		Date Updated: 1/5/22	
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: 26.4%
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?:
Ensuring all children are engaged in physical activity at break and lunch times.		Purchase equipment to engage all children in their activities at break and lunch times.		£1000	Children will be able to engage in a range of activities with their peers at break and lunch times that encourage them to be active and to physically participate in a variety of team games.
Ensure that all of the PE lessons are fully equipped		Purchase equipment to ensure that PE lessons are fully resources and that resources are fully up to date. Old/worn out equipment is replaced on a regular basis. New sports are introduced eg pop lacrosse		£900	Children engage in PE sessions with good sports equipment. Sports played in PE link to sports offered by local clubs. EG cricket, and lacrosse
Ensure our disadvantaged children are accessing physical activity beyond the PE curriculum		Fund sports access places for children with low exposure to cultural capital and paid for sports activities.		£200	Disadvantaged children have full access to paid for sport clubs.

To ensure that all of our EYFS children are active and are supported in order to develop gross motor skills.	Purchase equipment that will enable the children to develop gross motor skills of carrying, assembling, jumping, cycling.	£1800	Children achieve the Gross Motor Skills ELG as part of the Physical Development part of the EYFS framework.	
To ensure that both indoor and outdoor equipment is maintained to a high standard	The SLA health and safety check takes place to ensure that all equipment is safe for children to use. Play quest will complete a health and safety check outdoors and Continental will complete a health and safety check indoors	£1000	Children can continue to enjoy using a variety of equipment both indoors and outdoors and are kept safe.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	0%

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:

Upcoming sports events to be discussed in school collective worship to generate excitement around future sporting competitions	Dedicated section in Friday's collective worship to celebrate sporting achievements. Use the school newsletter and Facebook page to celebrate any sporting event	£ No cost	Children are aware of the availability of sporting opportunities outside of school.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
34.5%

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:	Sustainability and suggested next steps:
To ensure high quality teaching of PE and school sport.	Employment of PE specialist to run continuous CPD for staff	£4500	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Lesson observations by PE lead and PE specialist to show consistent approach by staff. High quality delivery observed.</p> <p>Staff to be made aware of good and outstanding PE and how to achieve this. To ensure staff feel confident delivering high quality differentiated lessons.</p> <p>Increased confidence to deliver PE for staff who have moved year groups.</p> <p>To complete interview feedback with children.</p>

PE subject leader updated with matters of PE/sports in schools.	PE subject leader meetings/courses	£595	PE subject lead kept up to date with changes in PE/sports in schools.	
To ensure high quality and consistent teaching of PE and school sport	To purchase the SCOW PE passport per academic year.	£699	Teachers will have a clear skills based framework to complete a range of PE lessons. Teachers to adapt the lessons to meet the needs of the pupils. Lessons across year groups will build on previously taught skills.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 37.8%
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>Additional achievements:</p> <p>Update the large pieces of playground equipment to encourage active participation both within school and out of school.</p>	<p>Large playground - equipment on the Astroturf updated to ensure that children continue to have access to the equipment at break and lunchtime</p> <p>Small playground – climbing frame updated to ensure that children are able to be physically active at lunchtime and during EYFS outdoor provision sessions.</p>	<p>£TBC £2000 approx.</p>	<p>In a school with no field at all, it is vital that our climbing equipment is well maintained and available as much as possible throughout the year.</p> <p>Children are able to be active on the equipment at break and lunch times.</p>	
<p>Increase opportunities for outdoor learning</p>	<p>Children to engage in forest school activities visiting West Didsbury</p>	<p>£1500</p>	<p>Children will experience learning in an outdoor environment by a level 2 trained member of staff at West Didsbury. Children will engage in outdoor and active learning to support work in the classroom. The benefits of working in a forest environment are well known.</p>	
<p>Increase participation in extra curricular activities</p>	<p>PSP/LSC external providers to provide additional coaching at lunchtimes and at after school bringing the total to twice a week to include cricket, handball and dodgeball.</p> <p>Children in Key Stage 1/Reception to take part in lunchtime physical activity sessions three times a week.</p> <p>Children in Key Stage 2 to take part in lunchtime activities one a week Summer term onward.</p>	<p>£3,500</p>	<p>Children to develop skills in a wide variety of sports not necessarily on the school curriculum.</p> <p>Children who are in participating classes have had opportunity to engage with high impact sessions. These sessions have contributed towards the target of 60 minutes of physical activity each recommended for children.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.2%
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:
Local cross country races open to all children in Years 4-6 City wide and Greater Manchester races available to those who qualify.	Sports co-ordinator (HoS) to organise the participation both in advanced and on the day.	£600	Pupils have the opportunity for participation and the experience of high level competition.	
Football matches against WDCE – one mixed One girls match	Sports co-ordinator (HoS) to organise the participation both in advanced and on the day.		Girls especially, enthused by matches and encouraged to play on a more regular basis with local teams.	

Signed off by	
Head Teacher:	<i>Simon Ball</i>
Date:	<i>14/7/22</i>
Subject Leader:	<i>Kate Evans</i>
Date:	<i>14/7/22</i>
Governor:	<i>Matthew Lee</i>
Date:	<i>17/07/22</i>