

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£19570
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2021/22	£19570
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19570

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<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 2021.</p> <p>Please see note above</p>	51%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	21%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	58%
<p>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?</p>	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: 2021/22		Total fund allocated:		Date Updated:	
<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:
					61%
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:
To engage all children and promote many opportunities to participate in regular activities throughout the week.	<ul style="list-style-type: none"> • More structured playtimes and lunch times with the help of enrichment officers to give children the opportunity to play new sports • Transportation for Year 4 children to attend weekly swimming lessons. • A wide range of morning, lunch time and after school clubs provided – targeting all children to increase participation. • Employment of outside agencies to work with staff to increase the confidence and improve the delivery of activities. 	£ 12000	<p>Children and staff are supported by enrichment officers and outside agencies to monitor and improve the delivery of PE. Alternative provision also provided by the enrichment officers and outside agencies to help increase the participation of all children during breakfast/lunch/after school clubs.</p> <p>During term time, children have visited or been visited by other agencies to promote links.</p> <p>OAA activities been experienced by some but not all pupils, going orienteering at Dovestones is one</p>		<p>Enrichment officers will be continued to be used in the future due to the success in engaging children. Clubs were full and were deemed a success. Next steps will be to conduct a pupil voice to see what clubs children are interested in.</p> <p>To up skill lunchtime organisers with games and understanding.</p> <p>To ensure that children have the opportunity to access sports and competitions through MCR Active.</p>

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	<ul style="list-style-type: none"> • Intra/inter school games to be used to expose children to new sports. • Give children the opportunity to experience in OAA • Playground equipment bought for use at lunch times. • Lunch time organisers to be trained to monitor and run games for all yea groups. • Purchase resources which are available for children to use during lunch times and in their PE lessons. • MUGA being built to host PE lessons, school clubs and competitions. 		<p>example.</p> <p>Year 4 children given the opportunity to attend weekly swimming lessons.</p> <p>Due to restrictions through COVID19, participation in intra and inter school games were not allowed for the majority of the year.</p> <p>Providing staff with the correct equipment ensure they were confident in delivering sessions as they knew they had the correct equipment to aid pupils.</p>	<p>Work with new outside agency to develop links for after school competitions.</p> <p>Regular checks on equipment to ensure it works correctly – any broken equipment replaced.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				18%

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:
To increase the profile of sport within school. To improve the behaviour of children through sporting principles.	Clubs to be used to increase the participation and to raise awareness of sport throughout school. Use sport as a tool to increase the behaviour of some children – using	£3500	Children are beginning to understand the importance of sport and physical activity and the impact this can have upon their wellbeing and education.	Continue with all the approaches listed. Further develop the commitment of parents within sport.

<p>To improve children's self-esteem and confidence by using sporting activities as a tool.</p> <p>Use sport to develop children's moral, spiritual, social and cultural skills.</p> <p>Improve parents engagement and communication with sports and</p>	<p>sporting principles as well as the RESPECT curriculum adopted by the trust to build resilience, empathy, self-awareness, positivity, excellence, communication and teamwork.</p> <p>Enrichment officers will be used to spend time with children to develop a 'whole person' approach to develop a well round individual.</p> <p>Parents to be offered the opportunity to participate in after school cubs such as fitness clubs etc.</p> <p>'Missions' with classes used to develop teamwork, cooperation, communication skills</p>		<p>Developing a well-rounded individual through using sporting principles of resilience, positivity etc has developed children's attitudes for the better.</p> <p>Postcards and certificates sent home to aid parent engagement but also increase the confidence, self-esteem and self-belief of children.</p> <p>Through the use of missions, children are beginning to develop teamwork and essential communication skills.</p>	<p>Implement more competitions for children to further develop their character/sportsmanship. Being able to accept defeat or winning graciously.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 2%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Teachers feel confident in the delivery of all PE lessons.</p> <p>Provide support and be able to upskill teachers for new/uncertain sports.</p>	<p>Use staff questionnaires to identify the areas in which teachers feel incompetent in delivering lessons.</p> <p>PE lead to provide support to the</p>		<p>Complete PE proved a helpful resource for teachers to use as they were able to watch videos and set the expectations within the lesson from this.</p>	<p>Complete PE resource to continue next year as it gives teachers invaluable ideas and activities.</p> <p>Regular monitoring of the PE</p>

<p>Give access to quality equipment and resources to allow the delivery of quality PE lessons/</p>	<p>teachers.</p> <p>Use of a scheme which includes videos and ideas to support adults in delivering high quality lessons to the children.</p> <p>Ensure teachers have the correct equipment through regular inspection. Replace any broken/inadequate equipment.</p>	<p>£450</p>	<p>Teachers gained valuable activities from Complete PE as well as the PE lead when asked for support/guidance.</p> <p>Equipment was made readily available to KS1 and KS2, which allowed teachers to confidently select and use appropriate equipment for their lessons.</p>	<p>curriculum and delivery of lessons.</p> <p>Outside agency to come in and work with teachers to develop their skills and competence.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 14%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Free taster sessions to be used from local/governing bodies to introduce the children to a range of sports.</p> <p>Children to be taken on trips outside of school to introduce children to new sports which they may have never known/participated in.</p> <p>Outdoor activities to be explored for</p>	<p>Lancashire cricket club to come in and work half termly with year 3 children, providing them access to fun activities and use of high level equipment.</p> <p>Children taken to Taekwondo championships to experience a new sport, where they had the chance to participate in activities.</p> <p>Orienteering was used as cross curricular for year 3 children</p>	<p>£2750</p>	<p>Children were given the opportunity to experience new sports through progressive sports—examples such as BoxFit and Zumba.</p> <p>Children were taken to the taekwondo championships to experience a new sport and participate in some activities.</p> <p>Behaviour improved remarkably through the use of the enrichment</p>	<p>Continue to expose children to different sports and develop a relationship without local organisations to further encourage their participation.</p> <p>Increase the amount of children who are able to attend an OAA session. (cross curricular)</p> <p>Continue to promote healthy living, perhaps using</p>

<p>children to gain new experiences.</p> <p>To develop our healthy lifestyle in order to gain a better understanding of nutrition.</p> <p>Sports day used to provide children with the opportunity to access more sports.</p> <p>Progressive sports to give access during clubs to new sports.</p> <p>Look at ways to engage children in the walk to school scheme</p>	<p>incorporating map reading in an outside environment.</p> <p>Improve the knowledge of children and parents to help develop an understanding of nutrition.</p> <p>Children exposed to new sports in clubs provided by outside agency. Clubs such as BoxFit, zumba, dodgeball.</p> <p>Bike shed built to encourage children to bike to school and not use their cars.</p>		<p>officers and progressive sports. This meant that school and corridors were much more settled.</p> <p>Healthy lifestyles were used to enable children and adults to understand the importance of nutrition and exercise for our body, but also for our mental well-being.</p>	<p>workshops to educate parents.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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?:	Sustainability and suggested next steps:
<p>Give children the opportunity to compete in and outside of school.</p> <p>Join Manchester active and school games to ensure children can compete in sporting fixtures.</p> <p>Develop intra school competitions within the trust.</p> <p>Work with other schools within the area to develop sports leaders from high schools.</p> <p>Engage in walk to school scheme.</p>	<p>Children taken to clubs outside of school where possible.</p> <p>Manchester active and school games provided the opportunity for children to visit outside venues to gain new experiences.</p> <p>Liaising with other schools to allow children to come into school and work and conduct sessions/help with sports day</p>	£ 750	<p>Children were encourage to walk/bike/skate to school to receive a badge. Children starting to understand the benefits of regular exercise (mind, body)</p>	<p>Due to COVID and restrictions children did not engage in sporting fixtures – something to do this year for a variety of sports.</p> <p>Work alongside Dream Big Sports to develop intra school competitions.</p> <p>Use Manchester active and school games to ensure opportunities arise for children to take advantage of.</p>

Signed off by	
Head Teacher:	Hayley Brooker
Date:	1/9/22
Subject Leader:	Connor Hampson
Date:	1/9/22
Governor:	
Date:	