

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 keyindicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> 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

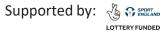
Please report on your Swimming Data below.

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 2021. Please see note above	51%
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	21%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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 Update	d:]
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:
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 suggestednext steps:
To engage all children and promote many opportunities to participate in regular activities throughout the week.	 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	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. During term time, children have visited or been visited by other agencies to promote links. DAA activities been experienced by some but not all pupils, going orienteering at Dovestones is one	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. To up skill lunchtime organisers with games and understanding. To ensure that children have the opportunity to access sports and competitions through MCR Active.











	 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. 		example. Year 4 children given the opportunity to attend weekly swimming lessons. Due to restrictions through COVID19, participation in intra and inter school games were not allowed for the majority of the year. Providing staff with the correct equipment ensure they were confident in delivering sessions as they knew they had the correct equipment to aid pupils.	Work with new outside agency to develop links for after school competitions. Regular checks on equipment to ensure it works correctly – any broken equipment replaced.
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole scho	pol 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 suggestednext steps:
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.













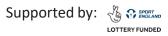
				Т 1
To improve children's self-esteem	sporting principles as well as the		oping a well-rounded	
and confidence by using sporting	RESPECT curriculum adopted by the	individ	dual through using sporting	Implement more
activities as a tool.	trust to build resilience, empathy,	princip	oles of resilience, positivity	competitions for children to
	self-awareness, positivity,	etc has	s developed children's	further develop their
Use sport to develop children's	excellence, communication and	attitud	des for the better.	character/sportsmanship.
moral, spiritual, social and cultural	teamwork.			Being able to accept defeat
skills.		Postca		or winning graciously.
	Enrichment officers will be used to	home	to aid parent engagement	
Improve parents engagement and	spend time with children to develop		so increase the confidence,	
communication with sports and	a 'whole person' approach to		steem and self-belief of	
Service and	develop a well round individual.	childre		
	develop a well round marviadal.	ciliare		
	Parents to be offered the	Throug	gh the use of missions,	
	opportunity to participate in after		en are beginning to develop	
	school cubs such as fitness clubs etc.		vork and essential	
	school cubs such as hthess clubs etc.			
	(Naissiansa) with alassa was dita	Comm	unication skills.	
	'Missions' with classes used to			
	develop teamwork, cooperation,			
	communication skills			

Key indicator 3: Increased confidence,	or 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allowed		Percentage of total allocation:	
				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:
	identify the areas in which teachers feel incompetent in delivering lessons.		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.	Complete PE resource to continue next year as it gives teachers invaluable ideas and activities.
• •	PE lead to provide support to the			Regular monitoring of the PE













resources to allow the delivery of quality PE lessons/	teachers. Use of a scheme which includes videos and ideas to support adults in delivering high quality lessons to the children. Ensure teachers have the correct equipment through regular inspection. Replace any broken/inadequate equipment.		Teachers gained valuable activities from Complete PE as well as the PE lead when asked for support/guidance. Equipment was made readily available to KS1 and KS2, which allowed teachers to confidently select and use appropriate equipment for their lessons.	lessons. Outside agency to come in and work with teachers to develop their skills and competence.
Key indicator 4: Broader experience o	r a range of sports and activities offe	ered to all pupils		Percentage of total allocation: 14%
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:
Free taster sessions to be used from local/governing bodies to introduce the children to a range of sports.	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.	£2750	Children were given the opportunity to experience new sports through progressive sportsexamples such as Boxfit and Zumba.	Continue to expose children to different sports and develop a relationship without local organisations to further encourage their participation.
Children to be taken on trips outside of school to introduce children to new sports which they may have never known/participated in.	Children taken to Taekwondo championships to experience a new sport, where they had the chance to participate in activities.		Children were taken to the taekwondo championships to experience a new sport and participate in some activities.	Increase the amount of children who are able to attend an OAA session. (cross curricular)
Outdoor activities to be explored for Created by: Physical Active Services Partnerships	Orienteering was used as cross curricular for year 3 children Supported by:		Behaviour improved remarkably through the use of the enrichment	Continue to promote healthy living, perhaps using

incorporating map reading in an	officers and progressive sports.	workshops to educate parents.
outside environment.	This meant that school and	
	corridors were much more settled.	
Improve the knowledge of children		
and parents to help develop an	Healthy lifestyles were used to	
understanding of nutrition.	enable children and adults to	
	understand the importance of	
Children exposed to new sports in	nutrition and exercise for our	
clubs provided by outside agency.	body, but also for our mental well-	
	being.	
dodgeball.		
use their cars.		
	outside environment. Improve the knowledge of children and parents to help develop an understanding of nutrition. Children exposed to new sports in	outside environment. Improve the knowledge of children and parents to help develop an understanding of nutrition. Children exposed to new sports in clubs provided by outside agency. Clubs such as Boxfit, zumba, dodgeball. Bike shed built to encourage children to bike to school and not













Key indicator 5: Increased participation	n 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:
Give children the opportunity to compete in and outside of school.	Children taken to clubs outside of school where possible.	£ 750	walk/bike/skate to school to receive a badge. Children starting to	Due to COVID and restrictions children did not engage in sporting fixtures – something to do this year for a variety of
Join Manchester active and school games	_		_	sports.
to ensure children can compete in sporting fixtures.	provided the opportunity for children to visit outside venues to gain new experiences.			Work alongside Dream Big Sports to develop intra school
Develop intra school competitions within				competitions.
the trust.	Liaising with other schools to allow children to come into school and work			Use Manchester active and school
Work with other schools within the area	and conduct sessions/help with sports			games to ensure opportunities
to develop sports leaders from high schools.	day			arise for children to take advantage of.
Engage in walk to school scheme.				

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









