

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) (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 **31<sup>st</sup> 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- Increased participation in 'inspire' events, aimed at inspiring children who aren't as confident in sports to participate and flourish.</li> <li>- Increased participation in 'excel' events, alongside other competitive events, providing children the opportunity to compete at a competitive level and high standard, against other similar teams</li> <li>- Addition of KS1 cheerleading club (meaning cheerleading club is now offered to all children in KS1 and KS2 as an after-school club choice)</li> <li>- Increased participation in EYFS and KS1 sporting events.</li> <li>- Swimming data</li> <li>- Gymnastics: 3<sup>rd</sup> place in first competition (Year 5 and 6)</li> <li>- Establishing partnerships with external agencies (City Football Academy, Little Sports, Nuffield Health, Manchester United Foundation, Manchester PE association)</li> <li>- Participation in European Sports Day</li> <li>- Year 5 and 6 boys' football team got through to the Nationwide Finals, representing Manchester City, in the Premier League Primary Stars national tournament.</li> <li>- Competitive results in tournaments entered in general</li> </ul>	<ul style="list-style-type: none"> <li>- Staff training in teaching elements of the gymnastics curriculum in KS2</li> <li>- Creating a more holistic approach to CPD and staff training</li> <li>- Looking at links between mental health and physical activity and making this clear to children</li> <li>- Developing the structure of P.E. lessons and a more holistic approach to teaching and learning</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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>	98%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <u>No</u>

## 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.

<b>Academic Year:</b> 2020/2021	<b>Total fund allocated:</b> £19,370 + £5,000 carried over from last year = £24,370	<b>Date Updated:</b> September 2020		
<b>Key indicator 1:</b> 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: 38.5%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£9,395
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 develop the use of physical activity within curriculum areas outside of P.E. lessons in order to contribute to further daily activity.	Use 'Active Maths' programme to increase physical activity within Maths lessons.	£545	Children have increased their physical activity in other areas of the curriculum and have very much enjoyed linking physical activity to their maths learning.	Staff are increasing their confidence in introducing physical activity into their maths learning, which has long-term benefits to high-quality teaching and learning.
To increase before school and after school opportunities for physical activity.	To increase the range of after-school club activities available, including free clubs, for all children from Reception-Year 6.		Extra-curricular clubs did not run to capacity last year due to Covid-19 restrictions and lockdowns and therefore part of this funding will be carried through to the next academic year.	Sports coach to be employed next academic year to continue to increase physical activity over lunch time, including the development of sports leaders.
To improve the number of girls participating in extra-curricular sporting activities.	Link with Rising Stars to facilitate after school clubs for cheerleading for KS1 and KS2 children.		Staff are consistent and confident in leading the Daily Dash and children know and love this as part of their daily routine.	Staff are becoming increasingly more confident in leading effective Daily Dash sessions and children are very familiar with this daily practice.
To ensure the Daily Dash is used effectively to provide children with daily physical activity.	Daily Dash refresher training to form part of staff training. Any new staff to be trained in Daily Dash by P.E.			

To increase the amount of physical activity children are able to take part in at play times and lunch times.	specialist over several weeks.			
	Next stage of playground development to include child-friendly exercise equipment to increase enjoyment and physical activity.	£5,000	The implementation of new playground equipment has increased physical activity at play time and lunch time, as well as increasing enjoyment.	The playground equipment will continue to remain in the playground and therefore is sustainable over a number of years.
	Sports coach to be hired for lunch times to lead phase age-appropriate games and competitions.	£3850	This has been postponed to the next academic year due to Covid-19 restrictions and lockdown.	

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:

24.5%

Intent	Implementation	Impact	£5,974
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?:
To continue to improve the quality of P.E. lessons across the school.	P.E. Passport to be used to continue to improve the quality of P.E. lessons across the school.	£699	Development in staff knowledge for planning, teaching and learning has impacted positively on the children and quality of PE lessons. Children are therefore improving their learning within this curriculum area too. Lesson planning and structure is becoming more consistent and high-quality.
To improve the use of assessment so that children needing further intervention can be targeted.	Sports Lead to combine PE Passport assessment and adapt to best fit our school, recording progress on O Track and using half-termly formative assessment grids.		Teachers have developed their knowledge, skills and confidence in improving their PE teaching. The use of PE Passport should be continued next year to further this progression.
To facilitate the use of sports leaders to raise the profile of P.E. and contribute to whole school improvement.	Mr Bannister to lead a team of sports leaders from a group of children who were successful in their application process. Mr		Sports leaders have increased their knowledge and skills in supporting others and raising the
			Sports leaders were chosen from Year 5 and Year 6 meaning that Year 5 sports



<p>Use P.E to promote school games values and rights of a child.</p>	<p>Bannister to lead them through training to equip them to fulfil their role effectively.</p> <p>Embed the school games values in P.E. lessons and link to the UNCRC Rights of the Child.</p>		<p>profile of PE. They have contributed to school improvements including lunch time, leading sports day, etc.</p>	<p>leaders can continue next year and support new sports leaders as well.</p>
<p>Raise the profile of P.E. in the school community.</p>	<p>Apply for the afPE quality mark to ensure the continuous development of high-quality PESSPA</p> <p>Commit to hosting an ‘inspire’ event in association with Manchester P.E. association.</p> <p>Use the main corridor P.E. display to show the four areas of physical activity, as well as promoting school games values.</p>	<p>£275</p>	<p>This has been deferred to the next academic year due to changes in priorities based on the Covid-19 pandemic. An example of one change in priority is the introduction of daily fitness home learning and whole school ‘Workout Wednesday’ sessions filmed by staff.</p>	
<p>My Happy Mind and parent involvement</p>	<p>To use My Happy Mind to support parents in supporting the mental health and wellbeing of their children at home, making it clear how we link this with learning in school too.</p>	<p>£5000</p>	<p>Children are beginning to develop their understanding of the positive impact of physical activity on their mental health and well-being. They are developing their understanding of the importance of good mental health and well-being.</p>	<p>Children’s knowledge has developed over the past year, as has teacher confidence in delivering high-quality teaching and learning about mental health and well-being. My Happy Mind use should continue to further develop this.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				44.7%
Intent	Implementation		Impact	£10,895
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 improve staff confidence, knowledge and skills in teaching gymnastics in KS2, therefore resulting in children in KS2 being challenged effectively and developing a better understanding of, and enjoyment of, gymnastics.	All KS2 teachers to receive at least one half-term's support to cover a specific element of gymnastics, appropriate to their year group level and ability. CPD training to be facilitated through Junior Sports Stars, a local gymnastics provider who are fully qualified in supporting teachers to improve their knowledge and skills in teaching gymnastics effectively.	£5000	Children in KS2 have improved their gymnastics knowledge and skills, as have teachers. Teachers are becoming more confident and skilled in delivering high-quality gymnastics lessons to children in KS2. Progress in gymnastics has been greater than previously. Not all teachers were able to access this support due to Covid-19 lockdown but this gymnastics support was used during the lockdown period to provide vulnerable children with targeted gymnastics skills.	Staff confidence in high-quality delivery of gymnastics is improving. Gymnastics CPD should continue to further this throughout the next academic year.
To improve staff confidence, knowledge and skills in teaching areas of the P.E. curriculum that they have identified as not being as confident or skilled in delivering.	Staff confidence and skills audit to be used to identify staff to receive CPD P.E. support from Pat Callaghan, primary P.E. specialist. This will consist of weekly sessions for a half-term or term, focusing on improving staff skills in the areas identified.	£4500	Staff accessing CPD support have become more confident in areas of the PE curriculum where they were previously less confident, meaning that the quality of PE lessons for children has subsequently seen improvements too.	Staff continue to increase their knowledge and skills in delivering high quality PE sessions and therefor children have access to improved teaching and learning. PE CPD should continue next academic year to further these improvements made and to support new staff.



Continue to develop role of sports curriculum lead in school in order to facilitate further improvements.	Membership with Manchester P.E. association to be used, including attendance at termly sports leader meetings.	£900 Teacher training subject leader £195	The PE subject leader has become more confident and skilled in evaluating our approach to physical fitness and PE lessons across the school. This is helping to develop a more holistic approach to PE.	The PE subject leader has continued to develop his knowledge and continuation of membership next academic year would support in furthering this development too.
To upskill sports coach to ensure physical activity opportunities are plentiful at lunch time.	Sports coach to be employed and relevant training to be identified.	Training costs - £300 approximately	Sports coach not employed as planned in the spring term due to Covid-19 lockdown. Funds to be carried over to next academic year for similar purpose.	
Increase mental health through sport and children's understanding of the links between mental health and physical activity.	Staff training on using My Happy Mind to increase understanding of mental health and how this affects our bodies.		Children are developing their understanding of how their brain works and why they react to different stimuli in different ways. This is helping them to develop strategies to support their own mental health and well-being. They are furthering their knowledge of the positive impact of physical fitness on mental health.	
To improve teacher knowledge on effective assessment within P.E.	Sports Lead to lead training on P.E. assessment. Sports Lead to lead training on effective P.E. structure and holistic approach to teaching and learning.		This action is to be carried forward to the next academic year.	
To improve staff understanding of their own mental health and how this	Use of My Happy Mind for staff		Staff are developing their knowledge and skills of how to	Children's knowledge has developed over the past year,

can affect other areas of their life.			effectively teach children about their mental health and well-being. This is being reflected in the conversations and vocabulary being used across the school.	as has teacher confidence in delivering high-quality teaching and learning about mental health and well-being. My Happy Mind use should continue to further develop this.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
2%

Intent	Implementation	Impact	£500
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?:
Promotion of P.E., sports and fitness through a range of different mediums.  Children in Years 5 and 6 to develop their knowledge, skills and understanding in the importance of a healthy lifestyle.  Implement a wider range of sporting	Healthy Schools Week – to raise awareness of different sports and the importance of a healthy lifestyle.  Sports History Week: Research sporting dynasty and where it came from.  Liaise with Nuffield Health to deliver six-week hour long workshops focusing on the importance of exercise, sleep, nutrition and positive mental health.  Use survey to identify sports that children already participate in outside school. Use this	£500	Healthy Schools Week greatly helped to revitalise children and fitness during the summer term after the Covid-19 lockdown period. Many children ignited their love for different sports and exercise again which was wonderful to see.  Nuffield Health were unable to deliver workshops in school due to Covid-19 restrictions but supported us through providing high-quality resources which were used during the remote education period.
			Sustainability and suggested next steps:  An increased focus across the wider school year would be beneficial next year to ensure the continued development of sports awareness, involvement and the importance of a healthy lifestyle.  SLT to look into the involvement of Nuffield Health with possible face-to-face training to see if this can return after the easing of Covid-19 restrictions.

opportunities for children across the school.	knowledge to inform further planning of extra-curricular clubs and P.E. long term planning to broaden range of experiences.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	£1,000
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 opportunities for children to participate in competitive sport within their own year groups.	Due to COVID-19 restrictions, we are currently unable to compete face-to-face against other teams. Therefore, we want to facilitate a wider range of face-to-face competition but within year group bubbles.	Taxi cost budget: £1000	Due to the Covid-19 pandemic and lockdown, further restrictions were put in place meaning we were unable to have inter-year competitions as frequently as planned. When they were able to take place, for example during the Summer Term, they were of great value to the children and promoted fitness, enjoyment and health and well-being across the school.	Based on the easing of Covid-19 restrictions, PE lead to begin to organise inter-school competitions as previously done. Funding will be needed to access these competitions i.e. transport costings.  PE lead has planned staff CPD to improve the structure of PE lessons and the holistic approach taken, including improving resilience and perseverance within sports. This will be delivered next academic year.
To increase the opportunities for children to participate in competitive sport against other schools virtually.	Mr Bannister to organise and facilitate inter-school competitions through virtual means in order to continue to increase participation in competitive sport.			
To improve resilience and perseverance within competitive sport.	Staff training from P.E. lead to involve how to have effective conversations with children to promote key values and promote resilience and perseverance.  Use of My Happy Mind to look at the importance of resilience and			



To provide transport to competitive events to allow a wider range of children to access such competitions.	perseverance in sports.  Sports Lead to organise competition calendar to include a range of different sports and age ranges.			
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Signed off by	
Head Teacher:	J D Chwastek
Date:	29 <sup>th</sup> September 2021
Deputy Head Teacher:	J Quiligotti
Date:	29 <sup>th</sup> September 2021
Subject Leader:	D Bannister
Date:	29 <sup>th</sup> September 2021
Governor:	
Date:	