

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	£6,700
Total amount allocated for 2021/22	£26,010
How much (if any) do you intend to carry over from this total fund into 2022/23?	£7,800
Total amount allocated for 2022/23	£19,400 + carry over = total £27,200
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	

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?

99%

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 2023.

Please see note above

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

86%

Please see note above

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

97%

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

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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: 2022/2023	Total fund allocated: £19,400 + £7,800 carried over from last year = £ 27,200 Total spend: £	Date Updated: December 2022	
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: 38%
Intent	Implementation	Impact	£10,212.5
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 develop the use of physical activity within curriculum areas outside of P.E. lessons in order to contribute to further daily activity.	Continue annual subscription to 'Active Maths' programme to increase physical activity within Maths lessons.	£712.50	Pupil and staff voice have shown the increased benefits of using Active Maths to increase physical activity in lessons, including enjoyment in physical activity and an increased frequency in regular physical activity.
To increase before school and after school opportunities for physical activity (particularly after the decrease in such clubs due to Covid19 restrictions).	To continue to increase the range of afterschool club activities available, including free clubs, for all children from Reception-Year 6, offering PP pupils discounted places.		Numbers of pupils attending extra-curricular clubs has increased, with more clubs being offered such as gymnastics, dance and multi-sports.

<p>To ensure the Daily Dash is used effectively to provide children with daily physical activity.</p>	<p>Any new staff to be trained in Daily Dash by P.E. specialist over several weeks. Collect pupil and staff voice relating to Daily Dash to ensure all pupils are participating.</p>		<p>All new staff have received high-quality Daily Dash training, and all existing staff have also taken part in high-quality refresher training. Daily Dash continues to be used effectively to ensure pupil participation and engagement.</p>
<p>To increase the amount of physical activity children are able to take part in at lunch times.</p>	<p>Sports coach employment at lunch times to continue, in order to deliver structured and monitored sports sessions during lunch time.</p>	<p>£9500</p>	<p>Children are now taking part in more and a wider range of physical activity at lunch time. Children have more opportunities to take part in age-appropriate games and competitions. Pupil voice has shown the value of this and that it has also increased enjoyment over lunch time and enjoyment for different sports.</p>

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 43%</p>		
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	<p>£11,539</p>

<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>
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<p>To continue to improve the quality of P.E. lessons across the school.</p> <p>To continue to improve the quality of resources/equipment used for PE lessons across the school, specific to key stages and year groups</p>	<p>P.E. Passport to be used to continue to improve the quality of P.E. lessons across the school.</p> <p>Equipment stock check/audit Order equipment needed to fulfil the areas of the PE curriculum</p>	<p>£600</p>	<p>P.E. Passport has continued to provide high-quality spiral curriculum progression and planning for all year groups. Staff continue to access CPD sessions through junior sports stars for Gymnastics and through CITC for outdoor games. The CITC structure enables staff to observe high quality PE sessions, as well as plan and teach in partnership with the lead CITC coach.</p> <p>The PE equipment shed has been organised and arranged with a resource audit having been carried out and new resources</p>
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<p>To improve the use of assessment so that children needing further intervention can be targeted.</p>	<p>Sports Lead to continue to monitor summative assessment using bronze, silver, gold assessment trackers.</p>		<p>purchased. Continuation of previous assessment strategies have been used as well as liaison with external providers (Junior sports stars and CITC)</p>
<p>To facilitate the use of sports leaders to raise the profile of P.E. and contribute to whole school improvement.</p>	<p>Liaison with Junior Sports Stars and PE lead to collaborate on a specific sports leader project to improve the current role and spread the impact of sports leaders across the school.</p>	<p>Included within lunch time provision (£9500 as above)</p>	<p>Sports Leaders are being developed to play a key role in the development of sports, including over lunch time, to increase the amount of physical activity children take part in and to increase enjoyment.</p>
<p>Use P.E to promote school games values and rights of a child.</p>	<p>Sports lead to lead training on holistic approach to teaching and learning in PE, including through links to RRSA and school games values.</p>		<p>Use of values badges and links to RRSA continue.</p>
<p>Raise the profile of P.E. in the school community.</p>	<p>PE lead to look into external awards and celebrations to benchmark our progress against and celebrate our strengths, as well as sharing with our school community.</p>		
<p>My Happy Mind and parent involvement</p>	<p>To continue our subscription to My Happy Mind, as well as continuing to incorporate the parent element and continuing to raise the profile of its use across our school community.</p>	<p>£3939</p>	<p>Involvement and participation with My Happy Mind decreased, due to a robust PSHE scheme which has taken priority and been developed to achieve the same outcomes.</p>

<p>To ensure all children are accessing the PE curriculum, are being physically active and are developing fundamental movement skills, whilst developing their own mental wellbeing.</p>	<p>City in the Community to deliver small group PSHE focus groups, Year 2 – Year 6 targeting specific areas eg. FMS, resilience, physical engagement, social skills in PE/sport.</p>	<p>£7000</p>	<p>CITC delivered sessions alongside teaching staff to ensure staff and pupils received high quality T&L within PE lessons. Staff and pupil voice showed the high levels of enjoyment of these sessions.</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:</p>
			<p>33%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	<p>£8897.5</p>
<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>To improve staff confidence, knowledge and skills in teaching gymnastics in both KS1 and KS2, therefore resulting in children in KS2 being challenged effectively and developing a better understanding of, and enjoyment of, gymnastics.</p> <p>To improve staff confidence,</p>	<p>All KS1 and KS2 teachers to receive one half-term's support to cover a specific element of gymnastics, appropriate to their year group level and ability. CPD training to continue 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.</p> <p>All KS1 and KS2 teachers to receive</p>	<p>£3467.50</p>	<p>Feedback from children, parents and staff has been incredibly positive and this support has now extended to Early Years too. We have seen a vast improvement in the quality of gymnastics skills being taught and the progression of skills over the past year. Staff are now becoming more confident in teaching these skills independently too. Pupils have also had the opportunity to join a gymnastics competition this year, in which some of our pupils were finalists.</p> <p>Feedback from children, parents and staff has been incredibly</p>

<p>knowledge and skills in teaching all areas of the PE curriculum in both KS1 and KS2</p>	<p>one full term's support to cover a specific element of the PE curriculum, appropriate to their year group level and ability. CPD training to continue to be facilitated through City in the Community</p>	<p>As part of the CITC support (£7000, as above)</p>	<p>positive and this support has now extended to Early Years too. We have seen a vast improvement in the quality of outdoor PE skills being taught and the progression of skills over the past year. Staff are now becoming more confident in teaching these skills independently too due to the nature of the teaching structure with CITC.</p>
<p>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.</p>	<p>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. All new members of staff will firstly receive support from Mr Callaghan to ensure high-quality teaching and learning in PE, including leading of the Daily Dash.</p>	<p>£4500</p>	<p>All, including Early Career Teachers, have had weekly support over at least one term to improve skills and confidence in P.E. teaching. Monitoring has shown that this has helped to increase the quality of P.E. teaching, particularly for ECTs.</p>
<p>Continue to develop role of sports curriculum lead in school in order to facilitate further improvements.</p>	<p>Membership with Manchester P.E. association to be used, including attendance at termly sports leader meetings.</p>	<p>£930</p>	<p>Manchester P.E. association membership has continued to provide high-quality CPD and opportunities for our P.E. lead which has, in turn, continued to improve the quality of P.E. across the school.</p>

<p>To improve teacher knowledge on effective assessment within P.E.</p>	<p>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. Assessment is a focus for staff CPD delivered by City in the Community and Mr Callaghan</p>		<p>Staff voice regarding P.E. training led by sports lead was incredibly positive and has helped to develop a more consistent approach to teaching and learning holistically in P.E. and using sports as vehicles to teach through.</p>
<p>To improve staff understanding of their own mental health and how this can affect other areas of their life.</p>	<p>Continuation of use of My Happy Mind for staff</p>	<p>As above £3939)</p>	<p>My Happy Mind has had an incredibly positive impact in helping children to understand their responses to certain triggers, including 'over-competitiveness' in sports and how they can use different strategies to reduce anger and anxiety. Staff have been able to use and reference these skills within P.E. lessons and throughout the school day, as well as in meeting with parents too.</p> <p>Due to the decrease in the use of My Happy Mind (as above) the PSHE curriculum has been developed with resources from the PSHE association to teach responsive lessons.</p>

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 7%</p>
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Intent	Implementation	Impact	£2000
<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>Promotion of P.E., sports and fitness through a range of different mediums.</p>	<p>Children to have access to our school Healthy Schools Week to promote different sports, fitness and healthy eating.</p>	<p>£2000</p>	<p>The range of sports that children are participating in at break times and lunch times has increased vastly due to changes in timetabling and liaison between children, sports leaders, P.E. lead, phase leaders and SLT. This has had a positive impact on the enjoyment of sports as well as providing children with the opportunity to participate in a broader range of sports.</p>
<p>Implement a wider range of sporting opportunities for children across the school.</p>	<p>Funding to be allocated to transport to allow children the opportunity to take part in a range of different sporting opportunities outside of school and with other schools.</p>		<p>An increased number of children have participated in a wide range of sports outside school, including within the excel and aspire parts of Manchester P.E. association.</p>
<p>Implement a wider range of different sporting opportunities within the school day and through before and after school clubs.</p>	<p>Senior leaders and phase leaders to work together to increase the range of sports rota-d over break time and lunch time each week.</p> <p>Senior leaders and PE lead to liaise with outside companies and local community to provide a wide range of different sports in school throughout the school year.</p> <p>City in the Community to deliver an after school multi-skills club</p> <p>Participate in opportunities such as 6-week cricket programme and tennis competitions, in order to provide a wealth of opportunities for all pupils.</p>		<p>The success of children competing at the Excel level has been a huge celebration and motivation within the school community, particularly our girls' team representing Manchester City at the Primary Stars Premier League Final in Watford.</p> <p>The number of children attending different sporting opportunities before and after school has also increased, and the range of clubs has increased.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%4
Intent	Implementation	Impact	£1000
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 increase the opportunities for children to participate in competitive sport within their own year groups.	Sports coach to be hired for lunch times to increase activities for competitions within school and within/across year groups. Sports coach to work with sports leaders in Year 5 and 6 to support them in leading sports during lunch times for younger children too.	Included within lunch time provision (£9500 as above)	Hire of sports coach has vastly improved children's participation in competitive sports within the school day over lunch time. The sports coach has worked with sports leaders to increase their leadership skills in supporting with this too. The sports coach has also had a positive impact in helping children to learn new skills and develop resilience and perseverance within these areas.
To improve resilience and perseverance within competitive sport.	PE lead to lead staff training on how to develop resilience and perseverance within PE lessons so that these skills can be applied to competitive sports in and out of school too.	£1000	Teacher PD regarding teaching P.E. holistically has had a positive impact on developing key skills within P.E. lessons, and across the curriculum ,including resilience and perseverance.
To provide transport to competitive events to allow a wider range of children to access such competitions.	Funding to be allocated to transport to allow children the opportunity to take part in a range of different sporting opportunities outside of school and with other schools.	£2000 (as above)	CITC have run additional resilience and perseverance groups in the afternoon to target specific children whom need additional support in these areas – identified by class teachers. The provision of transport for competitive events has been vital to secure attendance. This has enabled children to compete at a wider range of events and the number of children/opportunities available without this transportation would have been much lower.

<p>To further develop links with external agencies to facilitate competitive opportunities as well as coaching opportunities/sessions</p>	<p>Renewed link with Manchester PE Association Renewed link with City in the Community Renewed link with MU Foundation Establish new links with other external agencies such as Lancashire Cricket Foundation and LTA Youth</p>		<p>Children have had many sporting opportunities this year due to links with CITC, Manchester PE association and other schools.</p>
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Head Teacher:	J Quiligotti
Date:	9 th October 2023
Subject Leader:	E Glennon
Date:	9 th October 2023
Governor:	Curriculum Committee
Date:	October 2023