

# 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](http://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 2019/20	£6,151.92
Total amount allocated for 2020/21	£19,570
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11,155
Total amount allocated for 2021/22	£19,620
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£30775

## 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><b>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</b></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><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 2022.</p> <p>Please see note above</p>	69%
<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>	31%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	94%
<p>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?</p>	Yes

## 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:	Percentage of total allocation:		
<b>Key indicator 1: The engagement of all 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</b>			£30775	£5632	24%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
<b>Autumn/Spring/Summer:</b> Children engage in physical activity during breakfast club	-Little Sports coaches to deliver 2 x 30 minute sessions a week -LSA's to create a timetable for physical activity in opportunities in breakfast club -SD to liaise with JC about sports clubs to run during breakfast club for KS2	£0 (Little Sports budget)	6 breakfast clubs in place across the week: Tuesday –Netball Y4-6 Thursday –Basketball (LS coach led) Y5&6 Thursday – Football (LS coach led) Y3&4 Friday- Tag Rugby – Y4-6 Friday – Basketball (LS coach led) Y3&4 Friday – Football (LS coach led) Y1&2	Continue to run breakfast club provision, with input from sports leaders for which activities they would like to play	
<b>Autumn/Spring/Summer:</b> LSA to continue to deliver afterschool sports clubs for all children in KS1/2 to encourage engagement in sport and increase participation in physical activity	-2 x TA's needed for each after school club at 1.5x rate – supplemented with cost charged for children to attend after school club	£5000	4 Sports after school clubs -Tuesday – Cheer/Dance Y4,5&6 -Thursday – Cheer/Dance Y2&3 -Thursday – Girls' football (LS coach led) Y5&6 -Thursday – Boys' football (LS coach led) Y5&6	Next steps – coaching CPD for LSAs who lead the activities eg. Cheerleading Continue to run after school provision, with input from sports leaders for which activities they would like to play	
Identify any PE equipment required to encourage active participation during physical activity based sessions	Subject leader to conduct audit of resources and purchase any necessary stock	£632	PE audit completed. Pupil voice directed sports leaders to which equipment to order	Continue to audit provisions. Replace gymnastics equipment next	

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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:	
				£30775	200
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><b>Spring:</b> Develop a new Sports Council to discuss the before/after school/break/lunchtime provision to ensure that the pupil voice is prevalent in what we deliver</p>	<ul style="list-style-type: none"> <li>-Purchase badges/lanyards for sports councillors</li> <li>-Pupil voice 3x a year</li> <li>-Determine a timetable for sports council meetings</li> <li>-Liaise with school council and lead JP for clubs</li> </ul>		£100	<p>-100 free rugby superleague cup final tickets were offered to all parents and staff. All tickets were issued, with 19 families attending. Some families sent in photographs, which will be uploaded onto the Sports page of our website to show a family sporting day out.</p> <p>-SD liaised with digital leaders – they are to design a logo and layout for the school page, thus raising the profile of PESSPA across the curriculum</p> <p>Sports council met to decide on which activities they wanted to include at breaktimes and for outdoor games – pupil led</p> <p>Sports council also supported delivery of sports days, encouraging children to actively participate in competitions</p>	<p>Develop a larger sports council across key stage 1&amp;2 to collate pupil voice</p> <p>Use sports leaders to lead activities at break/lunchtime</p> <p>Sports leaders to develop page on school website and promote sports within the community</p>
<p><b>Summer:</b> Sports medals for sports day</p>	<ul style="list-style-type: none"> <li>-Order sports medals for all pupils</li> </ul>		£200	<p>All children received a medal – they engaged in a range of activities and developed enthusiasm for the participation on competitive sports</p>	<p>Develop promotion of house teams with team spirit across the school</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:	
				<b>£30775</b>	<b>£13918</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested	

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p><b>Autumn &amp; Spring Term:</b> Staff can plan, deliver and assess quality and engaging <b>dance</b> lessons which support the wider curriculum.</p>	<p>-Each staff member (years 1,3,4,5) receives 6 1:1 CPD sessions with Alicia Graham (Creative Steps): Lesson 1: Staff to observe Alicia Lesson 2,3,4: Staff deliver warm up/skill Lesson 5,6: Staff deliver whole lessons with feedback from Alicia</p> <p>-Staff to work with AG to plan whole units of work which reflect and support children's learning of the wider curriculum -Staff work with Alicia to accurately assess children's development and to develop a bank of ideas to support those with SEND or those who need to be challenged.</p> <p>-Subject Leader to collect staff voice/pupil voice to determine impact</p>	<p>£6875</p>	<p><b>Autumn</b> All staff have now received full training through Creative Steps. Staff will now be observed in their independent delivery of this subject.</p> <p><b>Spring</b> Subject lead monitoring dance lessons – children have more independence in their dance lessons and are able to express themselves creatively using supporting vocabulary to explain</p>	<p>Subject lead to continue to monitor dance lessons. Subject lead to support new staff in the delivery of their sessions</p>
<p><b>Spring &amp; Summer</b> Terms: Staff plan, deliver and assess quality <b>outdoor games</b> lessons, with an emphasis on modelling and developing team-building and resilience</p>	<p>-Each staff member (years 1-6) receives 24 1:1 CPD sessions with a Little Sports coach. 6 sessions per unit focus. - Lesson 1: Staff to observe Coach -Lesson 2,3,4: Staff deliver warm up/skill/main game -Lesson 5,6: Staff deliver whole lessons with feedback from Coach</p>	<p>£6178</p>	<p><b>Spring</b> All staff received first term of CPD – staff voice showed more confidence and areas for further support were identified. Children now partake in a wider range of sports – eg. Archery &amp; lacrosse</p> <p><b>Summer</b> All staff have now completed their outdoor games CPD. Pupil voice shows that children's understanding of the skills they are developing has improved as well as staff confidence in delivery</p>	<p>Subject lead to continue to monitor dance lessons. Subject lead to support new staff in the delivery of their sessions</p>
<p><b>Autumn/Spring:</b> Focused directed time for all staff on the delivery of games in order to raise the profile of PESSPA and increase staff engagement</p>	<p>-2 x 1 hour sessions led by Jake Davies and sports leader to be delivered during directed time 1 x Autumn term 1 x Spring term</p>	<p>£270</p>	<p><b>Autumn</b> Directed Time delivered by Little Sports coach. Staff were introduced to the lesson structure and how to ensure consistency across the PE subjects. Staff were introduced to Head, Heart and Hands The CPD outline was introduced with the whole school intent. Ideas were given to teachers to support their understanding of how to deliver outdoor games lessons with concepts given on how to develop skills and understanding</p> <p>SL attended meetings focused on the p</p>	<p>Subject lead to ensure staff are aware of the progression of skills. Next steps – focus on assessment</p>

<p>Autumn/Spring/Summer: Subject Leader to attend termly PE coordinator meetings with MPETT, and deliver this to staff via directed times/staff meetings to ensure all staff are aware of current standards &amp; practises within PE</p>	<p>-3 years payment 6x training sessions each year</p>	<p>£595</p>	<p>progression of skills. From this, SL is working with the Sports Coaches to ensure that the themes of resilience and teamwork underpin all lessons – and shows a clear development across the key stages.</p>	<p>Continue to attend meetings and update staff with any relevant information</p>
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<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>			<p>Total allocation:</p>	
			<p><b>£30775</b></p>	<p><b>£3500</b></p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>		

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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:
Additional achievements: Provide a wider range of sports/games/activities through PE lessons, breaktime activities and EV's	<ul style="list-style-type: none"> <li>-Little Sports to bring in archery kit</li> <li>-School leader to book skateboarding taster session for KS2 classes</li> <li>-School leader to book</li> </ul>	£3500	Children now have access to a greater range of activities, including water sports, lacrosse, archery and skill building games. Focused breaktimes have allowed for the development of skipping and hand-eye coordination	Continue to collect pupil voice to allow engagement in a wider range of activities Next steps- contact sporting venues in the local area for experience trips

Key indicator 5: Increased participation in competitive sport				Total allocation:	
				£30775	£9900
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><b>Autumn/Spring/Summer</b> Terms: teams from across the key stages participate in a range of intra/inter competitions with local schools across East Manchester to develop team-building, resilience and sportsmanship</p> <p><b>Autumn/Spring/Summer</b> -Little Sports Coaches and LSA's to deliver an after school sports session once a week to develop the skills of the focus sports teams</p> <p>Money allocated for purchasing new Sports Kits in September 2022.</p>	<p>Manchester PE association membership</p> <p>Little Sports to lend mini bus as part of contract</p> <p>-2x sports coaches twice weekly for 1 hour sessions</p>	<p>£900</p> <p>£0</p> <p>£9000</p>	<p><b>Autumn/Spring/Summer</b></p> <p>Girls have taken part in MPET football tournaments. To be continues in the Spring term</p> <p>Years 3,4,5&amp;6 all attended a gymnastics competition for the first time. Creating and performing their own routines.</p> <p>Little Sports deliver quality sessions for years 5&amp;6 Girls and Boys' football, tag-rugby, basketball, cheerleading,</p>	<p>Allow sports leaders to decide on which competitions to participate in and book coaches in advance. Sports clubs to be created around these chosen activities</p> <p>Pupil voice in September to identify which sports clubs the children would like to attend. Train staff in certain areas i.e – cheerleading coaching</p>	