

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

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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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>Physical activity had a high profile with remote learning. P.E lead gave teachers access to high quality resources to share with children.</p> <p>C.P.D Continued: P.E Lead cluster meetings P.E Association meetings . Fundamental movement skills Bikeability training.</p> <p>Focus on physical activity on return to school, including walk to school week. Extra curricular activities continued with, boxing, skateboarding, rugby, lunchtime sports coach Enrichment in P.E ,with the Team GB athlete visit and skipping visit. We are adventurers continued</p> <p>P.E profile heightened - Awards given in Spring term for interclass competition. Sports days held in Summer 2 in class bubbles. Celebration assembly and awards took place in Summer 2.</p>	<ul style="list-style-type: none"> ● Physical fitness levels to be improved across the school. ● Swimming for current and subsequent year 5 children needs to continue to as they missed more than a term. ● Analyse swimming data to identify year 6 children who need further sessions. ● Wider opportunities available to all children in school. Children to all experience a 'new' physical activity throughout the year. ● Continue to develop CPD especially for NQTs. ● Continue to use TA support and to ensure all children access PE lessons. ● S.E.N.D ● Ensure equipment is used to enable a more active break, lunch and clubs to run efficiently. ● Promoting the participation for Pupil Premium children in extra curricular activities. ● Continue to increase the amount of intra/inter sports competitions.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **YES**

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to July 2021	Total fund carried over: £12, 685	Date Updated: Sep 2020, Nov 2020		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £12,685
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To maximise engagement and activity of all pupils at play time ,lunchtime and through the school day.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> -all classes to have access to class equipment for break time. - lunchtime staff to use new IMoves resources to encourage and support all children to take part in active breaks. - new Active lunch bags to be used daily (10 new bags and equipment purchased in Autumn) Focus on physical activity on return to school; including Walk to School Week. Extra curricular activities continued with, <ul style="list-style-type: none"> -boxing, -skateboarding, 	<p>Carry over funding allocated:</p> <p>£150</p> <p>N/A</p> <p>£350</p> <p>£336</p> <p>£2100</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <p>Equipment used by children and sports coach. Visible observation shows all children engaging. To carry forward</p> <p>Lunch bags purchased, to be used 21/22.</p> <p>Positive feedback from staff</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p>

<p>EYFS- To support children with Fine and Gross motor skills and increase participation in organised sports and games</p>	<p>rugby,</p> <ul style="list-style-type: none"> ● lunchtime sports coach ● We are adventurers continued ● Physical activity had a high profile with remote learning. P.E lead gave teachers access to high quality resources to share with children. <p>-New trolley and specific equipment purchased to target gaps</p> <p>-Time for JL to set up resources and implement them.</p> <p>-Time for JL to lead training for EYFS staff on how to use the equipment.</p>	<p>£1440</p> <p>£3120</p> <p>£2460</p> <p>£502.55</p>	<p>regarding the coaches.</p> <p>Pupil voice</p> <p>Trolley Purchased and set up. This was used with success during EYFS sports days. Due to EYFS covid bubbles regular use of the trolley to commence in September 2021</p>	<p>J.L to work with EYFS and lunchtime staff to enable use of the equipment</p>
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<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.</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 2020.</p>	<p>September 80%</p> <p>July 2021</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>September 53%</p> <p>July 2021</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>September 76%</p> <p>July 2021</p>
<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>	<p>No</p>

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: 2020/21		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:
				%
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:
All children to have access to and be included in all PE lessons led by teachers.	<ul style="list-style-type: none"> -staff to be supported by PE lead to plan and teach all PE lessons. -TA's to support children -suitable equipment purchased to support SEND.- Large soft balls purchased to support P.E provision for V.I child. - PE to be timetabled and yearly overviews to be followed. 	£48.85	<p>P.Elead supported staff throughout lockdown providing high quality resources for remote learning.</p> <p>P.E Lead Provided Curriculum overviews for Spring and summer term with a focus on increasing children's physical fitness.</p> <p>Staff feedback indicates that children's fitness is beginning to improve following lockdown</p> <p>S.E.N.D impact to be seen</p>	<p>Resources in place and currently easy to access in event of further lockdown.</p> <p>Return to pre covid whole school overview in September 2021, with a focus on Gymnastics.</p>
Change for life club to target specific children.	Did not happen - further discussion needed on impact			
Active lessons to take place outside of PE lessons.	<ul style="list-style-type: none"> Staff to continue to use Imoves for active break ideas. - Active maths and literacy to be taking place on a regular basis. 	£995	To be seen	To continue with monitoring by staff and P.E lead
	Balance Bikes			
	Bike Racks	£1863		
	Bike shed	£113.90		
				T.As to take Balanceability courses in EYFS & KS1 in Autumn 2021

	New cycling helmets purchased to enable Balanceability courses to take place.	£967 £180		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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 suggested next steps:
Children to be more aware of the importance of Physical activity and the role models and inspirational sporting people of the world. New PE clothing purchased for staff. Personal challenge as a whole school approach in Autumn 1 and throughout the year.	Planned days across the year to focus on sporting people (autumn 2 guided reading focus). 2 GB athletes to visit the school with a focus on the importance of all physical activity and personal challenge. April 14th? Skipping workshop in Summer 1 Circus Skills workshop Summer 1	£989 £595	The children enjoyed guided reading sessions focused on a diverse range of sports people. Book scrutiny shows engagement. Children enjoyed the visits immensely. They were enthused and motivated and have shown interest in the athletes progress since their visit. Children enjoyed the skipping & Circus workshops. Evidence of improved ability to skip has been seen in EYFS. To be seen. All purchased in Autumn 1 and given to staff in Autumn 2.	Continue this in future Years- European Day of Sport September 2021 Athletes to be booked in for Academic year 22/23 Workshops to be booked in for academic year 22/23

<p>More staff to support inter school competitions and organise intra school competitions</p> <p>PE sports leader currently part of SLT as keyphase leader – ensure PE continues is on SLT meeting agenda.</p> <p>Physical activity high profile maintained during lockdown Through remote learning.</p>	<p>Il teachers, TA's and lunch time organisers to be bought suitable hoodies and coat. These are to be worn on PE days or at lunchtime whilst actively taking part and encouraging children to participate.</p> <p>In Autumn 1 personal challenge to be a priority- teaching athletic based skills to develop fitness levels. All children from Year 1- Year 6 to participate in Manchester PE Association virtual skills challenge.</p> <p>- Virtual inter school competition entered by all in Autumn. - Virtual or non virtual competitions to take place each half term.</p> <p>PE lead to be handed over to J.Leach in Autumn 2 but supported where needed by K.Riley (deputy head).</p> <p>P.E lead shared high quality resources with staff to share with children online.</p>	<p>£1164.99</p>	<p>In Spring term nominated children received awards for sports competition in classes. In Summer 2 children competed in class sports days. and nominated children received Manchester P.E association awards. Children and staff feedback indicates competition had positive impact on the children's participation in sport.</p> <p>All children took part in Autumn 1</p> <p>Spring 1 children took part in virtual class competitions Spring 2 non virtual class competitions Summer 2 Sports day, supported by all staff and sports coach. Awards given in celebration assembly J.Leach now in P.E lead role. Transition supported by K.Riley</p> <p>Feedback from pupils, staff and parents (EYFS) suggests that children who engaged with online learning, took part in physical activities and enjoyed them.</p>	<p>Non virtual competitions shall hopefully resume September 2021. Timetable from P.E Association received.</p> <p>J. Leach to continue CPD to build confidence in New Role & ensure that P.E is on SLT meeting agenda.</p> <p>Resources in place and currently easy to access in event of further lockdown.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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 suggested next steps:
To increase confidence, knowledge and skills of all staff in teaching P.E and Sport	<p>C.P.D took place P.E Lead to attend termly cluster meetings P.E Association meetings attended by K.R and fed back to J.L .</p> <p>Fundamental movement skills CPD</p> <p>Balanceability training.</p> <p>Manchester P.E association / YST Membership .</p>	<p>£595</p> <p>£280</p> <p>£900</p>	<p>J.L knowledge and confidence as P.E lead increasing, supported by K.R Sharing of good practice.</p> <p>Updated knowledge on P.E for staff targeting new staff, NQTs and RQT. Two T.As have understanding of the delivery of the Balanceability cycling course course</p> <p>Up to date knowledge of legislation, local and national to report to SLT and staff.</p>	<p>Application of learning to be supported by P.E lead CPD for Gymnastics to take place in 20/21</p> <p>Balanceability courses to begin Autumn 2021</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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 suggested next steps:

<p>Widen the variety of Sports and Physical exercise to all children</p>	<ul style="list-style-type: none"> -all classes to have access to class equipment for break time. - lunchtime staff to use new IMoves resources to encourage and support all children to take part in active breaks. 	<p>£150</p>	<p>Equipment used by children and sports coach. Visible observation shows all children engaging. To carry forward</p>	
<p>EYFS- To support children with Fine and Gross motor skills and increase participation .in organised sports and games</p>	<ul style="list-style-type: none"> - new Active lunch bags to be used daily (10 new bags and equipment purchased in Autumn) Focus on physical activity on return to school; including Walk to School Week. Extra curricular activities continued with, -boxing, -skateboarding, rugby, -lunchtime sports coach -We are adventurers continued -. -New trolley and specific equipment purchased to target gaps -Time for JL to set up resources and implement them. -Time for JL to lead training for EYFS staff on how to use the equipment. 	<p>£350</p> <p>£336</p> <p>£502.55</p>	<p>Lunch bags purchased, to be used 21/22.</p> <p>Positive feedback from staff regarding the coaches. Pupil voice:</p> <p>Trolley Purchased and set up. This was used with success during EYFS sports days. Due to EYFS covid bubbles regular use of the trolley to commence in September 2021</p> <p>To be seen</p>	

<p>Widen the variety of Sports and and Physical exercise to Pupil Premium Children.</p>	<p>New Climbing wall installed in KS2 playground in Summer 2</p> <p>p.p children to be signposted to extracurricular clubs</p>		<p>To be seen</p>	
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Key indicator 5: Increased participation in competitive sport				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 suggested next steps:
To enable more pupils to participate in school competitions and fixtures across a broader range of sport	Use of competition calendar to target competition entries. Virtual and Non virtual in school competitions including sports day		To be carried over in Spring term nominated children received awards for sports competition in classes. In Summer 2 children competed in class sports days. and nominated children received Manchester P.E association awards. Children and staff feedback indicates competition had positive impact on the children's participation in sport. All children took part in Autumn 1 Spring 1 children took part in virtual class competitions Spring 2 non virtual class competitions Summer 2 Sports day, supported by all staff and sports coach. Awards given in celebration assembly	Non virtual competitions shall hopefully resume September 2021. Timetable from P.E Association received.

Signed off by

Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	