

# Evidencing the impact of the Primary PE and sport premium



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](#) 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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Total amount carried over from 2019/20	£ 12567
Total amount allocated for 2020/21	£18685
How much (if any) do you intend to carry over from this total fund into 2021/22?	£21404
Total amount allocated for 2021/22	£18660
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£40064

<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 2020.</p> <p>Please see note above</p>	65%
<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>	29%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<b>56%</b>
<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>	No

Academic Year: 2021 / 2022	Total fund allocated:	Date Updated: July 2022			
<p><b>Key indicator 1:</b> 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:		
			24%		
Intent	Implementation	Funding Allocated	Impact	Sustainability and suggested next steps	
<p>To maximise engagement and activity of all pupils at play time ,lunchtime and through the school day.</p>	<p>Sports coach employed at lunchtimes (KS2) Targeting of less active children</p> <p>Playground resources <i>For example: Children requested more opportunities for skipping. New lunchtime skipping ropes have been purchased. Lunch time organisers are to support children learning skipping games</i></p> <p>EYFS Lunchtime trolley purchased and stocked. Encouragement of structured physical activity. Purchase of EYFS Balance bikes. Staff engaged in training re using the Balance bikes safely and appropriately</p>	<p>SportFirst Coaching costs £</p> <p>£150</p> <p>£399</p> <p>£4053</p>	<p>Although there was some targeting of children, evaluation concluded a need to bring lunchtime activities ‘in-house’ <i>School council feedback suggests that children are benefitting from the lunch time coach. “ I have got better at volleyball.” “We have learned new games, skills and rules.”</i></p> <p>Children have access to a wider range of lunchtime activities</p> <p>There is increased physical activity and decreased sedentary behaviour in the children. Children who spend longer periods outside are more active and engage in less screen time compared to children who spend more time indoors. Learning to ride on a balance bike challenges children more to actively maintain balance. And, as balancing is a more difficult skill to master than pedalling, children who develop this skill on a balance bike are quicker to progress to the pedalling stage</p>	<p>SportFirst lunchtime contract not renewed TAs to support LOs at lunchtimes</p> <p>Zoning of the playground to encourage further, more effective use of equipment. Continue to monitor and hear pupil voice through school council feedback</p> <p>EYFS use of Balance bikes and lunchtime trolley resources to continue. New PE scheme resources ( GetSet4PE) used to supplement existing activities</p> <p>Staff to deliver balanceability training to the new nursery cohort in Autumn term. Current EYFS to use bikes in y1</p>	

<p>All children have access to, and be included in, all PE lessons led by teachers.</p> <p>Active lessons to take place outside of PE lessons.</p>	<p>School participation in Walk to School Week (May 17-May 22 2022)</p> <p>PE lessons are inclusive and support learning for all children. Resources provided to support SEND and other children</p> <p>5 a a day TV to be trialled Spring 1 (purchased)</p> <p>Active Literacy and Maths sessions on IMoves</p>	<p>£150</p> <p>£ staff costs</p> <p>£285</p> <p>£997</p>	<p>Being active and getting some exercise in the morning before arriving at school helped set children up for a positive day; improving focus and concentration, and instilling a sense of physical and mental wellbeing.</p> <p>Improvement of engagement and interaction in PE lessons. Teacher voice indicates all children are being supported to join in with P.E including reluctant children. These children are supported by T.As and targeted by lunchtime coach</p> <p>Children and teacher feedback suggested Five a day trial was a success Five a day TV purchased</p>	<p>To be repeated May 16, 2023 - May 20, 2023 (Increase in preparation, engagement and participation needed)</p> <p>PE lead, with advice from SENCo, to undertake provision and resource audit SEND provision discussed at Summer P.E cluster meeting. Good practise to be shared and plans for introduction made</p> <p>PE lead to implement and monitor schedule of use of both schemes by teachers</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p> <p>5%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Funding Allocated</b></p>	<p><b>Impact</b></p>	<p><b>Sustainability and suggested next steps</b></p>

Children to be more aware of the importance of Physical activity and the role models and inspirational sporting people of the world.	Autumn 1 European Day of Sport. Children learn about allocated European Athletes and try their sport.	£55.00	Staff feedback indicated pupils were engaged and enjoyed learning about athletes and trying a new sport. Pupil voice indicated children had learned about an athlete and their sport and retained knowledge. Pupils enjoyed the day and its links to MFL. Staff and pupils keen to revisit this event next year.	Continue to celebrate this day in future years in liaison with MFL staff.
Personal challenge as a whole school approach	Sports days held in Summer term. Lunch time sports coach setting up a Basketball league for interclass competitions. Spring 2 Summer term.	£ staff costs	Staff, pupil and parent feedback suggests Sports days across the key phases were enjoyable and a success.	Pupil and staff voice sessions in Spring 2023 to discuss how Sports day successes can be built on and how the day can be developed.
Staff knowledge and implementation of PESSPA health and Safety Guidelines	P.E lead to instruct staff of safety around Gymnastics, use of equipment and storage. Signage displayed in the hall.	£staff costs	Staff received information prior to teaching Gymnastics in Autumn 2. Feedback from staff indicates children are learning how to safely handle equipment and how to move safely as part of their P.E lesson. Pupil voice ( with ks1 children) supports this. Equipment in hall is being stored as requested	A programme of health and safety guidelines introduced by PE lead and implemented by all staff

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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				6%
<b>Intent</b>	<b>Implementation</b>	<b>Funding Allocated</b>	<b>Impact</b>	<b>Sustainability and suggested next steps:</b>

<p>To increase confidence, knowledge and skills of all staff in teaching P.E and Sport</p>	<p>P.E lead to support ECT in teaching of P.E</p> <p>Audit staff for CPD needs.</p> <p>P.E lead to attend cluster meetings</p> <p>Membership of Manchester P.E association</p> <p>Membership of afPE</p> <p>Purchase of GetSet4PE teaching scheme (EYFS - year 6)</p>	<p>£staff costs</p> <p>£staff costs</p> <p>£staff costs</p> <p>£850</p> <p>£550</p>	<p>Children in key Year 1 received improved P.E lessons. ECT indicated her knowledge of P.E teaching had improved and she had gained some confidence.</p> <p>J.L attended cluster meetings and grew in confidence as P.E lead</p> <p>J.L attended P.E association meetings ( via zoom) when possible and watched recordings of the meetings when unable to join live. J. L developed confidence in leadership role.</p> <p>Investment in new scheme April 2022. To be rolled out Sept 2022</p> <p>Clear progression in skills to be in place and monitored</p>	<p>J.L to pass on all she has learned to the new P.E lead for September 2022.</p> <p>J.L to offer new P.E lead support as she adapts to her role.</p> <p>Assess CPD needs of all staff and research high quality CPD that the school can purchase.</p> <p>Robust monitoring of teaching and learning in PE</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation:</p> <p>56%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Funding Allocated</b></p>	<p><b>Impact</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
<p>Widen the variety of Sports and Physical exercise to all children</p>	<p>Children from Reception to Y6 to have a Sports/ Activity based trip:</p> <p>Reception:</p> <p>Mini Golf at Haigh Hall.</p>	<p>£440</p>	<p>Teacher feedback The Reception golf trip was rewarding as a whole (no pun intended ;) ) the children loved being out somewhere different, exploring a more rural setting and especially the adventure playground. They enjoyed the golf and had a good try, so it was good for perseverance, taking turns etc, however there was a lot of waiting round for their turns, and the level of the course was a bit beyond their ability level, so I don't think it engaged them as much as it could have done, but they definitely still had an enjoyable day.</p>	<p>Continue to fund a variety of activities for children with the intent that they shall share these experiences with their families and continue to enjoy such experiences.</p>

	Year 1:Simply Cycling - 3 consecutive	£135	<p>All the children were very engaged in the cycling trip. Even though some of the children struggled to ride the bikes they kept on trying.</p> <p>All the children really enjoyed the cycling. They had a great range of bikes and scooters and some didn't require the children to pedal with their feet but use their arms. All of year 1 managed 1 lap around the track. It was great to show the children somewhere local that they could visit with their families. The children kept asking, "Can we go again?!" K.H really surprised me by being so determined to go around the track.</p>	
	Year 2:Treetops Nets	£742.50	<p>The trip was brilliant! The staff at Treetops were funny and the children listened well during the safety talk before they were allowed on the nets. I think an hour slot is perfect too as many of the children (and staff) were exhausted by the end.</p> <p>Quotes from the children:</p>	
	Year 3 :Manchester Climbing Centre	£450	<p>Teacher feedback from the climbing centre: The children overcame their fears. At first some were too scared to climb but with encouragement they climbed the walls. All children took part, helping with the rope, supporting and encouraging or loosening the rope as others climbed.</p>	
	Year 4:Chill Factor-e	£1050	<p>Teacher Feedback from Chill Factor-e: The children were very engaged. Every child joined in and had a fantastic time. They were excited about it for weeks. Absolutely Fantastic</p>	
	Year 5:Debdale Sailing Centre	£750	<p>Children experienced sailing but issues surrounding organisation and safety</p>	
	Y6 GoApe	£880		



	We are Adventurers	£10200	Pupil Voice and Teacher voice indicate We are Adventurers extremely successful. Early Years children arrive at school on a Wednesday very excited. They have developed social skills and communication and Language from these sessions as well as having outdoor adventures.	
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				9%
<b>Intent</b>	<b>Implementation</b>	<b>Funding Allocated</b>	<b>Impact</b>	Sustainability and suggested next steps:
To enable more pupils to participate in school competitions and fixtures across a broader range of sport	Girls and Boys football resumed in Autumn term.  Spring term Teams from Reception, to ,Year3 taking part in City Academy football	£150 ( Mini bus)  £40 ( minibus)	As of Autumn term Pupil voice indicates children are greatly enjoying competing.  The school football team was very	Liaise with Staff to build up a group of adults willing and able to attend tournaments .

	<p>tournament</p> <p>Summer term children in y5&amp;6 to attend Quadkids ( Inclusive Track and Field sports)At Eastlands</p>	£10 ( minibus)	successful , reaching the top of the league this year.	
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Signed off by	
Head Teacher:	G.Eccles
Date:	July 2022
Subject Leader:	Janet Leach
Date:	July 2022
Governor:	Monica Strothers
Date:	July 2022

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