

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



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
- 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 by the end of the summer term or by **31<sup>st</sup> July 2021** 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 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>● Our children have become more physically active.</li> <li>● They recognise the important of reflecting our school ethos ‘We Create. We Explore. We Care, We Soar.’ We do this by respecting equipment, themselves and others and by engaging with physical activity daily.</li> <li>● The children are beginning to use the Daily Mile Track independently during their breaks and lunchtimes, seeing the benefits of physical activity on their health and wellbeing.</li> <li>● They aspire to achieve their goals and recognise sporting achievements in former members of our schools.</li> <li>● A more holistic approach to teaching PE, within a framework that provides progression across all year groups and disciplines is now in place. This provides our children with a high standard of taught PE lessons that reflect our ethos in school. By upskilling staff, we provide our children with the best opportunities to become physically educated, active children who have a lifelong passion for maintaining a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>● More opportunities for competitive sports need re-establishing in school. This will further enable us to mark pathways for the children to achieve their sporting goals. Using the children’s responses to dodgeball and rounders, we will seek out competitions through MPEA next year.</li> <li>● Mental and physical health has clear links to achievement and wellbeing. It continues to be one of our Key Priorities in school this year, especially due to the impact Covid has on mental health.</li> <li>● Outdoor and active learning needs to become more evident in our teaching with links to PE as a start point. Orienteering will be the vehicle for this.</li> <li>● Further improvements to the PA resources in the playground will be considered with a focus on open ended facilities as well as specific activities.</li> </ul>

Did you carry forward an underspend from 2020-21 academic year into the current academic year?

YES/NO \* Delete as applicable

**Total amount carried forward from 2020/2021      £1643.10**

**+ Total amount for this academic year 2021/2022    £ 19 540**

**= Total to be spent by 31st July 2021                      £21,183.10**

<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 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>	Y6 90%
<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>	Y6 46%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	Y6 95%
<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:	
<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					Percentage of total allocation:
					100% (£21,183.10) + school budget £3220.50
Intent	Implementation		Impact		
What do we want the pupils to know and be able to do? What do they need to learn and to consolidate through practice?	What actions are needed to achieve our intentions?	Funding allocated	What evidence of impact will we look for? What do pupils now know and what can they now do? What has changed?	How can this be sustained? What are our next steps?	
To ensure all children are active for <b>at least</b> 30 minutes per day during planned lunchtime activities.  To ensure more children meet the national requirement on leaving Primary school. This cohort of children had disruption during the first national lockdown and there are a significant number of children needing this extra support.	<ul style="list-style-type: none"> <li>Children will be supported to access equipment and activities safely within their class bubble whilst Covid restrictions are in place.</li> <li>Specialist Coaches will support CSAa to deliver sporting and physical activities to all children during lunchtime sessions to develop skills, knowledge, and a desire to participate in regular physical activity.</li> <li>review and plan lunchtime playground choice system in line with changes in School Covid RA and as we return to new normal. Ask children and lunchtime TAs to consider key sports activities they like (supported by coaches) to allow children to consolidate and practice skills - pupil voice and TA voice choice of activities.</li> <li>Flexibility in teaching time and planned activities to allow children to access Daily Mile track (celebrate 10th Birthday) and use of orienteering courses to support our children's mental and physical health and wellbeing.</li> <li>Y5 and Y6 pupils who have not met national swimming requirements will access additional swimming lessons in the Summer</li> </ul>	Junior Sports coaches x 2 per day (2 coaches @£80.50/day) = £16093  Playground equipment resourcing in response to pupil voice questionnaires £830.84 £79.16 (net)  £7400.60	Children will be able to access a range of activities and make activity choices based on their learning.  Children will understand and feel the impact of regular physical activity and therefore realise its importance on their mental health and wellbeing by choosing a variety of lunchtime activities. Children can make informed decisions about which activities, that promote their mental and physical health and wellbeing, they would like to participate in during lunchtime periods with the coaches and CSAs.  Increased numbers of Y6 pupils will meet the national curriculum requirements for swimming.	Next Steps: Plan for further improvements to the resourcing and sports on offer during the lunchtime period using pupil voice and feedback to drive further change.  Autumn 1 relaunch playground system with children Autumn 2 additions to playground in line with pupil requests - play panels, target walls, games activity picnic tables	

	term.			
TOTAL SPEND: £24,403.60				

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 0% school budget £1000
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>What do we want the pupils to know and be able to do? What do they need to learn and to consolidate through practice?</b>	<b>What actions are needed to achieve our intentions?</b>	<b>Funding allocated</b>	<b>What evidence of impact will we look for? What do pupils now know and what can they now do? What has changed?</b>	<b>How can this be sustained? What are our next steps?</b>
To provide outdoor learning opportunities for KS2 children by linking OAA Orienteering skills and activities in PE to Maths, SPaG, and then in the future, the wider curriculum.	<p><b>Phase 1</b> <i>Spring 1</i> – KS2 Teachers deliver OAA unit from SoW. Children have experience of OAA activities directly linked to PE</p> <p><i>Spring 2– EYFS/KS1 and KS2 Specialist training delivered by Will Huntington to KS2 staff and VG PE lead. Online support made available from CCO.</i></p> <p><b>Phase 2</b> <i>Spring 2– Children receive PE OAA Orienteering training and begin to use it in lessons.</i> Staffs deliver orienteering training in an outdoor PE session to equip the children to access the courses.</p>	<p>Outside training provider to whole school from CCO £750</p> <p>Online access renewal £250</p>	<p><b>Phase 1</b> OAA activities first experience for KS2 children using SoW. Specialist training delivered to all teachers.</p> <p><b>Phase 2</b> Children are skilled in the use of orienteering course – YR and KS1 complete basic training and KS1 begin to use their course. KS2 can complete the PE course, as part of a team, with the support of a trained staff member of staff. (NB lessons 1-5 completed by Summer Term. Lessons 6-10 to be completed in Autumn 1 2022)</p>	<p>Next Steps: <b>Phase 2 completed</b> <i>Autumn 1 2022 Term</i> Children complete basic training in new classes.</p> <p><b>Phase 3</b> <i>Autumn 2 2022 Term– Maths and SPaG courses in use during curriculum teaching.</i></p>
TOTAL SPEND: £1000				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
				school budget £8416.20
Intent	Implementation		Impact	
What do we want the pupils to know and be able to do? What do they need to learn and to consolidate through practice?	What actions are needed to achieve our intentions?	Funding allocated	What evidence of impact will we look for? What do pupils now know and what can they now do? What has changed?	How can this be sustained? What are our next steps?
To ensure that the children receive high quality physical education that reflects the holistic nature of our approach to learning, staff must have the opportunity to build the confidence and skills to deliver high quality physical education lessons.	<p><b>PE Lead</b> will continue to have access to up to date and relevant training to support her role in school MPETT – half termly webinars and links made with PE professionals</p> <p><b>Staff</b> in school will have the confidence and skills to deliver high quality physical education lessons through staff training sessions and in house lesson support. They will work alongside coaches who will support them to deliver the new SoW and make accurate assessment judgements based on a team teach approach.</p> <p>CITC coach (Y1-Y6)</p>	<p>£595 discounted 3 year package</p> <p>SoW online renewal £61.20</p> <p>One full day per week - £5995</p>	<p>PE Lead, VG, will have a relevant and more confident understanding of the current issues facing the implementation of PE She will be upskilled and more able to support staff</p> <p>Staff will feel more confident to deliver PE lessons by using the new Merton Schemes of work and providing accurate assessments of viewing the children as learners linked to the head, heart, hands philosophy.</p> <p>Staff will be supported by a trained coach who will demonstrate good practice in delivering high quality PE</p>	<p>Teaching high quality PE lessons across the school will have a future impact on levels of attainment evidenced by future assessment data.</p> <p>Next Steps: Review assessment format linked to taught units alongside staff. Continue to share good practice with staff and signpost ways of accessing support from year group colleagues and/or PE Lead. PE Lead to use assessment data from full SoW PE coverage to build a picture of attainment for the school.</p>

	CITC coach tbc (YR - YN session not funded through PE&SP)	1 hourly session per week x 2 classes £1170	lessons using the objectives and assessment criteria set out in the Merton SoW.	Curriculum Map to be reviewed at the end of the year.
			TOTAL SPEND: £8416.20	

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 0% school budget £1807
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>What do we want the pupils to know and be able to do? What do they need to learn and to consolidate through practice?</b>	<b>What actions are needed to achieve our intentions?</b>	<b>Funding allocated</b>	<b>What evidence of impact will we look for? What do pupils now know and what can they now do? What has changed?</b>	<b>How can this be sustained? What are our next steps?</b>
To be able to access after-school clubs (asc) that are run by trained individuals who have a specialist focus linked to sporting team activities and also activities that promote health and wellbeing.	Yoginis VG to refresh her training to level 1 of the Yoginis Yoga accreditation and then deliver it to groups of children as an after-school club when restrictions allow.  Start a lunchtime and after school club in Summer Term to promote football in key groups across the school. Lunchtime Inspire Club Y3/4, Y5/6 boys After School Excel Club Y5 girls	Yearly renewal £72  part of City coach role £0	Children who attend the clubs are introduced to yoga and how it promotes their physical fitness. (Further training focuses on breath and then brain)  Children who attend after school clubs will be encouraged to continue participation in this sport by competing against teams in other schools next year	Due to staff absence Yoginis Yoga was not delivered. Level 1 Yoga to be delivered next year by VG.  Children will then move on to Level 2 'Breath' once VG has practised Level 1 Physical for 6 months alongside them. Next Steps: VG to seek out Level 2 training  Children who have enjoyed clubs can participate in competitions
To improve the PA facilities available on the playground during lunchtimes and break times.	Head to meet with contractors regarding creation of a weatherproof amphitheatre area and climbing facility on the main	£1735	Children will have access to a wider range of open ended and activity specific facilities that can be used to support	Next Steps: Introduce further asc Sports Teams established

	playground.		physical health and mental wellbeing.	Introduce lunchtime asc training clubs for current teams
Additional achievements:				
		TOTAL SPEND: £1807		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0% school budget £1800
Intent	Implementation		Impact	
What do we want the pupils to know and be able to do? What do they need to learn and to consolidate through practice?	What actions are needed to achieve our intentions?	Funding allocated	What evidence of impact will we look for? What do pupils now know and what can they now do? What has changed?	How can this be sustained? What are our next steps?
Children will have the opportunity to participate in competitions as part of the Manchester Schools PE Association's programme of events	Manchester Schools PE Association membership paid for.	£1800 2-year membership package	Awareness of children's participation and successes in competitions raised in school.	Future team sports become more established and part of our regular calendar of events for in school and after school activities.
		TOTAL SPEND: £1800		

TOTAL PROJECTED SPEND: £ 37,426.80

FUNDING ALLOCATED FROM PRIMARY PE AND SPORTS PREMIUM GRANT: (56.6%) £21,183.10

FUNDING ALLOCATED FROM SCHOOL BUDGET: (43.4 %) £16,243.70

Signed off by		
Head Teacher:	MAUREEN HUGHES	Date: 25/07/22
Subject Leader:	VAL GANNER	Date: 25/07/22
Governor:		Date: