

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/2021	£0.00
Total amount allocated for 2021/22	£19744.00 Gov allocated £24465.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£6753.00
Total amount allocated for 2022/23	£19760.00 £26513 (carry over plus funding)
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£26452.57 (£60.43 to be carried over to 2023/24)

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	Self rescue 20% Starfish 97%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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	65 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	18 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20 %
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?	Yes/ <input checked="" type="checkbox"/> No

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: 2022/23		Total fund allocated: £26452.57		Date Updated: 4/5/2023	
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: 97.54 % £25802.51
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:	
<ul style="list-style-type: none"> Children improve their fitness and attitude to exercise and being more active in general. P.E. lessons to support this and other beneficial well-being habits. Children to have a more positive attitude towards being active and physical activity Children to know that P.E is an important and valued subject area in our school 	<ul style="list-style-type: none"> Outside coaching company paid to come in and run outdoor games to up skill TA's, provide lunch time sports clubs and activities and 4x weekly after school clubs for Year 1-Year6. A range of sports on offer for all pupils in KS1 and KS2 at lunchtimes. Audit and purchase lunchtime and P.E. Lesson equipment to increase physical activity in all pupils and ensure equipment is of a good standard P.E has high status through the minimum two hours delivery, but also through staff championing, communication and visual status (school environment, clubs on offer, girls football team, sports day 	<p>PSC Ltd £23878.20</p> <p>Cost of new/replacement equipment £1036.11</p>	<ul style="list-style-type: none"> Children reporting an improved attitude towards PE, fitness and exercise, as well as healthy living Physical health – evidence of pupil awareness of healthy eating and life styles improved and reflected in choices in and out of school – more children taking part in after school clubs across the school Girls football team really enjoyed the opportunity to play together as a team against other local schools. This will continue next year. 	<p>The use of expert P.E specialists during Outdoor Games, lunch and break sessions and the new curriculum documents for staff ensure that children have high quality P.E. and activity sessions. The sessions offer an opportunity to support staff to improve their understanding, delivery and assessment of sessions and their learning. Children have enjoyed having access to more after school clubs and other physical activities on offer.</p>	

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	<p>etc).</p> <ul style="list-style-type: none"> • Continue to work in partnership with the Manchester PE Association and local schools, to improve participation rates and increase participation opportunities for all children. Contact local schools to re-start P.E. coordinator network meetings. • Set up Inspire girls football team to play friendly competitions with local schools encourage parents to come and watch. • Continue to promote active travel to and from school with the Wow-Walk to School program and Sustrans Big Walk and Wheel • To promote health and fitness through a range of activities in the curriculum and introduce 4 after school clubs per week that encourage the children to revisit previous learning and compete against themselves. 	<p>WOW – Walk to School</p> <p>£888.20</p>		
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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:
				0 %
Intent	Implementation		Impact	
<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>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> Children in Y4 to learn to swim and learn life saving skills such as safe self-rescue in different water-based situations. Children to be exposed to a wider variety of sports and physical activities both during school and after school. To raise the profile of sport and increase participation with the help of the PALs, sports coach and P.E. coordinator. PALs to help towards pupil voice and allow the children to have a say in the sports on offer. Opportunities for parents to be involved in sporting events (e.g. Sports Days, watching girl's football team play, etc). 	<ul style="list-style-type: none"> A variety of sports offered in after school clubs 4 time per week over the course of the school year. Children to have a say in the sports they would like to participate in and offer them a wider variety or sports over the school year. (Through pupil voice/PALs) Children are positive about physical activity and are well supported by their peers and the staff on their journey. Parents are encouraged to attend sports day and girls football team games. 	<p>See Key Indicator 1</p>	<ul style="list-style-type: none"> Pupil voice shows positive impact of after sports based after school clubs on offer and school day sessions. Children are able to recognise the importance of taking part in sports and being active. Positive culture established in regards to fitness. Children support/cheer each other on and develop their team spirit and understanding of the importance of an I can/You can/We can attitude. Parents enjoy watching the girls football team play and coming in to school to watch children take part in sports day. 	<p>Children enjoy being part of PALs and leading games and activities during lunch times. Sports coaches offer staff the chance to observe different sports and games being taught and led. Children enjoy the wider variety of sports of offer and the different games they can take part in at lunch times. A larger area being in use at lunch times means that children have the space they need to be active and feel safe while doing so.</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: 3.76 % £997.00
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:
<ul style="list-style-type: none"> Teachers will become more confident in teaching PE and PE lessons will be more fun for the children. The quality of the teaching of PE will improve and the children will learn more skills in PE. Pupils will receive better quality PE provision, with skilled, confident staff and the resources necessary for them to learn and develop in all areas of PE. 	<ul style="list-style-type: none"> Teachers delivering P.E. to use the iMoves program which has training videos to support dance and gymnastics techniques, vocabulary and lessons. P.E. coordinator has composed skill, knowledge and progression documents to support the teaching of P.E. These are constantly being reviewed and improved from teacher feedback and development of the new P.E. curriculum Manchester City coaches and then PSC coaches used to upskill teachers, especially those who had moved key stages and had to learn what to teach a different age bracket. 	Imoves £997.00	<ul style="list-style-type: none"> Long and Medium term plans, lessons plans, skills and progression documents being used by teachers who are then feeding back to the P.E. coordinator. This enables improvements and changes to be made to these documents. More and newly replaced equipment has meant that more pupils can take part individually or in smaller groups. Children have a higher engagement level and are more active for longer periods of time. 	<p>CPD for staff, especially new staff, and in areas of weakness. Access outside agencies if necessary. Ensure all teachers feel confident following class Medium Term Plan sessions.</p> <p>Subject leader to take part in CPD regarding leading the subject of P.E. Staff area also to go on training up upskill and review areas of weakness or ones that need revisiting. New staff and ECTs will especially benefit from this.</p>

	<ul style="list-style-type: none"> • Long and Medium term plans and skills and progression documents created for the teaching of PE across the school, providing support for teachers to understand, follow and upskill themselves. This will continue on a cycle to follow on and provide plans for each half term into the following academic year. These improvements should lead to greater confidence in the teaching of PE and fitness across the curriculum for all teaching staff through training and curriculum support. • New equipment purchased to help with the teaching and delivery of PE. 	See Key Indicator 1		
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 0 %</p>
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Intent	Implementation		Impact	
<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>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> All pupils given a broader experience in PE and extra-curricular activities, as well as a wider range of sports being offered throughout the day. 	<ul style="list-style-type: none"> PALs volunteers chosen from Years 5. PALs design lunchtime enrichment timetables based around pupils interests in sports and activities they would like to do Organisation of special themed days e.g. Sports Day Girls football team set up and matches to be played at Levenshulme High against local schools Sports clubs offered 4 days a week after school 		<ul style="list-style-type: none"> More children have been involved in a greater range of sports in after school clubs. See Whole School Tracker More children feedback to staff that they have enjoyed the sports and activities on offer during break and lunch times 	<p>Sports coaches are running activities and sports at lunch times with staff. This helps to model key principles of PE sessions leading to improved numbers of children engaged in active activities and staff providing higher quality interactions and teaching. The sports coaches also run the 4 after school sports clubs each week.</p> <p>PALs are organising games and listening to pupil feedback in order to provide sports and activities that more children will take part in.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			0 %	
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:
<ul style="list-style-type: none"> More pupils will participate in competitive sport, including those with SEN. 	<ul style="list-style-type: none"> Membership to Manchester PE Association. Start girls football team PALs to organise and run sports and activities at lunchtimes. To employ a full time coach to run the afterschool sports and lunchtime activities. More sports kits and tracksuits to be purchased to enable children to participate in sporting competitions. (Larger sizes) 		<ul style="list-style-type: none"> Possible donation of a new team kit from a leading supplier (SM) Feedback from girls football team was very positive and they would like to play more games next year. 	Consider having a Muga placed on the back field and having more than one football team at Alma Park regularly playing.

Signed off by	
Head Teacher:	Richard Williams
Date:	
Subject Leader:	Victoria Clark

Date:	5/5/2022
Governor:	
Date:	