

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 2020/21	£
Total amount allocated for 2021/22	£18400
How much (if any) do you intend to carry over from this total fund into 2022/23?	£2985
Total amount allocated for 2022/23	£18400
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£21385

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>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</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 2021.</p> <p>Please see note above</p>	96%
<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>	96%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96%
<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>	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:		Date Updated: 30.6.23		
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:	
					59%	
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?:	
All classes in KS1 and KS2 receive two PE lessons each week.	Use of PE passport for planning of one lesson and Junior Sports Stars coaches to lead (with teacher support) for the second lesson (gymnastics focus to begin).	£12567	Range of sports introduced across the school (dodgeball, handball, cricket, tennis etc)	Focus on teachers leading both PE lessons – support where necessary. Building active learning into other subjects.		
EYFS to receive one dedicated PE lesson each week, alongside outdoor provision.	Junior Sports Stars to lead weekly lesson, supported by class teacher.			EYFS experienced range of activities (dance, gym, games)	Check in with EYFS to see if skills learnt from working alongside coaches are being implemented. Weekly lesson remains.	
Active playtimes and lunchtimes.	Appropriate equipment bought and reviewed half termly. Children reminded of playground zones. Year 6 children to lead Energy Club for Year 1 and Year 2 children.			Children encouraged to use equipment available – basketball, cricket, ropes. Lunchtime leader organised football for classes each lunchtime.	Lunchtime coach employed.	
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		

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:
Key information, results and photos uploaded to school website, on weekly newsletter and through seesaw to ensure school community are aware of latest developments. Noticeboard in school hall to display vocabulary, photos, equipment and news so children are fully aware of PESSPA in school. Sports squad set up in autumn term, led by Year 6 pupils, with a focus on promoting sport within school, giving ownership to pupils.	Website updated fortnightly with key information. Seesaw used to document whole school events. Updated half termly Monthly meetings to arrange key tasks: pupil voice, reporting, equipment checks.		Information shared where possible on website and seesaw. Display set up but not fully in place yet – to be continued into next year. Not set up. To be actioned for 23/24	Review policy for school – where best to inform? Website, twitter, notice board, seesaw? Noticeboard updated in September and reviewed monthly – alongside sports leaders. Action for 23/24 – September.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14%
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:
Junior Sports Stars coaches to work alongside all staff from EYFS to KS2 for one PE lesson weekly to ensure staff develop confidence and skills in leading PE lessons and in turn provide children with quality lessons. Teachers comfortable and confident	Teachers to reflect on successes and areas for development at the end of each unit. PE kits purchased for all staff	£3000	Staff voice and questionnaire carried out and staff now feel confident teaching gym and dance, which is where concerns were previously. Kit purchased at the end of the	Drop in support sessions, use Wednesday briefing to address concerns. Check staff are using kit, staff

teaching all areas of the PE curriculum and children experience high quality lessons.	delivering PE lessons.		year, ready for staff to use from September 23. Staff have expressed this will increase confidence in delivering PE.	questionnaire at end of autumn term.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
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:
Whole school overviews mapped out at the beginning of the school year to ensure full coverage of the curriculum.	Reviewed termly by teachers to ensure coverage taking place, and if any changes are needed. Equipment purchased where necessary.	£1653	Coverage across the school is clear – certain units repeated in year groups to allow for progression of skills from one year to the next.	Overview reviewed at end of 22/23 in readiness for new year.
Outdoor and adventurous activities embedded into whole school curriculum.	Year 6 to complete NIBAS Level 1 at The Climbing Depot. Book Y2 - Y5 at Trafford Waterpark for summer term. Research suitable trip for Y1 School mapped for orienteering	£1520 £1050	Climbing course completed by Y6 – children loved it and some have continued with climbing since. No trips organised for other classes, but orienteering set up across school. All year groups have completed a OAA unit in their PE lessons.	Y6 climbing course to be booked. Teachers reminded to use Enrich Orienteering resources.
Workshops and athlete visits once per term to engage and inspire children to try and take part in new sports.	Monitor correspondences regarding engaging workshop opportunities. Aim for one per term.		No workshops held this year.	Look at booking in Autumn – one per term maximum.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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 have opportunity to attend inter-school sports competitions through MPEA.	MPEA and YST membership. Book onto minimum 1 competition per term when bookings open.	£895, £210, £490 = £1595	Cross country, football, cricket, athletics competitions attended for Y5/Y6	MPEA joined, YST membership renewed. Reach out SGO in September for support.
Children take part in and experience intra-school competition at the end of each PE unit.	Evidenced on Seesaw. Mentions in celebration assembly at the end of each half term.		World Cup and Champions League football competitions held at lunchtimes for Y3 – Y6. Children took part in competitive matches.	Map out intra-school events in autumn with Mr Haslam. Link with professional sporting competitions (Euro 2024)
Children experience competitive sport through KS1 and KS2 sports day held at Trafford Athletics Club.	Book summer date in September.		Sports Day held – great experience for children, competing on an athletics track and using long jump pit, javelin etc.	Book again in September for June 2024

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Thomas Butler
Date:	19.7.23
Governor:	
Date:	