



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the

Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers



- 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use The Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Ensuring every child receives at least 2 hours of high quality PE each week and an additional 30 minutes of structured Physical Activity.</p> <p>Researching a means of recording pupil attainment and participation and developing use of technology.</p> <p>There is good attendance at extra-curricular clubs and a wide offer</p> <p>Training Year 6 children to be active leaders.</p> <p>Employing a specialist to work alongside staff and develop their confidence,</p>	<p>To use the Sports Squad to champion PE and school sport across the whole school and train leaders.</p> <p>To develop the assessment of pupils in PE further using PE Passport.</p> <p>Broaden further the curriculum to aid the development of physical literacy and numeracy.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>97%</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>97%</p>

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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?	No

*Schools may wish to provide this information in April, just before the publication deadline.

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 students today and for the future.

Academic Year: 2019/2020	Total fund allocated:	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 42%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To look at cross curricular ways to make other lessons active including numeracy and literacy. (SIP: Create as many opportunities as possible for pupils to practise writing and mathematics skills across the curriculum)</p> <p>Ensure assessment for each child is taking place at the end of each unit completed on the PE Passport</p> <p>G and T pupils are stretched in PE lessons.</p>	<p>All classes to use Aball1 resource at least once every 2 weeks. Timetable kept and a record kept to ensure this is being done. Teachers to sign a register when they use the resource. Teachers review at the end of each term the impact it has had. Enquire into further resources available.</p> <p>Staff to complete the bronze/silver/gold assessment at the end of every unit completed. Staff should take videos across each unit as evidence of objectives being met. Begin to use the more in-depth assessment tools during some units.</p> <p>Use YST, PE network and wider resources to ensure G and T pupils are stretched in all PE lessons. Increase number of children reaching exceeding in each class.</p>	<p>£8000</p>	<p>October: ABall has been used by Years 3, 5 and 6.</p> <p>June: All year groups have used ABall, with positive reviews.</p> <p>October: Assessments completed for years 2, 3, 4, 5 and 6</p> <p>June: Assessments in all year groups up until Spring 1.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue with next year.</p> <p>Continue using next year.</p> <p>To be a focus for next year. Look into resources and training available.</p>

MCFC work alongside teachers in EYFS and KS1 and KS2 to deliver one PE lesson a week.	Staff more confident in delivering a range of different PE lessons	5995 950	October: All staff have worked alongside MCFC this half-term	
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £500	Evidence and impact:	Sustainability and suggested next steps:
To further the use of the Sports Squad who will champion PE and school sport across the whole school and support the work of Mr Butler.	Fortnightly meetings with the squad to check on work and assign tasks – updating notice board, checking equipment, videoing examples in P.E., P.E book kept updated.		October: Sports Crew set up at end of half-term. June: Sports Crew updated notice board and wrote reports.	Set this up in Autumn term and hold monthly meetings (with time in between to update and write reports)
To continue to develop links with local community clubs to signpost children and to come and support our curriculum.	Hold another Open Morning in the Autumn term to invite clubs to speak to pupils and parents, and arrange further taster sessions.		October: Broughton Park rugby coach held session with Year 5.	Utilise parent links further.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:£2000	Evidence and impact:	Sustainability and suggested next steps:
To embed the use of technology and cross curricular teaching through PE, ensuring high quality teaching is taking place	Plan lesson observations at the start of the year, across both Key Stages and give staff at least 6 weeks' notice of these. Complete staff questionnaires at the beginning of the year and also staff skills audit. Plan one day out of class each term to monitor PE	159	October: Staff audit completed, day out of class to monitor curriculum, observations planned for Spring 1.	Team teaching and lesson observations timetables in at the start of the year, so staff are aware of when things will take place.
Relevant staff to attend training available.	Enquire through PE network/Steve Busby as to what training is available and book PE coordinator on to anything relevant.	145	October: PE network attended. June: Further network meetings attended throughout the year.	Continue to be an active member of the PE Network.
Staff to continue to use The PE Passport confidently.	Use the Passport to review assessment of all pupils, attendance in lessons, kit, extra-curricular clubs. Generate reports at the end of the year.		October: Assessments completed by years 2 - 6. Year 1 to follow. June: All year groups complete assessments up until Spring 1	Continue to use consistently.
Staff given relevant CPD to deliver gymnastics lessons.	Junior Sports to deliver CPD sessions on gymnastic to all teachers.		October: Contact made to arrange CPD in Spring.	To be arranged for next year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 26%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £5000	Evidence and impact:	Sustainability and suggested next steps:
To invest in more age appropriate equipment and resources, which will enable staff to deliver a broader curriculum.	Staff to draw up a wish list of age appropriate resources that are needed to deliver a wide curriculum and subject leader to order.	158 87.50	October: Forest school equipment bought, lunchtime equipment for KS1 bought.	
To continue to provide children with a range of different sporting experiences.	Book 6 week climbing course at Climbing Depot for Year 6; book watersports trip for year 4; look at organizing a camp out in school grounds for year 5/3. Following Open Morning, book further taster sessions for classes.	1422 36 600	October: Climbing course attended by year 6. June: Further outdoor trips unable to take place due to Covid19.	This will need to be assessed next year, depending on restrictions in place due to Covid19.
To take all children to experience professional sporting competitions.	In the autumn term, spend time looking at what sporting competitions are taking place in Manchester that year (cycling, netball, tennis, cricket, squash, basketball). Arrange trips for children to go and watch professional sport.			To be arranged, depending on Covid19 restrictions.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £2500	Evidence and impact:	Sustainability and suggested next steps:
To ensure that regular intra school and inter school events take place in all year groups in house teams	Host staff meeting to explain the rationale behind intra- school events. Ensure children are allocated in houses evenly and plan out which sports and when the activities will be. KS1 and KS2 intra-school competitions to take place at the end of each term, assisted by MCFC coach. Member ship of Manchester PE Association and Youth Sports Trust Transport to sporting events (at MCFC etc)	850 200	October: Intra-school football competition held for years 3 - 6. Inter school comps in cross country, tag rugby and girls football. Finals reached in cross country and tag rugby. Boys football matches held against two schools. June: Basketball competition entered.	Intra-school competition focus.
To hold a whole school sports day at Longford Park	Plan thoroughly alongside other staff how the day will run. Involve PTA in providing refreshments and young leaders from Chorlton HS in helping officiate etc.		Unable to complete due to Covid19. Virtual school sports week completed - personal challenges completed by children in school and at home.	Book in September to ensure dates available.