

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department for Education

Created by





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 make additional and sustainable improvementsto the quality of Physical Education, School (PESSPA) they Sport and Physical Activity 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5kevindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. Df Een courages 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 2019/20	£6499
Total amount allocated for 2020/21	£20,945.00
Amount carried over into 2021/22?	£6,828.86
Total amount allocated for 2021/22	£21,360
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£28,188

Swimming Data

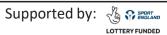
Please report on your Swimming Data below.

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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	83%
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. Please see note above	
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	46%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	68%
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?	<mark>Yes</mark> /No













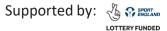
Action Plan and Budget Tracking

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: 2021/22	Total fund allocated:	Date Updated:		
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: %30	
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:
To maintain pupil's enjoyment and engagement in active play at lunch and break times, involving student leaders.		Equipment for active play and storage £3051.12	Play leads took part in leadership course and set up games at playtime, monitored pupil engagement and changed where necessary.	Events to excite and engage pupils to join local clubs or take up new sports
	Target the children who have been inactive due to COVID with ENERGISE CLUB in mornings/lunch	Speaker - £116.66 Sports awards (sports day) - £250	81% of children like the sports set up at playtimes. Only 4% of pupils in KS2 said they	
	Increase focus on PPG and SEN children to join in with competitions close gap created by covid	Lunchtime sports co-ordinater - £2500 Moki bands for	never use the equipment at playtimes. Ninja Warrior morning club offered to inactive and PPG30%	
	Children in Year 4 to wear Moki bands to increase activity in school day	year 4 – £2430	of club PPG Pupils taught all areas of the PE curriculum through class teacher	











			and sports coach. Progressive skills and have experienced a range of sports. Children year 4 - data	
Key indicator 2: The profile of PESSPA	being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation: %15
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:
To increase the knowledge and profile of PESSPA with children and parents.	throughout the school – action plan to improve parent and children knowledge and engagement.	coach after/before school club hours PE certificates for lessons £47 Level 6 course - £250	parents	Workshops with parents on FMS for Year 2 and 3 Aspiration workshops of parents for job roles in PE. More experience days to activate children's enthusiasm
	and involve the sports ambassadors	year 1 FMS bags - £414.70	Parents were asked if they accessed different platforms where we celebrate sporting competitions Platform	in PE













Play leads training to improve physical activity

Teachers to post on Dojos regularly about lessons.

Teachers to hand out certificates based on school games values in every lesson and share with parents on dojos.

Year 1 FMS workshop

Children were asked if they felt PE was valued at Chorlton Park

Answers	% 2021	% 2022
Yes	71%	93%
Unsure	10%	3%
No	18%	5%

Parents were asked:

if they felt well informed about PE taught at school 65% of parents feel that they are or are somewhat informed in 2022 t (increased by 40% from 2021)

if they felt well informed about their child's engagement, enthusiasm and progress in PE.

68% of parents feel that they are or somewhat informed in 2022 (increased 38% from 2022)

If they felt well informed about competitions

75% of parent feel like they are or somewhat informed (increased by 32% from 2021)

Teachers saw improvement of children's engagement in FMS in lessons – children posted activities of them using equipment at home.















Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and	sport	Percentage of total allocation:
				%35
Intent	Implementatio		Impact	
	n			
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:
To improve the use of Learning objectives, success criteria and pupil AfL	in lessons. Do more work on peer and selfassessment in PE using correct language. Sports coach to go on Level 5 specialism PE course to improve pedagogical knowledge around PE.	Annual subscription - £899 – PE passport £1314 x2 – TLR 3 £1170 – MCFC (whole school) JUST RECPETION Level 5 Specialism course - £799	94% of teachers fee the PE passport supports them to teach PE and increases confidence. 76% of teachers felt the assessment on the app helped them understands the aims and objectives of the PE they were teaching 100% of teachers and sports coach share LO and SC in lessons and use peer and self-assessment. LO worked with teachers across school encourage use of learning objectives.	lessons - £4243 allocated form this year's spends to impact next year













Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils	ADD INFO FROM TEACHING ND LENRING SURVEY	Percentage of total allocation: %20
Intent	Implementatio n		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:
To offer new clubs to increase club intake and develop more active children in Ks1.	New clubs offered from external companies – skateboarding, yoga. Daanish long ball introduced into	L4 course in Developing Pupil's Well being through PE £350	41.7% of pupils attending extracurricular sports clubs Increased from 38.2% of Pupil Premium children attending extracurricular sports clubs to % Increased from 38.2% of SEND pupils attending extracurricular sports clubs to % Year 1 pupils morning run impact: 77% of the children enjoy taking part. 72% of them recognise that it helps them get ready for the morning.	Explore mapping of school for OAA https://enricheducationuk.com/o utdoor-learning-and- orienteering/ £ 4100 – allocated form this year's spends to impact next year. Boogie dance to be introduced into the curriculum and morning club

























Key indicator 5: Increased participati	on in competitive sport			Percentage of total allocation:
				%5
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:
To increase pupil participation in Competitive Sport with a focus on targeting less active children	Paying for transport for fixtures. Manchester PE association Fees.	Manchester PE association	Increased pupil participation in competitive sport from 16.3% to	Continue to pay for transport to competitions.
	Organised calendar of events for	£762.50 – Transport to comps	22.1% attending competitions (years 1-6 546 on roll)	Increase staff delivery of clubs to run alongside competitions.
	competitions for School Games – Basketball, Lacrosse, hockey, netball, cross county/inclusion,		19.2 % of girls attending competitions, increased from	Sports Leaders course
	athletics inclusion, swimming gala, rounders, cricket – enter both		18.8% (years 1-6 546 on roll) 17.3 % of boys attending	Implement intra sports comps from the start of the year - PPA
	inspire and excel Sports coach to teach specific		competitions (years 1-6 546 on roll)	Use money to help pay for PPG children who are inactive to go
sports in clubs (multisport and football) to ensure children are ready for competitions and talented children are identified.		PPG 14% (year 5 and 6) participation	Continue to utilise the new format of School Games for an	
	Celebration assembly weekly – Personal challenge and Ks1 Coach picked a sports star of the week.		Achieved Gold School Gmaes award	excel competition and an inspire – focus on PPG (highlighted list of names at the beginning of the year)
	School Games Day and rewards for participants and winners.			













Year 5 and 6 intra games at the		
end of term – dodgeball and		
kickball rounders		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Lauren O'Neill & Rachel Appleby
Date:	21.7.22
Governor:	
Date:	









