

# 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](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. **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.

<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><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 2021.</p> <p>Please see note above</p>	83%
<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>	46%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	68%
<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/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:		
<b>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</b>			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.	<p>Play leads took part in PALs</p> <p>Skateboarding and yoga clubs added to after school timetable</p> <p>Target the children who have been inactive due to COVID with ENERGISE CLUB in mornings/lunch</p> <p>Increase focus on PPG and SEN children to join in with competitions close gap created by covid</p> <p>Children in Year 4 to wear Moki bands to increase activity in school day</p>	<p><b>Equipment for active play and storage</b> £3051.12</p> <p><b>Speaker - £116.66</b></p> <p><b>Sports awards (sports day) - £250</b></p> <p><b>Lunchtime sports co-ordinator - £2500</b></p> <p><b>Moki bands for year 4 – £2430</b></p>	<p>Play leads took part in leadership course and set up games at playtime, monitored pupil engagement and changed where necessary.</p> <p><i>81% of children like the sports set up at playtimes.</i></p> <p><i>Only 4% of pupils in KS2 said they never use the equipment at playtimes.</i></p> <p>Ninja Warrior morning club offered to inactive and PPG30% of club PPG</p> <p>Pupils taught all areas of the PE curriculum through class teacher</p>	Events to excite and engage pupils to join local clubs or take up new sports

Created by:



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			and sports coach. Progressive skills and have experienced a range of sports.  Children year 4 - data	
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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:  
%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?:																				
To increase the knowledge and profile of PESSPA with children and parents.	<p>Sports Lead to go on Level 6 specialism PE course to improve PE throughout the school – action plan to improve parent and children knowledge and engagement.</p> <p>PE and Sports newsletter half termly and involve the sports ambassadors</p> <p>Sporting successes box for children to share achievements outside of school.</p> <p>Sports ambassadors to present sporting successes assemblies</p>	<p><b>2,518.40 – sports coach after/before school club hours</b></p> <p><b>PE certificates for lessons £47</b></p> <p><b>Level 6 course - £250</b></p> <p><b>Equipment for year 1 FMS bags - £414.70</b></p>	<p>Parents were asked if they accessed different platforms where we inform about PE</p> <table border="1"> <thead> <tr> <th>Platform</th> <th>% of parents who answered 20</th> </tr> </thead> <tbody> <tr> <td>Class dojo page</td> <td>86%</td> </tr> <tr> <td>Whole school Dojo page</td> <td>17%</td> </tr> <tr> <td>Twitter</td> <td>15%</td> </tr> <tr> <td>Newsletter</td> <td>61%</td> </tr> <tr> <td>Conversation with teacher</td> <td>13%</td> </tr> </tbody> </table> <p>Parents were asked if they accessed different platforms where we celebrate sporting competitions</p> <table border="1"> <thead> <tr> <th>Platform</th> <th>% of parents who answered 20</th> </tr> </thead> <tbody> <tr> <td>Whole school Dojo page</td> <td>58%</td> </tr> <tr> <td>Twitter</td> <td>13%</td> </tr> <tr> <td>Newsletter</td> <td>56%</td> </tr> </tbody> </table>	Platform	% of parents who answered 20	Class dojo page	86%	Whole school Dojo page	17%	Twitter	15%	Newsletter	61%	Conversation with teacher	13%	Platform	% of parents who answered 20	Whole school Dojo page	58%	Twitter	13%	Newsletter	56%
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Twitter	13%																						
Newsletter	56%																						

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.

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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation:  
%35

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:
<b>To improve the use of Learning objectives, success criteria and pupil AfL</b>	<p>LO working with teachers to explore effective use of SC and LO in lessons.</p> <p>Do more work on peer and self-assessment in PE using correct language.</p> <p>Sports coach to go on Level 5 specialism PE course to improve pedagogical knowledge around PE.</p> <p>PESSPA – display in school gym to ensure children and teacher understand and use in lessons.</p> <p>EYFS staff to team teach with MCFC coaches and implement activities in continuous provision.</p>	<p><b>Annual subscription - £899 – PE passport</b></p> <p><b>£1314 x2 – TLR 3</b></p> <p><b>£1170 – MCFC (whole school) JUST RECEPTION</b></p> <p><b>Level 5 Specialism course - £799</b></p>	<p>94% of teachers fee the PE passport supports them to teach PE and increases confidence.</p> <p>76% of teachers felt the assessment on the app helped them understands the aims and objectives of the PE they were teaching</p> <p>100% of teachers and sports coach share LO and SC in lessons and use peer and self-assessment.</p> <p>LO worked with teachers across school encourage use of learning objectives.</p>	<p>Purchase IWB to use for lessons - £4243 allocated form this year's spends to impact next year</p> <p>LO to coach teachers on their area of weaknesses in PE</p> <p>Training for EYFS staff to improve the continuous provision for moving and handling</p> <p>Training for recently qualified teachers</p>



			ADD INFO FROM TEACHING ND LERNING SURVEY	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: %20
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
<b>To offer new clubs to increase club intake and develop more active children in Ks1.</b>	<p>New clubs offered from external companies – skateboarding, yoga. Danish long ball introduced into the curriculum</p> <p>FMS workshop and equipment for Year 1 cohort</p> <p>Year 1 teacher attended L4 course in Developing Pupil’s Well being through PE implemented a morning run for Year 1s to improve enthusiasm in physical activity and readiness for learning. Linked to mental and emotional health.</p>	<p><b>L4 course in Developing Pupil’s Well being through PE £350</b></p>	<p>41.7% of pupils attending extra-curricular sports clubs</p> <p>Increased from 38.2% of Pupil Premium children attending extra-curricular sports clubs to %</p> <p>Increased from 38.2% of SEND pupils attending extra-curricular sports clubs to %</p> <p>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.</p>	<p>Explore mapping of school for OAA <a href="https://enricheducationuk.com/outdoor-learning-and-orienteeing/">https://enricheducationuk.com/outdoor-learning-and-orienteeing/</a> £ 4100 – allocated form this year’s spends to impact next year.</p> <p>Boogie dance to be introduced into the curriculum and morning club</p>



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Key indicator 5: Increased participation 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:
<b>To increase pupil participation in Competitive Sport with a focus on targeting less active children</b>	<p>Paying for transport for fixtures.</p> <p>Manchester PE association Fees.</p> <p>Organised calendar of events for competitions for School Games – Basketball, Lacrosse, hockey, netball, cross county/inclusion, athletics inclusion, swimming gala, rounders, cricket – enter both inspire and excel</p> <p>Sports coach to teach specific sports in clubs (multisport and football) to ensure children are ready for competitions and talented children are identified.</p> <p>Celebration assembly weekly – Personal challenge and Ks1 Coach picked a sports star of the week.</p> <p>School Games Day and rewards for participants and winners.</p>	<p>£ 816.70 – Manchester PE association</p> <p>£762.50 – Transport to comps</p>	<p>Increased pupil participation in competitive sport from 16.3% to 22.1% attending competitions (years 1-6 546 on roll)</p> <p>19.2 % of girls attending competitions, increased from 18.8% (years 1-6 546 on roll)</p> <p>17.3 % of boys attending competitions (years 1-6 546 on roll)</p> <p>PPG 14% (year 5 and 6) participation</p> <p><b>Achieved Gold School Games award</b></p>	<p>Continue to pay for transport to competitions.</p> <p>Increase staff delivery of clubs to run alongside competitions.</p> <p>Sports Leaders course</p> <p>Implement intra sports comps from the start of the year - PPA</p> <p>Use money to help pay for PPG children who are inactive to go to clubs</p> <p>Continue to utilise the new format of School Games for an excel competition and an inspire – focus on PPG (highlighted list of names at the beginning of the year)</p>

	Year 5 and 6 intra games at the end of term – dodgeball and kickball rounders			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Lauren O'Neill & Rachel Appleby
Date:	21.7.22
Governor:	
Date:	