

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



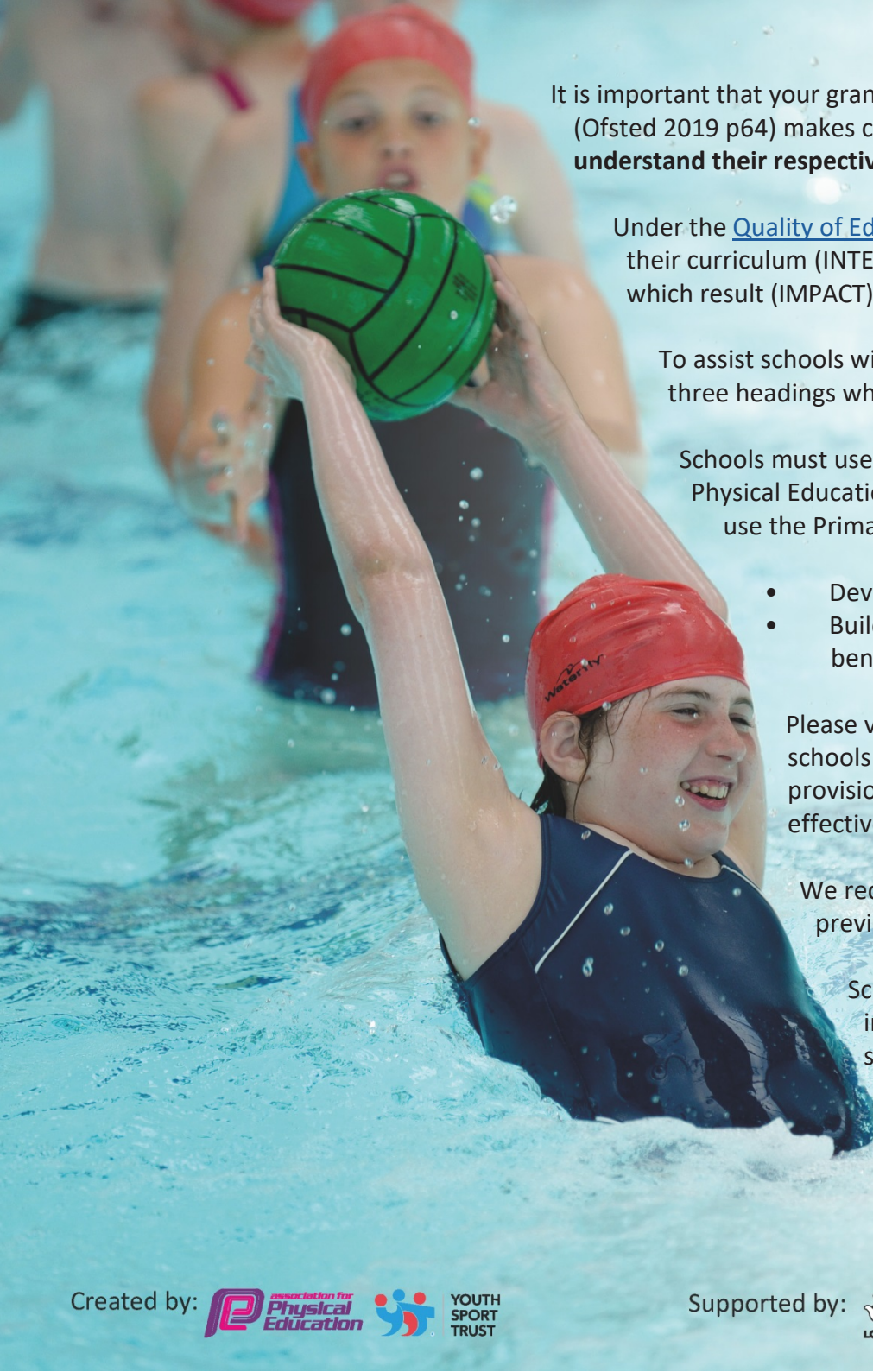
Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

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 2020. 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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ▶ Year-on-year increase of the number of sports/tournaments accessed via the Manchester PE association ▶ Purchased and developed a PE scheme of work that meets the requirements of the National Curriculum and the requests of our staff. ▶ Ensured each class has at least two dedicated slots for PE a week. ▶ Increased the number of free extra-curricular clubs available. ▶ Employed a specialist sports company to: deliver daily organised competitive sport, train and support LOs in break time activities, to deliver staff CPD and model lessons for 2 hours per week. ▶ Increased the amount of activities available to SEND children. ▶ Developed the physical layout of the back playground ensuring the recycling of the MUGA equipment ▶ Developed the design of the play area on the front playground in line with the requirements of the National curriculum and fundamental movement skills. ▶ Designed the layout of floor markings to aid individual and team competitive activities on both playgrounds. ▶ Developed active links with local sports clubs – Stockport Muay Thai, Kingsway Sports, Gorton Circus. ▶ Developed active links with local schools – St Andrews, St Marys, Levenshulme High School. ▶ Created a functional folder for staff enabling access to training videos, planning, assessment and informative resources, ▶ Dodgeball Citywide bronze medallists ▶ MTB Citywide champions twice ▶ St Marys cluster Year ¾ Football World Cup Champions 2018-19 ▶ Bronze medallists in Kwik Cricket ▶ Silver medallist in individual Gymnastics and fifth place team. ▶ Second place BMX tournament at the National Cycling centre 	<ul style="list-style-type: none"> ▶ More sport opportunities available for children with physical difficulties to attend tournaments. Last 2 years = 2 tournaments attended via the Manchester PE Association ▶ Increase the number of internal cross-class competitive opportunities from just Sports Day. (Year 3 trialled this with great success. Year 5 and 6 also trialling competitions.) ▶ Streamline the amount of paperwork being produced from: <ul style="list-style-type: none"> -Sainsbury’s School Games summative documents -CSPS documents: action plan/intent statements/environment obs/position statements/performance management targets/ -this document -old OFSTED penny-by-penny accounts. -use a formulaic excel spreadsheet to track spend ▶ Provide teachers/TAs with additional CPD targeting self-identified ‘inexperienced’ staff and staff who cover. ▶ Provide additional support for LOs - ▶ Develop the role of Sports Leaders to what it was three years ago and build a working relationship with the sport coaches from DDSM

<ul style="list-style-type: none"> ▶ Ofsted report 2017: “In contrast, strong leadership of physical education means the primary sports funding is used very well to improve pupils’ participation in, and enjoyment of, physical activity. A wide range of clubs, such as dodgeball, dancing, gymnastics and keep-fit allow pupils Inspection report: Chapel Street Primary School, 21 March and 26–27 April 2017 Page 4 of 13 to be involved in varied sporting activities. Not only do pupils enjoy these opportunities enormously but they are gaining a positive local reputation for their success in competitive tournaments. For example, they are very proud to be two-time winners of the Manchester mountain bike competition.” ▶ Ofsted/HMI report June 2019: “Some of these leaders, for example in science and physical education, have already made significant improvements to the quality of teaching, learning and assessment in their subjects.” ▶ Had 3 World Class and Olympians visit school – Tom Lancashire, Beth Tweddle and the Manchester Giants Basketball team. 	
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Meeting national curriculum requirements for swimming and water safety.	
<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 2020.</p>	% Currently awaiting data from Symphony (last messages September and October 2020 by DJ)
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	% Currently awaiting data from Symphony (last messages September and October 2020 by DJ)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% Currently awaiting data from Symphony (last messages September and October 2020 by DJ)

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
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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: 2020-2021	Total fund allocated: £34,394 (including carry-over from previous years)	Date Updated: Sept 2020 October 2020 November 24/11/20 January 4/1/21 – due to new lockdown measures, initial targets may be unattainable. Dependent upon how long lockdown ensues, new targets may need to be drawn up at the next review. 8.1.21 – RAG-rated		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				
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: (detailed spend on excel record)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increased amount of free after school clubs to allow for further engagement. To provide further physical activity throughout the school day within the classrooms on top of their allocated one hour PE slot. To continue to develop break times, with a further range of physical activities on offer.	On hold due to COVID regulations Staff folder on T-drive containing supporting resources and CPD. Kingsway Sports Coaches offering year 2 one-to-one training on playground games and years 1,3,4,5 and six competitive sports daily on a rota.	£5000 approx. based off last year's rates for four hours of after school clubs a week.		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:
<p>To hold an annual high profile Sports Day/Week</p> <p>To raise profile of sporting events and participation in these</p> <p>To develop cross curricular links to develop fitness and education</p>	<p>Annual Sports Day held with activities including: TBC</p> <p>To continue to promote to ensure strong parental engagement.</p> <p>To hold termly interclass competitions</p> <p>To continue to listen to pupil and staff voice to adapt as needed.</p> <p>To consider date of Sports Day to ensure all children are able to participate.</p> <p>To continue to liaise with SEND team to ensure all children can participate.</p> <p>Employ maths on the move.</p>	<p>£500 – trophies, certificates, some equipment top-ups</p> <p>£1000 – upkeep of equipment via outside agency repairs/replacements (SportSafe UK)</p> <p>£3000 approx based on last years rates.</p>		

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
<p>To keep up to date with current PE practices.</p> <p>To further train LOs on activities/playground games</p> <p>Use of specialist PE coach to increase knowledge and skills of staff</p> <p>Re-introduce my assessment tools and Green Acre to develop accuracy in assessment for end of year reports.</p>	<p>Continue to attend cluster meetings</p> <p>Share training with PE team and Headteacher</p> <p>Information disseminated to staff as appropriate.</p> <p>LOs to be further trained in lunchtime games and sports rules.</p> <p>LO observations</p> <p>TA observations</p> <p>Teacher observations</p> <p>PE lead training / release Teacher training – teacher file/videos/PPA drop ins.</p>	<p>DDSM sports coaches: 39 x 2hrs (£60) for staff CPD Thursday afternoons = £2340</p> <p>Teacher release and cover approximately £1000</p>		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Key Stage One/EYFS children engaging in sports led by staff on duty/LOs	Teacher rota clearly in place. Staff to be trained on delivery of simple playground sports/use of available equipment	Included in previous points funding		
Children engaging in a range of sports and activities weekly	Sports Coach in place to deliver high quality sessions for our children, engaging them in a range of sports and activities during lunch times	Included in previous points funding		
	Sports coaches to develop CPD of staff – Thursday afternoons	Included in previous points funding		
	Liaise with sports coach			
To ensure there are enough resources to allow for each sport to be taught effectively	Purchase any necessary resources	£1500 for resource management		
To develop our links with external agencies and organisations to give our children further opportunities.	To continue to add to our directory of agencies and organisations to be published on our website and PE board that families can access. NA and NG have compiled a list.			
To ensure our children who excel in this area are targeted and gain encouragement, opportunity and challenge.	Using the Green Acre assessment guides, children who excel are reported to PE team for opportunity in level 1 and 2 competitive tournaments.	Included in previous points funding		
Vulnerable children in physical activities	Ensure we give all children opportunities available	Included in previous points funding		
	Provide free sports clubs (see above)			

	PE team and PE lead analyse attendance of clubs, including group information. Use of this information to specially target children to attend.			
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Key indicator 5: Increased participation in competitive sport				
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:
<p>Children engaging in a range of competitive sports and activities weekly, developing skills to use in competition.</p> <p>Develop skills for competitions via specific teaching.</p> <p>Interclass competitions</p> <p>To support access to level 1 and 2 competitions</p>	<p>Sports Coach in place to continue to deliver high quality sessions/clubs and lunchtime provision for our children, engaging them in a range of sports and activities.</p> <p>Staff follow Greencare planning which has a competitive element built in to each lesson.</p> <p>Lead a termly interclass competition. Linking to skills and sports practised over the term. Excitement developed via announcing results on the fields/hall and in assemblies. Results published on website and in trophy cabinet. Eg – daily mile competition.</p> <p>To continue to increase the number of competitions the children can access in a range of sport by providing safe transport to and from events.</p> <p>COVID depending – utilise virtual competitions run by MPET.</p>	<p>Included in previous allocations</p> <p>Approximately 10 citywide level 2 tournaments and 4 local friendlies = average £25-250 per tournament £2000</p>		<p>Re-subscribe to MPEA.</p>

	<p>Manchester PE Association membership</p> <p>PE lead to organise participation and training for organised citywide events.</p> <p>PE lead to facilitate the transport to and from events.</p> <p>PE leads to develop links with high schools and primary schools in the surrounding area.</p>			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Christopher Gough
Date:	9/9/20
Governor:	
Date:	