

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

2023 - 2024

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](#) 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 2022/23	£0.00
Total amount allocated for 2023/24	£23,580
How much (if any) do you intend to carry over from this total fund into 2023/24	£nil
Total amount allocated for 2023/24	£22,010
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£22,010

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 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? 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. Please see note above	90%
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	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	55%
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?	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: 2023/24	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:
				66%
Intent	Actions	Funding allocated:	Impact	Sustainability and suggested next steps:
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:			Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Increase pupil activity time through the school day from pre-school to after school club to move towards 30minutes physical activity per day.	Strive Sports leading after school clubs 3 times a week for 1hr per session Y2-Y6	£4,365	Verbal feedback from pupils, teachers and parents is positive. Children participated in choosing the after-school clubs they wanted to attend. All children who requested an after-school place received the opportunity throughout the year.	Continue with this provision and to provide opportunities for further clubs for Y1 and EYS.
To enhance children’s gymnastics opportunities.	Gymnastic coach leading an after-school club 2hr per week	£2,600	Y2 after-school club mixed with boys and girls.	
To support children in team building activities.	Parkour is a company that offers children different challenges to work with each other in their P.E sessions.	£1,100	This was offered to Y6 to prepare them for their transition to high school	
Increase pupil participation in activity during lunchtimes.	Removal of old playground markings and dew ones installed. Purchase playground equipment	£6,437	Feedback for staff and children was positive.	
				Continued investment needed across the school to further enhance equipment to broaden sporting opportunities. Investment in playground games

New P.E kits for children	for EYFS to Y6. Also, Equipment to promote PE activities and part	£753	Children to be engage in activities	and equipment engages all pupil in regular physical activity.
	Daily class-based activities to encourage physical activity and Brain breaks: Playground equipment EYFS New kits to ensure there are no barriers for children joining in a P.E session.	£285		To continue to supply kits when needed.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
<ul style="list-style-type: none"> Use PE to support children's SEMH and improve mental health and well-being. Use PE to support children's SEMH and improve mental health and well-being. 	<p>PE Lead to work with other schools and outside agencies (Behaviour support) to support teaching and learning of SEMH within school. Strive City lunch time club</p> <p>Work with SEN lead to support behaviour strategies in PE. Identify children with SEMH and provide positive</p>	<p>MCFC wider sports/activity programmes Costs included as part of MCFC SLA - £7,000 as included in section 3</p>	<p>Increased time allocated towards PE and Sport activities. Subject lead received training and advice from SEMH advisor (NJ) around managing behaviour and supporting the development of SEMH through sport.</p> <p>Identified children with SEMH needs received additional sporting opportunities throughout the school day. Pupil voice from the group was positive and the</p>	<p>Children with SEMH needs to continually be targeted through sport to build resilience and mental well-being.</p>

	<p>opportunities to boost their self-esteem through small group activities.</p> <p>Target group of children (Behaviour needs) to receive additional PE support focused on co-operation, teamwork and resilience.</p>		<p>children are now taking a more active role within whole class sessions.</p> <p>The target group responded well within the sessions. Pupil voice was positive from the children who participated. 80% of the group had an increase in green behaviour. There has also been a reduction in playtime incidents for all of the group</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
Intent	Actions		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 to receive high quality PE and Games lessons throughout the school.	Staff to receive CPD through MCFC and PE subject lead as part of on-going up-skilling process.	Included in above	Staff and pupil voice show a clear improvement in both confidence, enjoyment and skills set in teaching PE and Sport. Feedback systems in place inform CPD.	CPD from MCFC to focus on new year groups (staff)
To enhance the teaching of gymnastics	Gymnastics coach to work alongside staff in delivering quality Gym sessions. After school gymnastics club offered to pupils	Included in above	Evidence and feedback from the specialist coach identify a marked improvement in the confidence of staff and their skill set to deliver high quality sessions	Gymnastics coach to continue, targeting new year groups (staff) Focus on inexperienced and new staff.

<p>ECT</p> <p>PE subject lead to keep up to date with local and national initiatives within PE. CPD – Manchester School’s PE association</p>	<p>Staff to receive CPD through MCFC and PE subject lead as part of on-going up-skilling process</p> <p>Membership of local/national bodies, including purchase of Safe Practice in Physical Education.</p>	<p>Included in above.</p> <p>£950</p>	<p>All children within the targeted year groups made good progress within gymnastics. Staff and children’s feedback were extremely positive.</p> <p>ECT staff were extremely positive about the training and were able to use the skills taught in P.E sessions. Staffs confidence has increased following feedback.</p> <p>PE Lead up to date with latest guidance which has been disseminated to staff. Positive impact in teaching and learning through supporting an ECT within school.</p>	<p>Focussed support to be provided to ECTs.</p> <p>To continue to keep updated on the latest P.E news.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Actions</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

<p>PE Lead to update curriculum map and share with teachers to use across the school.</p>	<p>Staff introduced to the new scheme of work / relevant support provided where necessary.</p>	<p>Included in above</p>	<p>Really positive feedback and observations shown resources being used effectively when delivering sessions.</p>	<p>Scheme on teacher I[pads for easy accessibility and to monitor progress.</p>
	<p>Purchase of new sports equipment to support the curriculum map.</p>	<p>Included in above</p>	<p>Improvements in equipment to match the scheme.</p>	

Key indicator 5: Increased participation in competitive sport				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:
Extend competition opportunities for all children by developing level 1 sports opportunities and planning around the Affiliation to Manchester Schools PE Association. Children participation in competitions through Manchester PE association, MCFC and MUFC Lancashire Cricket club	Work with local School Games Organiser (SGO) to develop competition and events in school Provide a range of sporting opportunities after-school and during lunch time. Affiliation to Manchester Schools PE Association. Develop a range of inter competitions in school. Collapsed timetables to allow for competitions to be delivered at the end of units of work	Included in above £60 £30	3 events Children enjoyed participate in competitions working as a team All young people involved.	Still building relationships with local schools to participate in more local school competitions. To increase involvement in wider P.E association. School to compete in competitions through Manchester PE association. Staff engage with skills and likes to develop intera.