

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 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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17795
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17790
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17790 Total to be paid out this year £21,717.51 (£3,927.51 difference paid by school)

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>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</p>	No swimming data 20-21 due to COVID
<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> <p>Please see note above</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>Please see note above</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%

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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

Academic Year: 2020/21		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:
					76%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
1. Children will access physical activities as part of the daily school day.		To develop opportunities for KS2 to access activities at playtime and lunchtime to encourage physical activity		Funding allocated: Dinner time club twice a week £40 (£1520 a year) Trim trail for KS2 £7050	
2. Outdoor provision in EYFS incorporates the development of children's' gross and fine motor skills as a pre-cursor to sports.		To incorporate opportunities for EYFS to develop gross motor skills as part of their outdoor provision		Climbing wall for Reception £2475 Nursery pinnacle (climbing frame) £4990	
3. To encourage staff to be proactive in planning activities for lunchtimes that involve physical activity		TA3 have an appraisal target to develop lunchtimes with games and activities to increase the physical activity for children. Resources purchased for both playgrounds.		£500	
				Staff have ownership over lunchtimes and will coach others to know how to engage children in physical activity. Numbers of children engaging in physical activity will increase.	
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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:
				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:
1. High quality PE curriculum delivered within curriculum time.	Use of specialist teachers and coaches to deliver PE.	£0 (part of school budget)	1. Pupils enjoy PE, and make measurable progress. This has a positive impact on other lessons.	The plan going forward is to involve the teachers in team teaching to develop their own teaching of PE.
2. Opportunities for children to learn to ride a bike to encourage cycling to school and increasing physical activity in and outside of school and overall well-being	Balance bike lessons for reception children – May 2022 Bikeability for Y6 – June 2022	£0 Paid for by bikeability@ncagb.co.uk	This will help us achieve Eco Schools award as the Environmental review (which was carried out by the Eco Team) highlighted that we need to: offer training on using bikes and scooters safely. This will also help with the school's focus to encourage mental health and well-being and how physical activity contributes towards a healthy lifestyle.	We are promoting general well-being but also the Council's agenda to encourage more children to cycle to school. Due to the school being located in inner city Manchester, this is not something the children do due to lack of outdoor space and gardens.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
1. All children to receive high quality PE teaching through a well-planned and resourced scheme of work.	Use of specialist teachers and coaches to deliver PE.	£0 (part of school budget)	Pupils enjoy PE, and make measurable progress. This has a positive impact on other lessons.	The plan going forward is to involve the teachers in team teaching to develop their own teaching of PE.
2. Assessment of PE should feedback in to planning and adaptations to curriculum.	PE is assessed termly and results analysed by teachers and PE Lead.	£0	Analysis of assessments brings about positive change and allows us to track children against the NC.	PE action plans incorporate analysis of assessment.
3. All children to have access to organised activities at lunchtimes.	TA3 have an appraisal target to develop lunchtimes with games and activities to increase the physical activity for children Resources purchased for both Playgrounds.	Dinner time club twice a week £40 (£1520 calculated under key indicator 1)	Staff have ownership over lunchtimes and will coach others to know how to engage children in physical activity. Numbers of children engaging in physical activity will increase.	Staff have ownership over lunchtimes and will coach others to know how to engage children in physical activity

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 24%
Intent	Implementation		Impact	£900 spent from school budget
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:
1. Increase of breadth of sports that pupils can access.	Children will have opportunities to access extra-curricular sports. Pupil voice will be used to establish what clubs and activities the children want.	Coaches after school twice a week £80 (£3040 a year)	Children are involved in organised activities and extracurricular clubs 6 clubs run over 5 nights per week and pupils participate in competitions and festivals regularly. Pupils exposure to different local sport clubs can open up pathways for them to achieve at higher levels. Children enjoy participation and teamwork and have to learn to lose as well as win, which develops in their resilience.	Children those who have a flair for a particular sport are identified and guided to appropriate pathways. Development of resilience is crucial and celebrated in all aspects of school (St. Chad's Learning Values).
2. Increase in activities promoting mental health, mindfulness and well-being	Freddie Fit to be in school during Children's Mental Health Week to encourage physical participation as part of general well-being.	£390	Children enjoy participation and teamwork and have to learn to lose as well as win, which develops in their resilience.	Development of resilience is crucial and celebrated in all aspects of school (St. Chad's Learning Values).

<p>3. To offer catch-up swimming lessons</p>	<p>To offer catch-up swimming lessons to those children in Y5 who missed a term of swimming due to Covid</p> <p>To encourage children to swim, as typically children from Asian backgrounds are not encouraged to swim due to cultural issues.</p>	<p>£1752.51</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres? • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? 	<p>Offering catch-up lessons were deemed important due to the lack of parental engagement in taking their children swimming so we know this is a vital life skill. Missing swimming lessons will have caused children to fall behind with the statutory requirements of the National Curriculum.</p> <p>Family Liaison and Attendance Officer will go swimming with the children so she can actively promote the importance of swimming with children and parents.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	Costs calculated under Key Indicators 1 and 4
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:
1. Increased participation in competitive sports through both inter and intra competitions.	All pupils participate in Intra competitions and Sports Days.	Coaches after school twice a week £80 (£3040 a year) Dinner time club twice a week £40 (£1520)	Children continue to learn how to operate within a team, and develop resilience and sportsmanship which transfers to other aspects of life.	Intra and Inter-schools competitions will continue to run. Continued Membership of Manchester Schools PE enables opportunities to attend events and collaborate with other schools.
2. Increased opportunities for SEND and PP children and those pupils reluctant to take part in Sports.	Analysis of children attending extra-curricular clubs is analysed and the lead for the wider curriculum gives priority to SEND pupils attending clubs	Coaches after school twice a week £80 (£3040 a year) Dinner time club twice a week £40 (£1520)	SEND pupils and others reluctant to do PE develop confidence as they shine within a smaller group and have more focussed attention from the adults.	PE action plan to explore other activities that would encourage children with SEND to participate more in extra curricular activities e.g. pupil voice/PLT

Signed off by	
Head Teacher:	S Brackenridge
Date:	January 2022
Subject Leader:	S Brackenridge
Date:	January 2022
Governor:	D Harrison
Date:	February 2022