

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Progressive PE Long Term Plan developed and supported by PE Planning • PE display established to promote and celebrate physical activity and sport • Multiple sports based extra-curricular clubs offered each half term. • High staff confidence in delivery of PE • Children sign posted to sports clubs in the local community –Moss Lane Rovers, Manchester United Foundation, Judo Education. • Communication with parents in regards to all sporting events via the School Newsletter and/or social media. • 2016-2020 Silver School Games Mark. • Risk Assessed PE provision so that a minimum of 2 hours a week continued to take place during Covid 19 pandemic. • All teaching staff focused upon the delivery of PE working within the government protective measures. • New outdoor gym equipment KS2 Playground. • Updated sports equipment in line with PE Planning sports. •Playground Leaders leading and encouraging games during break & lunch time. 	<ul style="list-style-type: none"> • Achieve the Gold School Games Award in 2020-21 by collating evidence- unable to achieve the Gold last year that we worked hard towards due to Covid. • For at least 50% of extra-curricular clubs to continue to be sports based (offer of extra-curricular to be risk assessed in light of Covid 19 pandemic). •Continue to offer a wide variety of extra-curricular sports clubs for all key stages. •Consider impact of Covid 19 on intra-school sport competitions led by the School Games Organiser/ Trafford. •If possible, enter more competitions. (in and out of school) •Encourage walking, cycling and scooting to school. • •

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO- If YES you must complete the following section

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated:		
<p>Key indicator 1- The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.</p>				<p>Total Carry Over Funding: £3577.91</p>
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils?	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?
All KS2 pupils now have access to outdoor gym equipment as part of playtimes and afternoon physical activity 'breaks' (Fitted Nov 2020)	To increase participation and enjoyment levels for all KS2 children to ensure children are active for at least 30 mins of physical activity.	£3577.91 (100% of carry over)	Staff feedback, parent feedback & pupil feedback. Observation. Playground leaders-questionnaire provided to children on daily use. Results Year 3- 100% Year 4- 90% Year 5- 80% Year 6- 90%	All staff to continue to encourage & challenge children when on duty to use equipment. Implement into PE sessions-warm ups/carousel of activities.

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.	
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 2021.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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 Top up swimming.

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: 2020/21	Total fund allocated: £	Date Updated:		
<p>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</p>			Percentage of total allocation:	
			%	
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:
All KS2 pupils now have access to outdoor gym equipment as part of playtimes and afternoon physical activity 'breaks' £5000 in total. (Fitted Nov 2020)	-To increase participation and enjoyment levels for all KS2 children to ensure children are active for at least 30 mins of physical activity.	See above. £1422.09	Staff feedback, parent feedback & pupil feedback. Observation. Playground leaders-questionnaire provided to children on daily use.	All staff to continue to encourage & challenge children when on duty to use equipment. Implement into PE sessions-warm ups/carousel of activities.
Revise the PE Long term plan in light of Covid 19 to ensure a minimum of two hours of high quality PE per week continues to take place.	- Remove or adapt team games/ non-contact sports in response to Covid 19 protective measures. -Review objectives taught documents provided by all year groups. -Rota classes to ensure equipment is not shared between classes. -Stock reviewed- new stock to be ordered to fit with PE planning / avoid cross contamination.	£1008.69	Range of sports to be taught across year groups building on prior knowledge. Pupils are motivated and engaged during lessons. Pupils have made strong progress in skill development in PE and sport. % ARE-	
Sports specialist (Team Theme) to deliver extensive range of physical activities during and after school for all key stages.	-Develop a timetable of a broad range of sports based extra-curricular activities for all key stages (lunchtimes and after school). -Lunchtime clubs to engage the least active children.	N/A- PPA Cover.	Registers Pupil questionnaire Social interaction Praise/rewards Self-improvement, increase self-confidence and esteem.	Ensure numbers accessing clubs increased from last year. Continue to target less active. Audit pupil views about range of physical activities on offer and address areas for development

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				identified.
Increase range of sports clubs offered to pupils across all key stages by bringing in external sports coaches.	-Research possible external sports coaches and invite into school to offer club(s) across all key stages. -Moss Lane Rovers? -Judo Education? -Sale Sharks -Dance?	Check price	Registers Pupil questionnaire Social interaction Praise/rewards Self-improvement, increase self-confidence and esteem.	Audit pupil views about range of physical activities on offer and address areas for development identified.
Encourage active play during playtimes and lunchtimes	-Purchase play equipment chosen by the children for each bubble to use following guidance. - Staff on duty to engage children in active play during playtimes and lunchtimes -Sports Leaders to engage children in active play during playtimes and lunchtimes	£750	More options to stay active on the playground. All children, even those less active encouraged to go on, challenged-talk to friends (social skills) Play Leaders also lead activities on the equipment as a carousel/ challenge/circuit activity	Site staff aware of maintenance needed. General sweep up of site. Clean down surfaces after each class. Staff to continue to ensure the equipment is used safely & correctly.
Provide top up swimming lessons to ensure all pupils leave Y6 meeting the swimming requirements outlined in the National Curriculum (this will address missed lessons due to Covid 19)	-Chn in Y5 & 6 to access top up lessons to reach NC expected standard (Y5 missed opportunity to swim due to Covid 19)	Check price		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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>Raise profile of PE and importance PE-mental health through 'Find your brave' Sale Sharks- importance of resilience and good mental wellbeing programme.</p>	<p>Sale Sharks invite sports role models to speak. -All Year 5 and Year 6 children to attend the sessions. -Children can compare their own challenges to the challenges of a Sale Sharks rugby player - Children can talk about the things they find hard -Children know who they can talk to / go to.</p>	<p>Free</p>	<p>Children were introduced to tag rugby session. Evasion skills with the belts and tags Teamwork games. Developed catch and pass skills.</p>	<p>To be booked again for next year if offered.</p>
<p>Raise profile of PE and sport through entry into intra and inter competitions.</p>	<p>-Teachers to plan and lead several intraclass (school based) competitions. -Teachers to enter teams into interschool competitions. -Write updates for newsletter/ PING updates for competitions entered/ organised.</p>	<p>N/A</p>	<p>Due to Covid 19, the inter-class competitions did not take place (potentially planned Summer term). Non contact competitions within class bubbles will take place in Summer, following guidance. Ks1- virtual multi-skills festival. Y3 Dodgeball (intra)</p>	
<p>Raise profile of PE and sport through whole school display and award medals half termly, that link to school games values.</p>	<p>-Display linked to school games values. (Values- Honesty, Respect, Determination, Passion, Self-Belief and Teamwork.) -Role models included. -Success stories shared. -Inspiration for children. -Teachers to update class displays termly-based on what they did over that term with photos and quotes from the children.</p>	<p>N/A</p>	<p>Due to Covid 19 this did not take place.</p>	<p>Continue next year- staff give a medal each half term focusing on one value that matches well with sport they're currently teaching. Staff to continue to update their PE displays. Athlete visit next year to raise profile of PE. (due to Covid this could not take place this year)</p>
<p>Create strong sports leaders who can lead activities at break time/ lunchtime for other children to take part in.</p>	<p>-Training provided by Trafford SGO. -staff from each year group present for the training to observe and encourage leaders. -Equipment given for sports activities on the playground. - Badges provided. -Staff from each year group present for the training.</p>	<p>£36</p>	<p>Leaders involved in PE questionnaires to access after school clubs wanted by children in their year group. Leadership programme successful. Leaders have a positive impact on pupil attitude and participation in physical activity.</p>	<p>Consider how leaders can take on more responsibility next year, putting sports equipment away/ setting up for PE lessons, leading starters. Trialled with PE Leads class and works well.</p>

Raise profile of PE and sport through staff PE kit (jumpers/hoodies)	-Promotes good modelling. -Ensures all staff dressed appropriately for teaching PE. -Represent school at competitions.	Check price		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
%

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?:
Lead to access PE and sports related CPD relevant to role to keep abreast of national and local PE and sports related initiatives and developments.	PE Lead virtually attended Trafford updates. (Focus- PE Update, PE in the Recovery Term, Preparing for a PE Deep Dive)	N/A	Subject knowledge of PE Lead developed. PE has been confidently and effectively led by Lead. PE Risk Assessment reviewed and updated. Lead up to date with developments and initiatives within PE and sport. Lead to support staff with planning and delivery of PE and sports lessons.
To ensure PE and sport provision remains highly effective throughout all year groups.	Lesson observations to take place in Summer term. Virtual CPD opportunities offered to all staff as part of the Trafford School Sport partnership (tier 1 school.) <i>I Moves – Supporting Mental Health & Wellbeing</i> <i>I Moves – Creating a Truly Active School</i> <i>I Moves - Teaching Primary Dance</i> <i>I Moves – Teaching Pilates to Primary aged children</i>	£1450	Observations % % CPD 100% of classes using PE Planning. Pupils have made strong progress in knowledge and skills in PE and sport. % have attained in line with ARE. % pupils have a positive attitude towards PE and sports, say they enjoy the lessons % understand the importance of

	PrimaryPEPlanning- purchased for teachers to use to deliver successful PE lessons.	£214	leading a healthy lifestyle.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation	Impact	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:
Review the range of sports offered to pupils during PE lessons to broaden their sporting experience.	-Continue to review and evaluate the PE Long Term Plan on an annual basis in light of pupil voice and potential opportunities/ trust competitions. -Make links with sports companies who can offer sports which we do not currently provide. -Sports specialist to be timetabled to deliver PE sessions alongside class teachers to ensure high quality teaching sessions designed to challenge pupils.	Check price		
Ensure over 50% of extra-curricular clubs offered to KS1 and KS2 are sports based.	-Develop timetable of sports based extracurricular activities (lunchtimes and after school). -External providers to be contacted to deliver PE and sports related extracurricular clubs. - Continually evaluate extra-curricular provision and look out for new and exciting opportunities for PE and sports related clubs.	Check price		

Co-ordinate and deliver regular, high quality, intra-class, inter school, competitions as part of the national School Games programme.	-Teachers to plan and lead several intra-class competitions. -Teachers to enter teams into interschool competitions. - Enter A, B and C teams into School Games competitions -Inclusion Festivals.	Transport costs		
Continue to offer a wider range of activities outside the curriculum in order to get more pupils involved. Focus given to those pupils who do not take up additional PE and Sport.	-Quidditch-good feedback in the last 2 years we have had the company in school.	£450		

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	%

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?:
Increase the number of pupils representing the school in competitive sports competitions.	-Develop KS1 intra-class competitions. -Trafford Sports Partnership competitions. -Trust wide competitions. -Children's participation to be logged to ensure access for all.	Transport costs	Sustainability and suggested next steps:
Provide competitive sports opportunities for children of all abilities.	-A, B and C Teams to be entered for competitions as appropriate -Staff to prepare and support the children at sport competitions. -Monitor the pupils taking part in competitive competitions to ensure that all children experience representing the school during their school career.	Transport costs	

Transport costs to travel to competitions.		Transport cost total		
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Signed off by	
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Date:	
Subject Leader:	Sarah Jones
Date:	
Governor:	
Date:	

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan

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