

# 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	£ 0
Total amount allocated for 2020/21	£6904
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 16660
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 13782

## 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>	0%
<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>	0%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	0%
<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/ <b>No</b>

## 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:	
			7.4%	
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:
More pupils are able to access the hydrotherapy pool as part of their physical activity and enrichment.	Hydro evac training	£430	Primary classes and pupils who are not able to attend mainstream swimming are mostly accessing hydro pool. This is on average 1 hr of physical activity per pupil.	Ensure hydro evac training is repeated as needed. Purchase more flotation equipment. Purchase more 'toys' to develop skills.
To provide pupils with the opportunity to represent the school and take part in inter-school competitions	Attend competitions organised by other schools and organisations such as Manchester City	£600	A range of pupils both in high school and primary school were able to access competitions such as Boccia tournaments.	Develop a team to access these events led by PE lead.
Ensure equipment is available for pupils during break and lunchtime to support their physical activity.	Equipment audited and bought Lunchtime clubs are organised	£200	Lunchclubs ran for 4 days a week. Pupils engaged in more physically activity lunchtimes.	Develop a team of staff able to run lunch clubs.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>			Percentage of total allocation:	
			30.1%	
Intent	Implementation		Impact	

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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 raise the profile of PE and sport as a tool for whole school improvement.	PE Lead is released from school to attend training events and take pupils to competitions- one day of cover per ½ term  PE lead to be given release time to support staff in understanding the wider impact of sport across school.  Manchester City sports programme.	£4999	PE lead was released more frequently to attend competitions.  The PE curriculum is meeting the needs of our formal learners more than our semi-formal learners. PE lead needs to identify a more bespoke curriculum.	Release time for competitions,  Release time for training for pupils  Release time for PE lead to develop new curriculum

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	38.1%

Intent	Implementation	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:	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 develop teacher and TA skills and confidence in delivering multi-sports and PE curriculum.  To develop our PE curriculum to ensure the multi-faceted benefits of PE are understood.	PE lead teachers in school to be available to provide model lessons and to team teach.  Purchase Jasmin PE curriculum.  PE lead given release time adapt the Jasmin PE curriculum to meet the needs of all of our pupils and ensure progression.	£2000          £3000	PE is being taught with more focus and better outcomes for pupils.  Jasmine PE is meeting the needs of our formal pupils however the PE lead feels we need something more bespoke for other pupils across school.  A number of training sessions and drop in sessions were attended both directed and voluntary by	PE lead to develop a more bespoke curriculum linked to the semi-formal curriculum outcomes.

	PE lead to provide support to teachers on how to use Jasmin PE to plan their own lessons.		teachers and TA's to develop their skills.	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
17.8%

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:
Additional achievements: Pupils will take part in a range of sports both mainstream and disabled sports.  Pupils will develop their enjoyment of physical activity	PE lead to audit resources and to purchase new resources that will ensure all aspects of Jasmin PE can be taught.  PE lead will keep abreast of specialist equipment that support disabled pupils taking part in all sports.  PE lead will develop an action plan of spend to maintain and develop the PE equipment.	£500	New resources, such as mats were purchased for PE.	Continue to audit and purchase new equipment.
Pupils using power wheelchairs will develop their skills in safely using their wheelchairs. Pupils will experience the range of activities they can undertake in power wheelchairs	Provide weekly sessions with 'Whizz Kids'	£1500	This was not able to happen due to additional risks of covid in a special school.	Prioritise this during the next academic year.

<p>Pupils will have the opportunity to experience alternative sporting activities</p>	<p>To attend cycling activities at Wythenshawe park.</p>	<p>£953</p>	<p>This was extended and 3 sessions a week happened. Pupils increased the number of hours physical activity they undertook as well as developed their confidence and skills with riding bikes.</p>	<p>Continue this next year with additional cost.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6.6%
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:
Pupils will have the opportunity to represent the school and take part in inter-school competitions	Pupils to attend competitions for a range of sports both within school, across other schools and across other organisations.	£1100	<p>Pupils have attended a range of competitions with a range of success.</p> <p>Pupils felt more involved and part of the school through competition.</p> <p>Pupils developed resilience through competition.</p>	<p>Continue to attend competitions at all levels.</p> <p>Look at hosting competitions with other special schools.</p>

Signed off by	
Head Teacher:	
Date:	July 2022
Subject Leader:	
Date:	
Governor:	
Date:	