

# Evidencing the impact of the Primary PE and sport premium

Website Reporting To  
Revised October 20

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](#) (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](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 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 **31<sup>st</sup> 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 31<sup>st</sup> 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 31<sup>st</sup> 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:

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you



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? <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 2020.	%
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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No

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.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £</b>		<b>Date Updated:</b>	
What Key indicator(s) are you going to focus on?					Total Carry Over Funding:
					£
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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?:	

## 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: £20,902.00		Date Updated: July 2021	
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:	
				%	
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?
<p><b>It is our intent for children to become, healthy, resilient, creative and independent learners through regular Forest School sessions.</b></p> <p>Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p> <p>The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try new things and take risks. Forest School</p>		<ul style="list-style-type: none"><li>- Development of the physical environment – excavation, top soil, fire pit area and mud pit development</li><li>- Purchase waterproofs and wellies</li><li>- Timetable sessions for each class</li><li>- Use the Forest schools on offer in the local area</li><li>- Staff training and development of work to include learning opportunities such as: sensory walks, foraging, shelter building, mini beast hunts, tree climbing, campfire cooking, woodwork, nature art, games, fire building and lighting, puddle and mud jumping etc</li></ul>		<p>£1500 total</p> <p>Amazon: Wellingtons £7.99 per pair =£239.00</p> <p>Waterproof jackets £412.50</p> <p>Socks £90.00</p>	<p>Forest School has been developed with new soil etc. Pupils are time tabled per class for weekly sessions.</p>
				Sustainability and suggested next steps:	
				Continue to develop seating area and wild area.	



<p>inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them.</p> <p>To audit and purchase a range of HQ PE equipment<sup>6</sup> for children to use across the school, with emphasis on sports hall athletics equipment for children to engage</p> <p>To deliver weekly HQ PA sessions with Reception pupils to develop their FMS – City Play</p>	<ul style="list-style-type: none"> <li>- Purchase equipment to be able to engage in the above activities</li> <li>- Individual equipment for each class bubble across the school for use during daily outdoor PA sessions.</li> </ul> <p>City Play coach to deliver HQ fun and engaging sessions to develop FMS in all Reception pupils.</p>	<p>£3,000</p> <p>£1,325</p>	<p>Each class bubble has been able to safely use HQ PE resources, in line with LA and school RA.</p> <p>Reception pupils have improved confidence, social skills, and FMS through these weekly sessions.</p>	
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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:

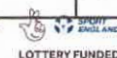
%

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:
<b>To provide as many opportunities as possible for children to experience the outdoors in order to understand all of the health benefits of physical activity through regular walking experiences.</b>	<p>Purchase a selection of walking gear to enable children to walk safely in a range of different environments which will include:</p> <p>Boots</p> <p>Socks</p>	<p>Walking boots purchased from Decathlon 30 pairs @£19.99</p> <p><b>Total = £600</b></p>	<p>Yr 3, 4, 5, and 6 taken out for regular ramble walk to experience their immediate environment and location.</p> <p>4 x Year 6 classes visited Ghyll</p>	Due to COVID lockdowns and restrictions were not able to take place. This is an ongoing whole school commitment and will continue next year with the equipment purchased.

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<p>Walking offers countless learning opportunities as well as physical benefits.</p> <p>Particularly for children, walking is:</p> <p>Fun and interesting - children get to notice things along the way and learn as they walk in different environments.</p> <p>Sociable - children interact whilst walking with their friends, especially in different environments.</p> <p>Makes them feel good - exercise can make children feel calmer and happier and it improves their concentration, making it easier to focus on what is interesting them or the experiences that are being offered to them.</p> <p>Promotes independence and freedom - children can make more decisions about their journey. They can choose to stop and look at something along the way and they can start to make decisions about their own safety. For older children, walking independently offers some time to themselves.</p> <p>Health benefits - it helps children stay healthy in mind as well as body, helping to boost mood and self-esteem. What's more, it has been suggested that children who walk and cycle are more alert and ready to learn.</p> <p>Walking enables children to look and explore as they move through the environment. It is often the smallest of things that attract the child's</p>	<p>Waterproof jackets</p> <p>Timetable class walks to local areas including:</p> <p>Boggart Hole Clough</p> <p>Heaton Park</p>	<p><b>Amazon:</b></p> <p><b>Waterproof jackets £412.50</b></p> <p><b>Walking socks £82.50</b></p> <p><b>X 4 Year 6 Ghyll Head day trip experiences £2.125</b></p>	<p>Head for day trips.</p>	
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<p>attention. Opportunities for spontaneous learning and awe can crop up whilst walking. Walking the same routes on several occasions aids children to map their area and work out how one place connects with another, and gain a greater affinity with the world around them.</p> <p><b>To develop the fine motor skills of children across Reception and Year 1 to strengthen, support and develop their hand writing skills and the fundamental movement skill of manipulation (object control).</b></p> <p>Dough disco involves moulding, shaping and manipulating playdough in time to music whilst performing different actions such as rolling it into a ball, flattening it, pushing each individual finger in and out, rolling it into a sausage and squeezing it, pinching it. Movements are carried out with equal weighting with the left and the right hand.</p> <p>This activity helps to strengthen children's fine motor muscles to enable them to develop their pencil grip which in turn will help to develop their writing skills. It is also a fun activity, promoting well-being. The regular movements help to develop vital muscles and specific movements that children need to be</p>	<ul style="list-style-type: none"> <li>- Each child in Reception and Year 1 to be provided with their own individual, named pot of playdough which will be kept in their tray. (Argos 'Playdough Super Colour Kit' (product no. 575/9208)</li> <li>- Engage in regular 'Dough Disco' sessions each week as a whole class, small groups and targeted 1:1 intervention where necessary.</li> <li>- Staff info and training on Dough Disco for members of staff who are not familiar. – RH</li> <li>- Write Dance to be rolled out across Year 1– RH</li> </ul>	<p><b>Currently on offer for 2 for £15 = 36 pots. 180 pots required so 5 orders @£15 = £75</b></p>	<p>Every pupil from Reception and Year 1 has taken part in a daily Dough Disco session. This has also been developed and supported through the challenge areas in Year 1 and continuous provision in Reception</p>	<p>Staff understand the importance of this daily exercise and of the positive impact it can have on handwriting. Pupils know what is expected of them and the hand and finger movements, thus ensuring a swift high impact session.</p>
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<p>able to make in order to become confident, competent and 'neat' hand writers and when using a range of objects such as bats, balls, quoits, skipping roles etc. These movements include: hand arches, in-hand manipulation, thumb opposition, finger isolation, bilateral co-ordination, crossing the midline, hand-eye co-ordination and upper body strength.</p> <p>To purchase HQ water bottles for each pupil across the school, promoting the importance of regular hydration.</p>	<p>To purchase HQ water bottles per pupil to teach the importance and benefits of regular hydration</p>	<p>£1,147.00</p>	<p>Each pupil has their own water bottle which is names and kept in school. This is cleaned each night by staff and refilled throughout the day, as required.</p>	<p>Water bottles have been passed on to next year teacher, ready for use.</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:
				%
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:
To increase children's fitness and activity levels, in light of Covid.	Staff training to support teachers with planning and modelling of Fit4Life sessions to ensure HQ practice across the school.	Equipment: £200.00	KS2 Fit4Life assessments have indicated an increase in fitness levels for the children.	Continue with Fit4Life sessions, daily next year.
To plan COVID safe Fit4Life sessions that are high energy and focus on key skill development and fitness.				
To develop staff knowledge and confidence through FMS – checklist of key skills broken down.			FMS pack shared with EYFS and KS1 teachers. Staff INSET delivered.	To be re launched next year.
To attend half termly PE SL meetings to update and share with SLT and wider staff. (3 year programme)		£595.00		
To continue to be a member of AfPE, to update and share with SLT and wider staff.		£63.00		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
To develop and improve a range of physical skills including confidence,	- 10 bikes to be used for the	Purchase high	Balanceability CPD delivered	Training to be accesses next

<p><b>spatial awareness, and dynamic balance skills through the balanceability programme.</b></p> <p>The balanceability programme consists of structured session plans which build up in skill level. Balanceability combines balance bikes with a schedule of fun activities that build confidence, spatial-awareness and dynamic balance skills, enabling young children to cycle without ever needing stabilisers. Research demonstrates that 94% of children aged 4 to 6 years old are able to safely ride a pedal bike at the end of the programme.</p> <p>-Without effective transition from basic balance and sensory integration, learning and reading development can be significantly delayed.</p> <p>-Although balance maturation is not generally achieved in children until the age of 12, improving balance and sensory processing skills early in life will help children to excel.</p> <p>-Balance is the ability to maintain control of a particular body position whilst performing a given task with minimal postural sway. This could be achieved simply by sitting at a table, standing on one leg or riding a bike. Maintaining control of body positioning requires good static and dynamic balance, reducing the energy required to perform a host of tasks and activities whilst minimising fatigue.</p> <p>-Static balance is the ability to maintain control of a position whilst</p>	<p>delivery of the programme, 6 bikes allocated for children to access to apply and consolidate their skills independently.</p> <ul style="list-style-type: none"> <li>- Year one to engage in one taught session per week.</li> <li>- Sessions to be delivered in groups of 10, with two staff members. Teacher to be lead deliverer.</li> <li>- VD to initially work with teachers to upskill, with a view to teachers then feeling confident to take the lead to deliver to their class in groups.</li> </ul>	<p>quality balance bikes. 14 bikes to be purchased from Halfords @ £70 each.</p> <p>2 additional bikes to be given free from Halfords, Manchester Fort Total = <b>£980.00</b></p>	<p>virtually with TAs.</p> <p>Balanceability programme delivered with Yr1s.</p>	<p>year.</p> <p>Sessions with Year 1 to begin again with new Year 1s next year.</p>
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<p>remaining stationary - for example, balancing on one leg.</p> <p>-Dynamic balance is the ability to maintain balance and control of the body whilst moving, such as hopping, jumping or riding a bike.</p> <p>To deliver a whole school outdoor dance festival.</p>	<p>Purchase Maypole</p> <p>Upskill teachers on dance style: country, folk, morris, maypole.</p>	<p>£468</p>	<p>Whole school festival was delivered in May with support from external dance teacher.</p>	<p>Maypole and dances to be used again next year.</p>
<p>To increase pupil stamina, co-ordination and balance levels.</p>	<p>External freelance dance teacher</p> <p>Purchase a bouncy Castle that can be used across the school.</p>	<p>£4,000</p> <p>£1000</p>	<p>Bouncy castle used on time table basis and at special events, such as Year 6 leavers event.</p>	<p>To continue to use next year, with a clear time table in place again.</p>

Ofsted Areas for Improvement	Actions taken	Progress and Impact
The quality of teaching is inconsistent between classes across year groups. This limits the progress that some pupils make.		
Teachers do not model high-quality spelling, punctuation and grammar in their writing. Some written tasks given to pupils, and some displays, contain misspellings and grammatical errors.	<ul style="list-style-type: none"> <li>- Staff meeting focus</li> <li>- Focus in book looks</li> <li>- Holding staff to account</li> </ul>	
Teachers' expectations of what pupils can and should achieve are not consistently high. Consequently, some teachers set tasks for pupils, particularly in humanities and science, which are too easy.	<ul style="list-style-type: none"> <li>- MTPs monitored at the beginning of term to ensure high expectations</li> <li>-</li> </ul>	
There remains a core group of parents and carers whose children do not attend as regularly as they should.		
Governors do not monitor and evaluate the impact of leaders' actions on pupils' learning and progress as effectively as they monitor other aspects of the school.		
Some pupils who join the school at various points throughout the year do not make enough progress. Typically, they do not catch up in English and mathematics by the end of key stage 2.		

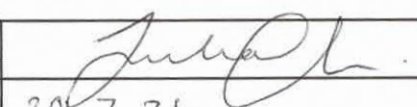
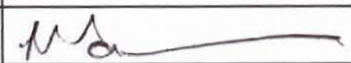


Leaders do not effectively use the wealth of assessment information that they hold about pupils who are new to the school, in order to promote their strong academic progress.		
Parents of children in the early years have more limited opportunities to contribute positively to the planning and assessment of their children's learning.		
Improve the quality of teaching and learning by ensuring that:		
- teachers have consistently high expectations of what pupils can and should achieve	<ul style="list-style-type: none"> <li>- MTPs monitored</li> <li>- Planning supported through literacy consultant</li> <li>- PPA together and additional at end of each term to plan next term</li> <li>- Book looks</li> <li>- Peer observations</li> <li>- Pupil voice</li> </ul>	
- pupils are challenged to make consistently good progress across subjects, particularly in science, humanities and geography		
- teachers model the accurate use of English, spelling, punctuation and grammar in their written and spoken work with pupils.		
Improve the progress made by key stage 2 pupils in English and mathematics by:		
- providing effective support for pupils who join the school at different times in the year so that they more swiftly catch up academically with their peers		

- reducing further the proportion of pupils who are persistently absent from school.		
Further enhance the leadership and management of the school by:		
- making the best use of the assessment information that they hold to check on and promote the progress made by pupils who join the school at times other than the norm		
- governors holding leaders better to account for the quality of teaching and learning.		
Enhance the opportunities for parents, particularly those with English as an additional language, to contribute to their children's education in the early years.		



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?:	Sustainability and suggested next steps:
To offer virtual competitions to children.	Upper KS2 children to experience the element of competition.	Manchester PE Association £600	Children took part in:  YST 1 min challenges with Year 5 and 6.  Year 5 and 6 – Sports Hall Athletics.	

Signed off by	
Head Teacher:	
Date:	20.7.21.
Subject Leader:	Rachel Hardy & Vesna Dragisic
Date:	20.07.21
Governor:	
Date:	6.9.21.