

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> of how they spend this funding, including any <u>under-spend from</u> 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 <u>HERE</u>.

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Details with regard to funding Please complete the table below.

Total amount carried over from 2019/20	
Total amount allocated for 2020/21	£21, 080.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	none
Total amount allocated for 2021/22	£21, 080.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21, 080.00

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 self 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	75%
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	37%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	63%













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?

No













Action Plan and Budget Tracking

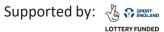
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021-2022	Total fund allocated: £21, 080.00	Date Updated:	19/7/22	
Key indicator 1: The engagement of a primary school pupils undertake at le	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 deliver safe, challenging, stimulating and progressive PE sessions. The focus this year will be on getting back to delivering the PE curriculum. Last year, due to covid-19 restrictions and lockdown, the focus was largely on physical activity. This year, we intend to get the <i>education</i> back into our Physical Education.	September 2021 – R. Hardy will rewrite the EYFS dance MTPs so they sit in line with the new framework. R. Hardy will write the Yr 2 dance and outdoor games plans and deliver in-house CPD to share.	SLs leadership time.	1	













To engage all pupils across	Starting from the beginning of	£1,755		R. Hardy has liaised with
Reception, in fun, stimulating and	September 2021, children from all 3	11,733		Natalie Sutcliffe from City Play
challenging physical activities,	Reception classes will take part in a		F 0	to re-book for next year to
which develop their fundamental	weekly 30 minute physically active		stimulating. Observations from	continue with this successful
movement skills, through the	session, which will support and		,	programme– July 2022.
delivery of the City Play	develop their fundamental		inform us that all pupils have	
programme.	movement skills. Sessions will be		made progress with their	
	planned, resourced and delivered by		fundamental movement skills as	
	City Play coach, Jack. Sessions		well as improved confidence,	
	delivered every Wednesday am.		expressive language (evidenced	
			through PE Pupil Voice meeting)	
			and social skills.	
To audit and purchase a range of	September 2021 - V. Dragisic to	£1395	Throughout the year, V Dragisic	Order more equipment to re
HQ PE equipment for pupils to use	audit and order HQ equipment.		, ,	Order more equipment to re stock ready for next year.
	Equipment that will support a range		baskets where necessary as well	stock ready for flext year.
active, safe and happy lunchtimes	of fundamental movement skills to		as ensuring they are being used at	
and play times.	be provided in baskets that can be		these key times of the day.	
and play times.	easily accessed by children during		linese key times of the day.	
	playtimes and lunchtimes.			
		£1,601.32		
_	new PE benches and equipment for	11,001.32		Order any further equipment
outdoor games equipment for KS1	,			and apparatus as and when
and KS2 in order to continue to	Dragisic. – Jan 2022		apparatus and equipment in terms	necessary.
deliver a safe, HQ PE curriculum.	2 benches (1 for each KS)		of how safe they are to be used.	
	An agility table.			
	Balls			
	A football kit.			
	Shin Pads for girls footballers			
	Key stage 1 equipment: bean			
	bags, large balls, foam frizbees,			
	etc			
	Stopwatches			
	Footballs			













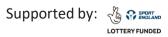
	In light of Health and Safety audit, additional apparatus and resources to be ordered by V Dragisic – July 2022			
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your 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:
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). 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. This activity helps to strengthen children's fine motor muscles to enable them to develop their pencil	own individual, named pot of playdough which will be kept in their tray. Engage in daily 'Dough Disco' sessions as a whole class, small groups and targeted 1:1 intervention where necessaryPlaydough to be provided in the provision so that children can independently apply their skillsStaff info and training on Dough Disco for members of staff who are not familiar. – R.Hardy.	(from Amazon)	Ordered by R. Hardy in September 2021 ready to be used from they beginning of the year. Children have participated in weekly or daily sessions with teachers / Las and have also accessed and applied skills independently during continuous provision / challenge curriculum time. 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.	year.















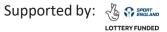
grip which in turn will help to develop their writing skills. It is also a fun activity, promoting well-being. The regular movements help to develop vital muscles and specific movements that children need to be able to make in order to become confident, competent and 'neat' hand writers and when using 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 coordination, crossing the midline. hand-eve co-ordination and upper body strength. **To develop the gross and fine motor** R. Hardy to work with J. Kelly and In house CPD was provided to all Cascade CPD to all new EYFS SL's Leadership EYFS teachers and LAs in Spring and Year 1 staff. skills of children across Nurserv V. Brooks to provide them with time and cover and Reception to develop the Write Dance CPD. Following this. Term 2021. Sessions began with regular sessions will be time tabled to prepare CPS pupils immediately after. physical skills required for writing. Write Dance is an exciting music and across the Nursery and Reception and time dance approach to develop the skills week. Ineeded to meet needed for writing. It is an approach with staff. and a method that provides movement £150 (half day) opportunities so children can develop the physical skills needed to develop **Updated Write** their handwriting skills, including Dance book balance and co-ordination which are £23.99 (from essential skills for writing. The Amazon), movement is driven by the music and purchased Nov the underlying principle is enjoyment 2021. to build confidence.















and fine motor skills of children across Year 2 to develop the	Following this, regular sessions will be time tabled across the Year 2 curriculum.	SLs Leadership time and cover to prepare CPS	CPD was delivered to Year 2 teachers at the start of the Summer Term and sessions began in Year 2 for the Summer Term to support transition into cursive writing.	
nunil's sense of team belonging and	V. Dragisic to audit, research and purchase team football kit and purchase.	+ 1111	Pupils were able to wear this kit at matches and tournaments.	

Key indicator 3: Increased confidence	Percentage of total allocation:					
				%		
Intent	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 staff knowledge and confidence through EYFS and KS1 FMS – checklist of key sills and differentiated teaching cues and ideas to develop a range of FMS.	teachers through allocated staff meeting time.	R. Hardy Leadership time to update to pack ready to share during staff CPD. £150 (half day)	Spring 1 – Shared with all EYFS and Year 1 staff at a staff meeting.	Re launch in September 2022, with particular focus on new staff.
To attend half termly PE SL meetings to update and share with SLT and wider staff where appropriate.	R. Hardy to attend x 6 afternoon CPD sessions throughout the year. These are held on a Friday pm and will be attended during working hours.	time.	5 X 2 hour sessions attended by R. Hardy during own time (none working day) Summer 2 session was cancelled. Indo shared with any relevant staff following on from these sessions.	Continue to attend next year. Consider using funding to pay for time in lieu.
To continue to be a member of AfPE, to update and share with SLT and wider staff where appropriate. AfPE's purpose is to promote and maintain high standards and safe practice in all aspects and at all levels of physical education, school sport and physical activity influencing developments at national and local levels that will impact on pupils physical health and emotional well-being. They provide quality assured services and resources, and valuable professional support for members and	membership renewal with admin team so invoice can be paid.	freeze from last year)	24/11/21 – R.Hardy communicated the membership renewal letter with B. Peacock which was then paid, therefore continuing membership for the year 2021-22.	
Created by: Physical Active Active Physical Partnerships		SPORT UK COACHING	dispycycle disposed with the second of the s	

the physical education, school sport and physical activity sector.

To develop and improve a range of physical skills with our Nursery aged pupils, including confidence, spatial awareness, and dynamic balance skills through the balanceability programme.

The balanceability programme consists of structured session plans which build up in skill level. Balanceability combines balance bikes with a schedule of fun activities KWs. R. Hardy is able to drop in to that build confidence, spatialawareness 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. -Without effective transition from basic balance and sensory integration, learning and reading development can be significantly delaved.

-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. -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

29/9/21 – R. Hardy delivered CPD with 4 Nursery KWs with the aim of setting up sessions with Nurserv children the following week. Sessions began the following week with 8 children accessing the programme. Sessions are delivered every Wednesday am, on the KS1 playground, delivered by 2 Nursery sessions to offer advice and to oversee the programme as and when required.

SL's time to prepare and deliver CPD.

£150 (half term

Sessions have been delivered all vear and have been consistent. progressive, challenging, fun and stimulating. Observations from the teachers and LA inform us that all pupils have made progress with their ABC skills

Re launch in September 2022. with particular focus on new staff

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dynamic balance, reducing the energy required to perform a host of tasks and activities whilst minimising fatigue. -Static balance is the ability to maintain control of a position whilst remaining stationary - for example, balancing on one leg. -Dynamic balance is the ability to maintain balance and control of the body whilst moving, such as hopping, jumping or riding a bike. To upskill ECTs and RQTs so that they feel confident to plan, deliver and assess a safe, stimulating, challenging and progressive PE curriculum, developing fundamental movement skills across 5 areas: Gymnastics, Dance, Outdoor Games, Athletics and OAA.	3 ECTs and 2 RQTs from KS1 and 2 will attend the 5 ½ day CPD sessions, delivered by MPETT. Thursday 18 th Nov – Developing FMS through Gymnastic activities.	£1,500	All ECTs and RQTs attended the CPD sessions, reporting and increased level of knowledge and confidence in delivering a HQ PE curriculum. C. Connoly was not able to attend the Gymnastics session so R. Hardy provided in-house CPD individually.	Book new ECTs across EYFS, KS1 and KS2 on CPD for next year in September 2022	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage					
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 be able to provide pupils from across the age ranges to participate	Olivia (dance coach) will work with different classes each half term to 'coach' them in different dance styles and FMS development through these dance styles.	£4000	During Autumn and Spring Terms and Summer 1, Olivia worked with classes across KS1 and KS2 to support and enhance skills from our Dance PE curriculum.	
with the opportunity and experience to participate in specialised football coaching, which enhances regular outdoor games sessions that are	October 2021 – Jordan Southworth (football coach) to deliver after school club football sessions, every Tuesday with KS2 girls. February 2022 this club was taken over by Strive sports coaching.	£150	2 girls sessions have been running for the year. Girls have improved in their skill development and confidence. Some of the girls are more confident when playing in a mixed setting at lunchtimes.	
curricular activities to yr 5 and 6, to close the fitness and skills gap	curricular activities to yr 5 and 6	V. Dragasic in own time.	Afterschool clubs have increased. over the year. There have been in excess of 160 pupils staying back after school to take part in an after school sporting clubs. Clubs have been introduced to Year 4 pupils. All this additional	
compliment the after school	Strive sports coaching. Adam Casey and team. Girls football, Year 4/5, Year 4 football.	£2910	extra curricular activity has enabled pupils to achieve in excess of their 60 minutes a day. The extra coaches have contributed to a diverse and exciting programme. Skills levels for those pupils have improved.	
with alternative activities during	purchase a range of fun, stimulating and challenging activities for lunchtime provision,		Pupils have been able to take part in a structured lunch. There are choices of activities on offer, such as: pool, magnetic darts, table	

inclement weather conditions during	to be placed under the canopy area.	J. Southworth	tennis etc	
lunchtime provision.	L	£25ph = £800		
To be able to offer enrichment activities on a Friday afternoon to identified families, including offsite activities.	weekly sessions of football to Year	£2,940	External companies have been working with the Year 6 pupils and their siblings. Year 6 pupils have been working on girls football skills and mixed play. The younger siblings have been working with a coach. They have	
To provide Year 4 and 5 pupils with the opportunity to develop their fundamental movement skills through football activities.	Coach to be employed to deliver weekly sessions of football to Year 4 and 5 girls, x 1 hour sessions every Tuesday from Feb onwards.		developed their social and physical skills. Girls have grown in confidence and improved their skill set.	
To provide weekly family fun fitness	Up Wednesday' fitness sessions for pupils to take part in, alongside	K. Pierce time to set up, deliver and tidy away in her time. Refreshments	Weekly sessions delivered, with regular families attending together with their children.	
To support the social skills of identified pupils through a Fundamental Movement Skills, Literacy and Numeracy programme. Created by: Physical Active Partnerships	pupils from Year2 – 5 to work with social skills.	£300	Coaches have been working with identified pupils to develop their confidence and social skills. The groups have been mixed years. This has enabled pupils to mix	

To support the Fundamental	Cooch delivered lunchtime	Coach costs:	with pupils that they would not normally. There has been positive outcomes of pupils helping encourage the younger pupils. Pupils have been able to develop their investion games skill set.	
Movement Skills of KS2 pupils during lunch time provision.	provision clubs, delivering a range of activities. (Strive Sports Coaching) Managed and overseen by V.Dragasic.	L33 per 30 mins	their invasion games skill set. There have been different activities offered.	
To be able to support fundamental movement skills through climbing activities.	Year 4, 5 and a small group of Year 6 Pupils to experience a climbing wall as part of National School Sport Week learning – 29/6/22	£840	4 and 5 as well as an identified group from Year 6 were able to experience climbing in a safe and	Activity was a success – consider re-booking from the same company for next June during NSSW so that different pupils in KS2 are able to experience, eg Years 3 and 4.













Key indicator 5: Increased participati	on 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 the experience of competitions to pupils.	Upper KS2 children to experience the element of competition.	Manchester PE Association £600	Pupils took part in:		
		Minibus and driver costs. £45 per half day X 7 sessions =	November 21 - Cross Country		
	Year 1 pupils to take part in a football festival at Manchester City ground.	£315	23/3/22 – Ten pupils attended.		
	Reception pupils to take part in a football festival at Manchester City ground.		30/3/22 – Ten pupils attended.		
	Year 3 pupils to take part in a football festival at Manchester City ground.		1/4/22 – Ten pupils attended.		
	Year 2 pupils to take part in a football festival at Manchester City ground.		25/5/22 - Ten pupils attended.		
	Year 4 pupils to take part in a football festival at Manchester City ground.		11/5/22 - Ten pupils attended.		













Year 6 pupils to take part in a football festival at Manchester City ground.	20/5/22 - Ten pupils attended.	
Year 3 and 4 Manchester Football City tournament.	10/5/22 – eight pupils attended.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Rachel Hardy
Date:	20/07/2022
Governor:	
Date:	









