

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](#).



Created by:



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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	
<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?:
<p>To deliver safe, challenging, stimulating and progressive PE sessions.</p> <p>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.</p>		<p>September 2021 – R. Hardy will re-write 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.</p>		<p>SLs leadership time. £300</p>	<p>All plans for EYFS have been re-written so they sit in line with new EYFS Framework. KS1 have been written and shared each half term, with in house CPD and/or support from R. Hardy to ensure HQ consistency in planning, delivery and H&S measures. R. Hardy has carried out PE Pupil Voice meetings with pupils from Reception, Year 1 and Year 2, to gather and reflect upon their opinions, thoughts and feelings of their learning in PE throughout the year – July 2022.</p>
					Sustainability and suggested next steps:
					Continue with EYFS MTPs next year and to write and share plans with KS1 classes.

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

	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 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>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).</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</p>	<p>Each child in Nursery, Reception and Year 1 to be provided with their 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 necessary.</p> <p>-Playdough to be provided in the provision so that children can independently apply their skills.</p> <p>-Staff info and training on Dough Disco for members of staff who are not familiar. – R.Hardy.</p>	<p>£151.69 for 252 pots. (from Amazon)</p>	<p>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.</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>	<p>Order each child across EYFS and Year 1 a new pot for next year.</p>

<p>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 co-ordination, crossing the midline, hand-eye co-ordination and upper body strength.</p> <p>To develop the gross and fine motor skills of children across Nursery and Reception to develop the physical skills required for writing. Write Dance is an exciting music and dance approach to develop the skills needed for writing. It is an approach and a method that provides movement opportunities so children can develop the physical skills needed to develop their handwriting skills, including balance and co-ordination which are essential skills for writing. The movement is driven by the music and the underlying principle is enjoyment to build confidence.</p>	<p>R. Hardy to work with J. Kelly and V. Brooks to provide them with Write Dance CPD. Following this, regular sessions will be time tabled across the Nursery and Reception week.</p>	<p>SL's Leadership time and cover to prepare CPS and time needed to meet with staff.</p> <p>£150 (half day)</p> <p>Updated Write Dance book - £23.99 (from Amazon), purchased Nov 2021.</p>	<p>In house CPD was provided to all EYFS teachers and LAs in Spring Term 2021. Sessions began with pupils immediately after.</p>	<p>Cascade CPD to all new EYFS and Year 1 staff.</p>
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<p>To consolidate and refine the gross and fine motor skills of children across Year 2 to develop the physical skills required for writing</p>	<p>May 2022: R. Hardy to work with Year 2 to deliver Write Dance CPD. Following this, regular sessions will be time tabled across the Year 2 curriculum.</p>	<p>SLs Leadership time and cover to prepare CPS and time needed to meet with staff</p> <p>£150 (half day)</p> <p>2 further WD books were given free of charge.</p>	<p>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.</p>	
<p>To be able to support and raise pupil's sense of team belonging and representation at competitions and training.</p>	<p>V. Dragisic to audit, research and purchase team football kit and purchase.</p>	<p>£300</p>	<p>Pupils were able to wear this kit at matches and tournaments.</p>	

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>To develop staff knowledge and confidence through EYFS and KS1 FMS – checklist of key skills and differentiated teaching cues and ideas to develop a range of FMS.</p>	<p>R. Hardy to update and re write then share with EYFS and KS1 teachers through allocated staff meeting time.</p>	<p>R. Hardy Leadership time to update to pack ready to share during staff CPD.</p> <p>£150 (half day)</p>	<p>Spring 1 – Shared with all EYFS and Year 1 staff at a staff meeting.</p>	<p>Re launch in September 2022, with particular focus on new staff.</p>
<p>To attend half termly PE SL meetings to update and share with SLT and wider staff where appropriate.</p>	<p>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.</p>	<p>R. Hardy in own time.</p>	<p>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.</p>	<p>Continue to attend next year. Consider using funding to pay for time in lieu.</p>
<p>To continue to be a member of AfPE, to update and share with SLT and wider staff where appropriate.</p> <p>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.</p> <p>They provide quality assured services and resources, and valuable professional support for members and</p>	<p>R. Hardy to communicate membership renewal with admin team so invoice can be paid.</p>	<p>£63.00 (price freeze from last year)</p>	<p>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.</p>	<p>Renew in 2021-22.</p>

<p>the physical education, school sport and physical activity sector.</p> <p>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.</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</p>	<p>29/9/21 – R. Hardy delivered CPD with 4 Nursery KWs with the aim of setting up sessions with Nursery 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 KWs. R. Hardy is able to drop in to sessions to offer advice and to oversee the programme as and when required.</p>	<p>SL's time to prepare and deliver CPD.</p> <p>£150 (half term)</p>	<p>Sessions have been delivered all year 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.</p>	<p>Re launch in September 2022, with particular focus on new staff.</p>
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<p>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 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>3 ECTs and 2 RQTs from KS1 and 2 will attend the 5 ½ day CPD sessions, delivered by MPETT.</p> <p>Thursday 18th Nov – Developing FMS through Gymnastic activities.</p> <p>Thursday 27th Jan – Developing FMS through Dance activities.</p> <p>Thursday 3rd March – Developing FMS through outdoor games activities.</p> <p>Thursday 17th March – Developing FMS through athletics activities.</p> <p>Thursday 31st March – Developing FMS through OAA activities.</p>	<p>£1,500</p>	<p>All ECTs and RQTs attended the CPD sessions, reporting and increased level of knowledge and confidence in delivering a HQ PE curriculum.</p> <p>C. Connolly was not able to attend the Gymnastics session so R. Hardy provided in-house CPD individually.</p>	<p>Book new ECTs across EYFS, KS1 and KS2 on CPD for next year in September 2022</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>To be able to provide pupils from across the age ranges to participate in specialised dance coaching, which enhances regular dance sessions that are taught in PE curriculum time.</p>	<p>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.</p>	<p>Olivia's costs £4000</p>	<p>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.</p>	
<p>To be able to provide girls from KS2 with the opportunity and experience to participate in specialised football coaching, which enhances regular outdoor games sessions that are taught in PE curriculum time.</p>	<p>October 2021 – Jordan Southworth (football coach) to deliver after school club football sessions, every Tuesday with KS2 girls.</p>	<p>£150</p>	<p>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.</p>	
<p>To be able to offer ASC extra curricular activities to yr 5 and 6, to close the fitness and skills gap post covid-</p>	<p>February 2022 this club was taken over by Strive sports coaching .</p>	<p>£525</p>		
<p>To be able to offer ASC extra curricular activities to yr 5 and 6, to close the fitness and skills gap post covid-</p>	<p>V. Dragasic to re-introduce extra curricular activities to yr 5 and 6, after school from Jan. Badminton club, Year 5 and 6, Athletics club, Rounders club, Year 5/6 football.</p>	<p>V. Dragasic in own time.</p>	<p>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 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.</p>	
<p>To employ a coaching company to compliment the after school provision.</p>	<p>Strive sports coaching. Adam Casey and team. Girls football, Year 4/5, Year 4 football.</p>	<p>£2910</p>		
<p>To be able to develop a differing skill set through repeated engagement with alternative activities during</p>	<p>V Dragasic to audit, research and purchase a range of fun, stimulating and challenging activities for lunchtime provision.</p>		<p>Pupils have been able to take part in a structured lunch. There are choices of activities on offer, such as: pool, magnetic darts, table</p>	

<p>inclement weather conditions during lunchtime provision.</p>	<p>to be placed under the canopy area. Enrichment football club – Friday pm. - J. Southworth</p>	<p>J. Southworth £25ph = £800</p>	<p>tennis etc</p>	
<p>To be able to offer enrichment activities on a Friday afternoon to identified families, including offsite activities.</p>	<p>Coach to be employed to deliver weekly sessions of football to Year 4 boys, x 1 hour sessions every Monday from April onwards.</p>	<p>£35 ph (over 12 weeks) = £2,940</p>	<p>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 developed their social and physical skills.</p>	
<p>To provide Year 4 and 5 pupils with the opportunity to develop their fundamental movement skills through football activities.</p>	<p>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.</p>		<p>Girls have grown in confidence and improved their skill set.</p>	
<p>To provide weekly family fun fitness sessions to improve fitness levels of pupils and their families, whilst supporting their well-being.</p>	<p>K. Pierce to deliver weekly 'Wake Up Wednesday' fitness sessions for pupils to take part in, alongside their families, every Wednesday morning x 20 mins. Refreshments available to all participants in the Dance Studio after.</p>	<p>K. Pierce time to set up, deliver and tidy away in her time. Refreshments £50</p>	<p>Weekly sessions delivered, with regular families attending together with their children.</p>	
<p>To support the social skills of identified pupils through a Fundamental Movement Skills, Literacy and Numeracy programme.</p>	<p>Started May 2022: Coach delivered club (Strive Sports Coaching) offered to identified pupils from Year2 – 5 to work with social skills.</p>	<p>Coach costs: £25 ph = £300</p>	<p>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</p>	

<p>To support the Fundamental Movement Skills of KS2 pupils during lunch time provision.</p>	<p>Daily (pupils in set groups throughout the week) x 1 hour at 1:45-2:45.</p> <p>Started October 2021: Coach delivered lunchtime provision clubs, delivering a range of activities. (Strive Sports Coaching) Managed and overseen by V.Dragasic. pupils from Year3 – 6. Daily x 90 mins</p>	<p>Coach costs: £35 per 90 mins</p> <p>£2910 (as mentioned in point above ie not an additional cost)</p>	<p>with pupils that they would not normally. There has been positive outcomes of pupils helping encourage the younger pupils.</p> <p>Pupils have been able to develop their invasion games skill set. There have been different activities offered.</p>	
<p>To be able to support fundamental movement skills through climbing activities.</p>	<p>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</p>	<p>£840</p>	<p>June 2022 – Climbing wall was in place for a day. All pupils in Year 4 and 5 as well as an identified group from Year 6 were able to experience climbing in a safe and supportive environment, overseen by climbing coaches from the company and V. Dragasic.</p>	<p>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.</p>

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

	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:	