

# 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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEencourages 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> 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding** must be spent by 31st July 2023.

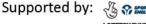
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. 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 2020/21	None
Total amount allocated for 2021/22	£21, 080.00
Total amount allocated for 2022/23	£21, 680.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£21, 680.00 Spent £16,451.93
How much (if any) do you intend to carry over from this total fund?	£5,228.07

## **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 2023.  Please see note above	84%
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	81%













What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	79%
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?	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: 2022-2023	Total fund allocated: £21, 680.00	Date Updated:	20/7/23		
	<b>Key indicator 1:</b> 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				
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.	R. Hardy will develop all planning for: Nursery and Reception dance and Yr 1 and Yr 2 dance, outdoor games and gymnastics.	SLs leadership time. £300	CPD and/or support from R.	MTPs next year and to write and share plans with KS1 classes.	
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.	Starting from the beginning of September 2022, 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	£2,100	year and have been consistent,	SLA in place for x 3 sessions every Wed am for 2023-24. Continuing with coach Kelsey.	













	planned, resourced and delivered by City Play coach, Kelsey. Sessions delivered every Wednesday am.		made progress with their fundamental movement skills as well as improved confidence, expressive language (evidenced through PE Pupil Voice meeting) and social skills.	
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.	Feb 2023 - Anne McCarick to audit and order a range of equipment that will support a range of fundamental movement skills, through the 'Craze' lunchtime zone.  Hula hoops – small, medium, large Foam balls Bean bags Skipping ropes Skipping rope bucket Plastic bats Jumping elastics	£295.97	purposeful active activities at lunchtime.	Purchase further equipment to re stock in Sep 2023. Consider larger pieces of equipment eg scooters, skateboards and static gym fitness equipment (See photos in PESSAPF 2023-24 folder from St Vincent's Catholic Primary School, Altrincham)
To support and develop the fine motor skills of pupils across EYFS.	R. Hardy to order packs of tweezers for use across EYFS so pupils have access to these during CP.		Pupils able to access these during CP to strengthen their hand muscles to support mark making and early writing skills.	Extend order for Nursery in Sep 2023.
To provide a safe, high quality PE curriculum offer to all pupils.	V. Dragisic to audit and order equipment for KS1 and KS2. Purchased: 1 x KS2 bench 2 x KS2 agility tables 3 X KS1 agility tables 7 x mats Outdoor games equipment	£47.96 (for 4 packs)	Pupils able to access safe equipment to aid skill development and progression.	Repeat audit next year.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %









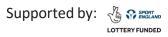


Intent	Implementation		Impact	
1 <u>-</u>	Make sure your actions to achieve are linked to your intentions:  Each child in Nursery, Reception and Your 1 to be provided with their	Funding allocated:  Autumn Term	1	Sustainability and suggested next steps:  Order each child across EYFS and Year 1 a new pot in Sep
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 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	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.  -Playdough to be provided in the provision so that children can independently apply their skills.  -Staff info and training on Dough Disco for members of staff who are not familiar. – R.Hardy.  Jan 2023- Additional play dough pots given to any pupils requiring new, including new arrivals to school.	£123.00 (from Amazon)	September 2022 ready to be used from they beginning of the year. Children have participated in weekly or daily sessions with teachers / TAs 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.	2023.













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-eye co-ordination and upper body strength. SL's Leadership To develop the gross and fine motor In house CPD -Following this, regular sessions Itime and cover will be time tabled across the skills of children across Nursery to prepare CPS Dec 2022 - R. Hardy to work with J. Nursery and Reception week, and Reception to develop the Kelly and K. Mooney to provide land time starting Jan 2023. physical skills required for writing them with Write Dance CPD. needed to meet Nursery – Starting from Jan 2023, Write Dance is an exciting music and each key group will participate in with staff. dance approach to develop the skills x 1 WD session pw, delivered by needed for writing. It is an approach £150 (half day) their KW. 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. Monitor usage and This will help pupils to work September 2022 – R. Hardy maintenance. towards a target as a pair/team. liaised with bdp Creative to To be able to engage pupils to Pupils will work together as one commission. collaborate in physical tasks and records and operates the stopwatch October 2022 – Danny Martland, activities within their Kagan teams £1,310 whilst the other/s partakes in Production Manager on site to and with their partner, through the physical activity. This can be used survey and meet with S, Smart. means of a solar powered as an engaging resource to teach Stopwatch ordered. stopwatch. mathematics as pupils can be tasked 5/12/22 – Fitted. R Hardy to with working out the difference of communicate usage with whole













pupils recorded times, as well as ir Science.	school.	
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<b>Key indicator 3:</b> Increased confidence,	, knowledge and skills of all staff in t	eaching PE and sp	port	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 staff knowledge and confidence with planning, delivery and health and safety considerations through games activities.		breaskfast club and social club	. Teachers provided with a range of skill based knowledge and delivery/strategy ideas to help with their further PE delivery. Pupils in receipt of a high quality, progressive and challenging PE offer.	-Consider just focusing on development and support for SEND pupils next year.  -Look in to other opportunities eg Lancashire County Cricket, Sale Sharks.
	R. Hardy to attend afternoon CPD sessions throughout the year. These are held on a Friday pm and will be attended during none working hours.	hours x 2 half	2 X half day sessions attended by R. Hardy to share relevant information with all relevant members of staff. (Summer term meeting couldn't be attended)	Share dates with new SL next year.













To continue to be a member of APPE, to update and share with admitted the Estate with the ST and wider staff where appropriate.  APPE'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 dealth and emotional well-being.  They provide quality assured services and resources, and valuable professional support for members and the physical education, school sport and physical activity sector.  To upskill ECTs and RQTs so that? ECTs from KS2, LECT from they feel confident to plan, deliver KSI will attend the 5 x ½ day CPD and assess a safe, stimulating essions, delivered by MPETT. Sessions, delivered by MPETT. Sessions is 1300 per delegate. Friday 11th Nov – Developing FMS through Dance activities. Friday 21th Nov – Developing FMS through Dance activities. Friday 24th March – Developing FMS through Dalk activities. Friday 24th March – Developing FMS through Dalk activities. Friday 24th March – Developing FMS through Dalk activities. Friday 24th March – Developing FMS through Dalk activities. Friday 24th March – Developing FMS through Dalk activities. Friday 24th March – Developing FMS through Dalk activities. Friday 11th Mover – Developing FMS through Dalk activities. Friday 10th March – Developing FMS through Dalk activities. Friday 10th March – Developing FMS through Dalk activities. Friday 10th March – Developing FMS through Dalk activities. Friday 10th March – Developing FMS through Dalk activities. Friday 10th March – Developing FMS through Dalk activities. Friday 10th March – Developing FMS through Dalk activities. Friday 10th March – Developing FMS through Dalk activities.					
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the EYF deliverer for MPI EYFS: -Friday EYFS - skillsFriday EYFS - PDFriday EYFS - Dance a - Thurs EYFS - Outdoor EYFS - Gymnas  To be able to upskill teachers in the delivery of a health and wellbeing programme.  Yr 3 x 3	From 25th Nov – HQ T&L in – Fine and Gross motor  7 3rd Feb – HQ T&L in – Using the OLE to support  7 3rd March – HQ T&L in – Developing FMS through and Expressive Movement. In – Developing FMS through for Games.  8 25th March – HQ T&L in – Developing FMS through for Games.  9 Developing FMS through for Games.  1 Developing FMS through for Games.  2 3 30 min sessions; Wed 21st 28th June, 5th July	S	All Yr3 teachers present during sessions, reported a increased level of knowledge and confidence in delivering wellbeing sessions with this age group.	Not renewing Primary Stars SLA for 2023-24.
Key indicator 4: Broader experience of a range				













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 offer ASC extra curricular activities to KS2 pupils  Physical Physical Partnerships  Partnerships	Strive sports coaching to provide 2 coaches for ASC activities.	£1,500	The extra coaches have contributed to a diverse and exciting programme. Skills levels for those pupils have improved.  Club opportunities:  Badminton (since Sep) – Yr6 and Yr 5 Dodgeball (external coach) (Autumn Term) – Yr 4  Mixed Football (Autumn 2) – Yr5,6  Athletics (Autumn and Spring Terms) – Yr5,6  Mixed Football (Spring Term) – Yr 4,5  Squad football (Billy) (Since Sep)– Yr4,5,6  Teacher Led Clubs:  After School Clubs:  Monday: Badminton Yr5, Vesna Dragisic  Handball, Yr3, Calum Archibald Tuesday: Badminton Yr6, Vesna Dragisic  Dance, KS2, Strive Wednesday: Athletics Yr5 / 6, Vesna	



	Dragisic Thursday: Football Yr5 / 6, Billy Hunter Friday: Football Yr 4/ 5, Strive  Pupils have been able to take part in a structured lunch provision. There are choices of activities and zones on offer.  Strive coaching SLA increased and renewed for 2023-24.
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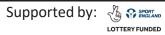


Key indicator 5: Increased participati	Percentage of total allocation:			
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve 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.	Football league registration £200	Pupils took part in:  Competitions:  Cross Country – North  Manchester(Sep) – Yr 5/6  - Manchester  City Wide  (Nov) – Yr  5/6 x 16  pupils  -Football – Trafford 5s – every 3  weeks, all year – Yr 4,5,6 (boys) x 16  pupils  Sportshall Athletics – North  Manchester (Nov) – Yr 4,5,6  -City wide finals (Jan), Yr4,5,6 x 16  pupils  MUFC Comp (Jan) – Yr5/6  Finals (Feb) – Yr5/6  Dodgeball – (Feb) – Yr5/6 x 10 pupils	
association for			Swimming Comp - (Feb) – Yr4/5 x 8	













		pupils  Manchester Football League – Yr 4,5,6  NSSW Football Tournament celebration – Yr 5/6 (MCA, Wed 21st June(	
KS1 children to experience an intra competition.  Sports Day – Yr 2-6: Trophies	£80.00	Adam, strive Sports to deliver a class by class Tri-golf festival as part of our NSSW offer.	

Signed off by		
Head Teacher:	Lenny Lewis	
Date:	4.8.23	
Subject Leader:	Rachel Hardy	
Date:	20.7.23	
Governor:		













Date:	











