

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£1350
Total amount allocated for 2021/22	£21,279
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£21,110
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£21,110

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	<p>Year 6 leavers from academic year 21 22 (school closure and no access to swimming when schools opened during their time in Y4)</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.</p> <p>Please see note above</p>	<p>65%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<p>38%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>56%</p>

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?

Yes/No

**To note:** Due to the importance of swimming and the fact these children missed out on swimming during Year 4, school has offered (and promoted on several occasions) children accessing school-paid swimming lessons during the summer holiday (summer 22). This is funded outside of the Sports Premium.

Swimming results of July 2023 are reported in the new Sports Premium Plan.

## 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: 2022/23		Date Updated: August 22		
<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.				Percentage of total allocation:
<b>£10,000</b>				47%
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?: <b>EACH SECTION ADDED TO IN RED DURING JULY REVIEW</b>	Sustainability and suggested next steps:
To increase extra curricular physical exercise opportunities across school.	Two additional lunchtime clubs run by our sports coach (2x one hour; clubs for four year groups)	£1,500	Uptake <ul style="list-style-type: none"> <li>• Around 40 per day</li> <li>• Around 200 a week</li> <li>• Around 1,200 per term</li> <li>• Around 7,600 per year</li> </ul>	Most of this section is sustainable
Increased amount of free after school clubs to allow for further engagement				Lunch duty – possibly with more of a focus in dining hall (keeping two outdoor slots)
To continue to develop lunchtimes, with further range of physical activity.	All sports coach clubs after school to be offered free.	£5000	Uptake Autumn 1 <ul style="list-style-type: none"> <li>• 132 per week</li> <li>• 924 per term</li> </ul> Autumn 2 <ul style="list-style-type: none"> <li>• 137 per week</li> <li>• 1,096 per term</li> </ul> Spring 1 <ul style="list-style-type: none"> <li>• 142 per week</li> <li>• 1,136 per term</li> </ul> Spring 2 <ul style="list-style-type: none"> <li>• 164 per week</li> </ul>	SIP – changing focus, so no longer a Fit for Learning section of the plan. These will be incorporated within leadership role of a TLR holder.
To develop more physical activity opportunities at playtime.				

			<ul style="list-style-type: none"> <li>• 984 per term</li> </ul> <p>Summer 1</p> <ul style="list-style-type: none"> <li>• 125 per term</li> <li>• 875 per term</li> </ul> <p>Summer 2</p> <ul style="list-style-type: none"> <li>• 151 per week</li> <li>• 1,208 per term</li> </ul> <p>“It’s super fun because we get to play different types of sports and we are in different teams- my favourites are dodgeball and cops and robbers. It feels super good because I know I’m doing sports and that feels really good because I’m doing running and having fun. It gives me the skills to get quicker, like running faster. In dodgeball we have to dodge things and it makes me really good at that, like if I am running and I nearly run into someone I can move out of the way really quickly. So it makes me improve my agility.”</p>	
	Daily SLT or lead lunchtime teacher input in outside areas at lunch	£1000	Uptake in activity Pupil voice	
	Purchase of resources to keep stocks replenished.	£500 (some cost also in PPG)	Pupil voice P.E Equipment:	<ul style="list-style-type: none"> <li>• This has been vital. The sports premium has allowed us to keep on top of our equipment. It has become a lot less stressful for school to budget for new equipment as it can be very expensive.</li> <li>• It has also helped us to enhance our provision by going out and acquiring additional equipment for P.E lessons. For</li> </ul>

	<p>New Play Leaders to be trained and observed to develop more opportunities for physical activities during lunchtime.</p> <p>Play Leaders calendar drawn up and led on by UPS teacher. Overseen, reviewed and meetings with UPS teacher.</p> <p>Play Leaders trained by sports coach throughout the year</p> <p>School Improvement Plan focus for specific staff in Fit for Learning</p>	<p>£500</p> <p>£500</p> <p>£500</p> <p>£500</p>	<p>example, this year we have been able to purchase new athletics equipment like discus, shot puts and throwing hammers which adds a new and exciting element to our curriculum.</p> <ul style="list-style-type: none"> <li>• Sports Premium has also allowed us to buy equipment which allows for suitable adaptations in teaching.</li> </ul> <p>Pupil voice (Play Leaders) Pupil voice (other children)</p> <p>“They help set up the sports games that we are going to play at lunchtime. I get involved most of the time when they do football. It is good because when it isn’t our day on the pitches it gives us a chance to play the sport that we want to play. Also when it is your day on the pitches it is just your year group, so it means you can play with other yeargroups, which I enjoy. Also I like that sometimes the teams are more fair than if the other kids are picking the teams. I like that there is a variety of sports, as usually it is just football on the pitches, but they set up other games like hockey and basketball.”</p> <p>“We go out early, get the games set up on the pitch and wait for the yeargroups come out and play. We do a different sport each half term, and we play the games with them, with a different group each half term (eg. year 4 girls). We lead</p>	
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			<p>the games, so we tell them what we're doing and what the rules are, kind of like being the PE teacher."</p> <p>Play Leaders:</p> <ul style="list-style-type: none"> <li>It has been great to offer play leaders to year 6'S this academic year. There has been a surprising number of volunteers who are not necessarily overly interested in P.E. It has allowed those children to take ownership and over the course of the year I have seen their confidence around P.E grow.</li> </ul>	
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<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p><b>£2000</b></p>	<p>Percentage of total allocation:</p> <p>9%</p>
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Intent	Implementation	Impact	
<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><b>EACH SECTION ADDED TO IN RED DURING JULY REVIEW</b></p>
			<p>Sustainability and suggested next steps:</p>



<p>To raise the profile of sports on a whole school level</p>	<p>Annual Sports Day held with activities including: sprinting, hockey, throwing, football and long jump.</p> <p>To continue to promote to ensure strong parental engagement.</p> <p>To continue to listen to pupil and staff voice to adapt as needed.</p> <p>To consider date of Sports Day to ensure all children are able to participate.</p> <p>To continue to liaise with SEND team to ensure all children can participate.</p> <p>To continue to source inspirational grounds for the event.</p> <p>Release for PE leads for planning</p> <p>Release for PE leads on Sports Day</p>	<p>£1500</p>	<p>Pupil voice</p> <p>Staff voice</p> <p>Parental voice</p> <p>Sports Day Feedback:</p> <p>Staff Voice:          "The event looked really organised and the children were having a lot of fun!" - SLT          "It ran really smoothly, the children appeared engaged throughout!" - Reception Teacher          Parental Voice:          "Thankyou so much for running the event, the children really enjoyed it!"          "The event was really well organised, you should be very happy with the event!"          "A wonderful morning, thankyou so much for organising sports day! "</p>	<p>This section is sustainable</p> <p>With the movement back to in person assemblies, one person will have the role of collating weekly celebration news and this will include sporting events in and out of school.</p>
<p>To raise profile of sporting events and participation in these</p>	<p>Continue to hand out badges to each child who has participated in sporting event</p>	<p>£200</p>	<p>Pupil voice</p>	
<p>To raise profile of sport and physical activity</p>	<p>To post photos on social media, write newsletter articles etc to further raise the profile.</p> <p>To celebrate different sporting events in assembly.</p>	<p>£300</p>	<p>Pupil voice</p> <p>Pupil voice</p> <p>Children have really enjoyed their</p>	

			achievements being shared on the Headteacher's virtual Monday assemblies. They have shared pictures of both in school and out of school sporting achievements and have loved this being featured. They have also loved their successes being featured in the newsletter and on social media.	
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**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport  
**£5,200**

Percentage of total allocation:  
25%

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?: <b>EACH SECTION ADDED TO IN RED DURING JULY REVIEW</b>
To further increase subject leader knowledge of their subject areas, developing subject specialists.  To provide a well-planned, well-sequenced curriculum for our children, that teachers can deliver with increased confidence.	Release for PE leads to continue to finely tune the curriculum mapping.  Release for PE leads to observe PE teaching and speak to teachers and children.  Release for dance lead to write unit plans.  Time with Headteacher and curriculum lead to share and discuss curriculum work.  Working with SENDCo and Curriculum Lead on SEND adaptations within curriculum – both curriculum differentiation and pedagogy.	£3500	Subject lead voice  Subject lead discussions with SLT  EYFS plans have been written using PE Passport as a starting point, following time spent with curriculum consultant.  Feedback from Nursery and Reception teachers is positive: pitch, coverage and the general support within the teacher guidance. Ongoing review and tweaks in place.  Overall it has made an impact of allowing members of staff to see the children using different skills and assess their skills in those areas. Both cohorts have really benefited from the extra PE sessions in those areas and the children have all really enjoyed them.
			Sustainability and suggested next steps:  There have been some changes in the PE team and leadership structure. A mentor has been allocated to new leads and a specific line manager for our Sports Coach.  The input into knowledge and skills of staff is sustainable.

<p>To keep up to date with current PE practices.</p>	<p>Continue to attend cluster meetings with specific assessment agenda (release needed)</p> <p>Share with PE team and Headteacher</p> <p>Information disseminated to staff as appropriate.</p>	<p>£800</p>	<p>Staff voice</p> <p>Cluster meeting impact:</p> <ul style="list-style-type: none"> <li>Really enjoy the cluster meetings. I wish we did more. From a networking point of view, it's great to get insight into how other schools are running P.E. This helps to keep the quality of our offer up compared to other schools in the local area.</li> <li>From a practical standpoint, I feel I gain valuable knowledge because there is always a coaching element with a different theme each time.</li> <li>Steve Busby, who leads the meetings is always up to date with the latest policies and framework which helps keep our sports offer on the cutting edge.</li> </ul>	
<p>Supporting teachers with the delivery of PE</p>	<p>Subscription to PE Passport</p>	<p>£900</p>	<p>Staff voice</p> <p>Lessons drop ins</p> <p>P.E passport:</p> <ul style="list-style-type: none"> <li>A fantastic tool that the whole school can benefit from. It allows us to synergise P.E provision throughout the year groups and teachers. The app has a robust selection of lesson plans with detailed themes and objective outcomes. This means that any member of staff can access planning at anytime and allows continuity between teachers when staffing needs to be changed.</li> <li>It can be used to asses' children/create vital data and offers additional support for things like gym/dance &amp; swimming.</li> </ul>	

			Lesson drop ins from gymnastics leads have shown fidelity to PE passport scheme and our designed curriculum.	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils £500 (a lot costed in previous section – cross over)** Percentage of total allocation:  
2%

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?: <b>EACH SECTION ADDED TO IN RED DURING JULY REVIEW</b>	Sustainability and suggested next steps:
To increase range of activity by children engaging in sports led by Play Leaders	Play Leaders rota clearly in place. Overseen by TLR holder, trained by Sports Coach Briefings and training in place	Costed above	Pupil voice Observations  "On Mondays we go with Kieran to help him test the games and set up the equipment. Monday is training, Tuesday is actually playing the games. The other Year 6 classes play leads do different days"  "I think it is good to have the role so that we can keep people in order. "  "It is also good experience to talk about when we get a job when we are older."	This section is sustainable

<p>To increase range of activity by children engaging in a range of sports and activities weekly</p>	<p>Sports Coach in place to deliver high quality sessions for our children, engaging them in a range of sports and activities.</p>	<p>Full cost of sports coach (not added to total cost)</p>	<p>Sports coach feedback</p> <p>“They set up some of the games you can do, like sometimes there are hula hoops out and stuff and they host the games. I sometimes play, depending on who else is playing. It makes you get more involved because they take care of the refereeing so there aren't any arguments over what is a penalty, for example.”</p>	
<p>To ensure there are enough resources to allow for each sport to be taught effectively</p>	<p>Liaise with sports coach</p> <p>Purchase any necessary resources</p>	<p>£500</p>	<p>Sports coach feedback (see above)</p>	
<p>To ensure our children who excel in this area are targeted and gain encouragement, opportunity and challenge.</p>	<p>Continue to ensure our specialist PE coach knows our children's abilities well and encourages our strongest children to participate in wider opportunities and competitions.</p>	<p>No additional cost</p>	<p>Sports coach feedback Pupil voice</p> <p>“I do girls football- we did a tournament at Chorlton High. We get to practice in PE.”</p> <p>“Then we play a match and he talks about where our weak spots are and what we need to improve for the tournament. I</p>	



<p>To ensure all children, including our vulnerable children, get access to a range of physical activities</p>	<p>Ensure we give children opportunities available</p> <p>Provide a free sports clubs (see above)</p> <p>Club lead and PE lead analyse attendance of clubs, including group information.</p> <p>Use of this information to specifically target children to attend.</p>	<p>See below for transport costs</p> <p>Specific club per term for PP is costed in PPG report</p> <p>Free sports coach clubs for all, costed in above section</p>	<p>think we have had a massive improvement since our last tournament as a result.”</p> <p>Uptake</p> <p>Uptake</p> <p>All uptake noted in above section Pupil Premium Attendees: 32</p> <p>Doubled uptake since movement to free after school clubs</p> <p>Increased uptake from children from minority ethnic backgrounds (approximately 14%)</p>	
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Key indicator 5: Increased participation in competitive sport £3500				Percentage of total allocation: 17%
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?: <b>EACH SECTION ADDED TO IN RED DURING JULY REVIEW</b>	Sustainability and suggested next steps:
Children engaging in a range of sports and activities weekly, developing skills to use in competition.	Sports Coach in place to continue to deliver high quality sessions for our children, engaging them in a range of sports and activities.  Sports Coach to develop skills that the children transfer when involved in competitions	Full cost of sports coach: (not added to total cost)	PE team feedback Pupil voice Deep dive pupil voice  <b>Competitions &amp; Outcomes:</b> <ul style="list-style-type: none"> <li>• Since the introduction of using part of the sports premium for transport, we have been able to enter more and more competition throughout the year simply because we have the funding readily available for transport.</li> <li>• We have been able to enhance these experiences of representing the school by being more equipped and 'competition ready'. This is achieved by having better equipment in P.E, being able to employ a specialist who can give vital coaching and experience. Children feel confident and 'proud' to represent Oswald Road.</li> <li>• One huge outcome for children entering and experiencing a competition is the confidence they get from attending. These are memories children never forget and can really help with their social skills which can be</li> </ul>	This section is sustainable.  As a school we are keen to consider further competitions available to our children.

<p>Developed skills for competitions via specific teaching.</p>	<p>Children being enabled to further build their skills. Continuation of work already started</p>	<p>No added cost</p>	<p>applied to every aspect of their daily lives.</p> <p>Pupil voice</p> <p>"I do football, we went and played a tournament at The Cliff, which is the old United training ground. On most Mondays Kieran gives our team training from 12:30pm-1:00pm- he gives us things to work on from previous matches and says what we worked well on. Then we play a match and he talks about where our weak spots are and what we need to improve for the tournament. I think we have had a massive improvement since our last tournament as a result."</p>	
<p>Access to competitions is supported</p>	<p>To continue to increase the number of competitions the children can access in a range of sport</p>	<p>£3000</p>	<p>Uptake</p> <p>Impact of transport being provided:</p> <ul style="list-style-type: none"> <li>• Another important part of our sports premium offer. Having the capacity to remove the cost of transport really helps to lower the burden put on parents to arrange travel for children attending competitions during and after school.</li> </ul>	
	<p>Staff involvement in competitions after school</p>	<p>£500</p>		

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<p><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.</p>	<p>£8,000</p>	<p>To increase extra curricular physical exercise opportunities across school.</p> <p>Increased amount of free after school clubs to allow for further engagement</p> <p>To continue to develop lunchtimes, with further range of physical activity.</p> <p>To develop more physical activity opportunities at playtime.</p>
<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>£1000</p>	<p>Sports Day, promotion of sporting events and achievements via assemblies and social media</p>
<p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>£9000</p>	<p>PE curriculum – further development, focus on implementation phase, new line management structure</p>
<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<p>£500 (cross-over with other sections)</p>	<p>Range of activity by children engaging in sports led by Play Leaders, range of activity by children engaging in a range of sports and activities weekly, resources allocation, children given and also targeted where appropriate for opportunities and challenge, ensuring vulnerable children are accessing the range on offer</p>
<p><b>Key indicator 5:</b> Increased participation in competitive sport</p>	<p>£3000</p>	<p>Developing skills to use in competition, developed skills for competitions via specific teaching, access to competitions is supported (transport and staffing)</p>

Signed off by Deborah Howard

Head Teacher: Deborah Howard

Created by:



Supported by:





Date:	August 2022
Subject Leader:	Luke McDonagh, Kieran Bentley
Date:	September 2022
Governor:	Peter Martin
Date:	September 2022

**Intended spend for the next academic year**  
**Allocation £21,110**