

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](https://www.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	£0
Total amount allocated for 2020/21	£18,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

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 2021. Please see note above	92%
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	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%
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

Action Plan and Budget Tracking

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

Academic Year: 2020/21		Total fund allocated: £18,000	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: % 23
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 ensure all children are in engaged in 30 minutes of physical activity per day.</p> <p>Children will understand the importance of physical activity and be able to give at least three positives of engaging in daily physical activity.</p>	<p>Primary School Sports Coaching are in every lunchtime from 11:45 – 1pm. They run a variety of physical activities working with all year group. Some activities are self sufficient and some are managed by the coach.</p>	£2650	<p>At the start of the year, children were reluctant to try a new sport but over the years, they have engaged and enjoyed a variety of physical activity.</p> <p>During a PE pupil voice, the children commented that they benefited from the lunchtime provision by:</p> <ul style="list-style-type: none"> • They felt fitter. One pupil said 'At the beginning of the year, I felt out of breath when doing PE but I can now continue through the whole session without having a break'. • Less arguments at lunchtime. Teachers have commented that less arguments are being 	<p>PSSC will continue next year to run the lunchtime provision .</p> <p>Next step: Year 6 sport ambassadors will support the coaches to deliver sessions to the other year groups. This will enable them to acquire leadership experience and develop skills.</p>

			<p>brought into the classroom which usually takes up significant learning time. The children are busy and not getting bored.</p> <ul style="list-style-type: none"> Confidence in Sport has improve. Children have commented that they feel more confident in PE and would be more likely to represent the school in a sporting fixture. 	
For children to have access to high quality sports equipment.	Regular monitoring of sports equipment.	£1490	Gymnastic mats failed at the last Sport equipment inspection so 20 new mats have been purchased.	<p>Waiting for order to be delivered.</p> <p>Continue for next academic year</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9.5
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:
Children to experience the best possible of standards of teaching and learning.	Observations / monitoring of lessons throughout each term and pupil voice	£200	<p>Children are receiving 2hours of PE every week and this is always taking place.</p> <p>Children are enjoying their PE lessons with 78% of children saying it was their favourite subject at school.</p> <p>Teachers feel more confident</p>	<p>Staff have also asked for CPD in dance so LK – a dance specialist will be working with each class on a unit of work.</p> <p>The team teach model will again be used so staff are supported and gain confidence teaching dance.</p>

			teaching invasion games.	
For children to have access to different sports clubs.	Primary Sport Coaching run a breakfast club each morning. CITC ran after school sport club after school.	£1500	Each child has the opportunity to participate in after school and breakfast club. There has been a good intake of the after school club with around 60% of children being involved in an after school club.	To continue offering a breakfast club. To investigate other sources to offer after school sport clubs.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
				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?	Sustainability and suggested next steps:
To increase the confidence , knowledge and skills of all staff in teaching of Invasion Games.	This year we have used Manchester City sport coaching. This has provided the staff with the opportunity to learn from a specialist. The staff members observed the session and then with support from the coach, team teach leading to taking a lead in delivering the session.	£6,5000	Teachers feel more confident in delivering football in their PE sessions. In the final term, the class was split between the class teacher and specialist coach. This was to give the teacher more experience delivering the sessions and an opportunity for the children to be more engaged in a smaller group.	Even though the teachers feel more confident in delivering football, they would like more CPD with a range of invasion games. Next year, we will use SSC to deliver PE and support teachers to gain confidence, knowledge and skills in teaching PE and Sport.

To increase the confidence , knowledge and skills of all staff in teaching of Invasion Games.	Primary School coaching have also been working with staff offering CPD.	£1960	Teachers complete knowledge organisers and gain a deeper knowledge of the sports being taught through CPD. The knowledge is then applied to future teacher led lessons.	Continue next year.
P Broader experience of a range of sports and activities offered to all pupil				Percentage of total allocation: 19.5
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:
Additional achievements: Deliver a high quality and engaging sports enrichment week To enter a variety of level 2 competitions.	JC to plan, book and deliver a variety of sporting activities throughout the week Signed up for Stockport Shape alliance	£2000 £500	Children tried a variety of sports including: dance, yoga, trampolining, tri-golf, skate boarding, netball, orienteering and Lacrosse. Where possible, we used local clubs so they could invite and encourage the children to take up a new sport in their local community. Starting in September	Based on children's feedback, we will set up extra curriculum clubs based on what they enjoyed. PSS to hold level 1 competitions to prepare children for level 2 competitions. Children will need a kit when representing school – needs to

				be purchased.
To encourage the engagement of Physical Activity with SEND pupils.	Primary Sport Coaching have been doing interventions with children on the SEN register.	£1000	Children with SEND sometimes find it challenging to engage in whole class PE sessions. Working 1 to 1 or in a small group encourages them to feel comfortable to participate in physical activity.	To continue next academic year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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 participate in competitive sport	Children to attend a range of out of school sports competitions	£200	St Philip's have taken part in 2 football tournaments held at Stockport County- a girls and boys tournament. The football teams have also had friendly games against other local schools.	JC has signed up for Shape Alliance to access Level 2 competitions. PSS to end each unit of work with a level 1 competition.

Signed off by	
Head Teacher:	Ms E Cahill
Date:	July 22
Subject Leader:	Mrs J Church
Date:	July 22
Governor:	
Date:	