

Evidencing the impact of the Primary PE and sport premium

Sports Premium 22/23

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 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 [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 0
Total amount allocated for 2021/22	£ 29000
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 29000 (not yet confirmed by DFE as of Sept 22)
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£ 29000

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	86%
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	77%
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	46%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%
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

Created by:  Association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:   SPORT ENGLAND  UK COACHING  UK active

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	Total fund allocated:	Date Updated:	September 2022	
Key indicator 1: The engagement of all 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: 54%
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>1. We aim to educate children in the benefits of healthy living, and inspire all children to participate in sports and activities from N-Y6.</p> <p>2. We will deliver a high-quality PE curriculum which reflect our school's context and needs.</p> <p>3. Children will access physical activities as part of the daily school day, and will have opportunities to access extra-curricular sports.</p> <p>4. Children will learn the importance of understanding and managing their own mental health and emotions.</p> <p>5. PE incorporates the development of childrens' gross and fine motor skills as a pre-cursor to sports.</p>	<p>1. Children understand the benefits of sport and activity to their physical and mental wellbeing through teaching.</p> <p>2. Our lessons are tailored to meet the needs of our children and the ethos set out in our mission statement. Sports coaches deliver lessons and ongoing CPD to staff.</p> <p>3. Facilities, resources and staffing will be in place to ensure that all children have daily physical activity and access to clubs. Daily mile takes place as an intra school competition over Autumn term</p> <p>4. PE Focus Group devise and implement their action plan.</p> <p>5. Continuation of delivery of PHSE</p>	£15850	<p>1.Children develop sound knowledge and healthy attitudes towards Sport and PE.</p> <p>2. Children benefit from expertise during lessons and are inspired to excel.</p> <p>3. Children are involved in organised activities on the playground at breaks and lunches, and within their classrooms too. 6x clubs run over 4 nights per week and pupils participate in competitions and festivals regularly.</p> <p>4. Children freely express their emotional and can converse about their mental health.</p> <p>5. Children and their parents learn</p>	<p>1.Children develop an understanding and appreciation of physical activity at an early age which becomes part of the school ethos. Skills are built upon progressively from one year to the next.</p> <p>2.Children continue to receive high quality PE teaching and make excellent progress.</p> <p>3. Daily physical activity becomes the norm for children and those who have a flair for a particular sport are identified and guided to appropriate pathways.</p> <p>4. Strong teaching will continue to facilitate open conversation about mental health,</p>

	<p>Dimensions/Imatters scheme of work.</p> <p>6. Fit-tastic is delivered to children identified in Nursery and Reception with poorer motor skills.</p>		<p>activities that help them practise and improve their motor skills</p>	<p>wellbeing and emotions.</p> <p>5. Focus on motor skills for SEND and EYFS continues to enable all children to be active</p> <p>Next Steps:</p> <ol style="list-style-type: none">1. Identify children for teams for external competitions such as football, cross country, tennis.2. Expand PE group to incorporate more staff to supervise events, provide transport and run Sports clubs3. Organise intra competitions for Autumn, Spring and Summer terms4. Purchase of new sports equipment for PE lessons
--	--	--	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 20%
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>1. High quality PE curriculum delivered within curriculum time.</p> <p>2. Application for re-accreditation for Healthy School Gold Award.</p> <p>3. Sports lessons, activities, clubs and competitions are high profile, 'ring-fenced' and never cancelled or postponed unless there is no alternative.</p> <p>4. Pupils learn through the curriculum to understand and manage their own physical, mental and emotional health</p> <p>5. Team Teach and de-escalation training can be delivered to all staff 'in-house'</p>	<p>1. PE Focus Group meet monthly to update and adapt curriculum as necessary, ensure resources are in place and fit for purpose and all staff are adequately trained.</p> <p>2. Head of School is collaborating with PE, PSHE and Science Leads to devise action plan needed to re-apply for Gold. Health- check with Healthy Schools Manchester completed in September 2021 and targets fulfilled but no assessment available – will be updated by October 22.</p> <p>3. Pupils' participation and achievement is celebrated across school.</p> <p>4. All staff are undergoing training on all six strands of Healthy Schools MCR. Evidence of teaching social, emotional, mental health and wellbeing is monitored by PHSE focus group.</p> <p>5. Some staff require team teach training, all staff receive regular de-escalation training so that</p>	£5900	<p>1. Pupils enjoy PE, and make measurable progress. This has a positive impact on other lessons.</p> <p>2. The whole school community 'buy in' to being a healthy school and feel ownership of the award.</p> <p>3. Children are secure in the knowledge that their access to sport and activities is concrete.</p> <p>4. Children can converse about their feelings and have the emotional literacy they need to be able to express themselves.</p> <p>5. Children benefit from an expert and consistent approach to conflicts and start to internalise the strategies they need to resolve issues themselves.</p>	<p>1. Sports coaches now have permanent contracts and work within PE focus group to lead the subject.</p> <p>2. Maintains high profile within school community.</p> <p>3. Current club structure will continue - variety offered is reviewed termly.</p> <p>4. Mental health awareness and management will continue to be taught through PSHE and mental health awareness days. In addition, school has a 1-1 counsellor 2 days per week +Place 2 B counselling 1 day per week.</p> <p>From the deep dive, pupil voice was very positive with the majority of pupils saying they enjoyed PE lessons and knew what they could do to improve what they could do to improve</p> <p>5. Team Teach and de-escalation will continue to underpin management of challenging behaviour.</p>

challenging situations are diffused calmly and with minimal trauma.

Next Steps:

1. Team Teach training to be delivered 3/10/22, 21/10/22 and 11/11/22
2. New canvases celebrating success of sports teams and clubs to be put up in hall and around school.
3. School mark Bronze awarded 2022.
4. Purchase of new resources for activities at lunchtimes

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 8%
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>1. All children to receive high quality PE teaching through a well-planned and resourced scheme of work.</p> <p>2. Assessment of PE should feedback in to planning and adaptations to curriculum.</p> <p>3. All children to have access to high quality coaching at clubs.</p> <p>4. All children to have access to organised activities at lunchtimes.</p>	<p>1. Regular CPD provided for staff at Insets, then supported peer teaching with coach twice per term. Intra school competitions run termly. All teachers able to teach from plans and access necessary resources easily. Deep Dive (internal) in PE took place in January 2022</p> <p>2. PE is assessed termly and results analysed by teachers and PE Leads.</p> <p>3. PE focus group continue to develop own expertise and skills through Manchester Schools PE and 'yourschool games'.</p> <p>4. Lunchtime Organisers trained to organise and support activities. Resources purchased for both playgrounds +EYFS.</p>	£2180	<p>1. All staff are more knowledgeable and confident at teaching PE. Pupils therefore receive quality teaching. Deep Dive gave Quality Assurance that teaching of PE is good or outstanding</p> <p>2. Analysis of assessments brings about positive change (eg. introduction of balance bikes at EYFS).</p> <p>3. PE Leads maintain expertise in their field and are trusted by colleagues to support and guide them.</p> <p>4. Children enjoy accessing physical activities on the playground - they are ready to sit and learn again and there are less behavioural incidents.</p>	<p>1. Continued high quality teaching effects excellent progress.</p> <p>2. PE action plans incorporate analysis of assessment.</p> <p>3. Training for new LOs takes place periodically.</p> <p>Next Steps:</p> <ol style="list-style-type: none"> LOs to receive Elkland training 15/09/22 to enhance participation in physical activities at lunchtimes Renewal of membership to Manchester PE association

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 7%
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>Additional achievements</p> <p>1. Increase of breadth of sports that pupils can access.</p> <p>2. Increase in activities promoting mental health, mindfulness and wellbeing</p>	<p>1. Taster Days offered through local clubs and coaches are ongoing eg. Rugby with Sale Sharks, Fencing, Cheerleading.</p> <p>2. Yoga lessons are taught to two year groups each term in addition to the curriculum.</p>	£2030	<p>1. Pupils exposure to different local sport clubs can open up pathways for them to achieve at higher levels.</p> <p>2. Children use the mindfulness skills they learn in yoga in other situations in school.</p> <p>3. Children enjoy participation and teamwork and have to learn to lose as well as win, which develops their resilience.</p>	<p>1. Development of resilience is crucial and celebrated in all aspects of school.</p> <p>2. Teachers have resources for yoga teaching to use whilst yoga teacher on MAT leave.</p> <p>Next Steps:</p> <p>1. Re-elect Sports council so that pupils are included in decision making and leadership of PE events.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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>1. Increased participation in competitive sports through both inter and intra competitions.</p> <p>2. Increased opportunities for SEND and PP children and those pupils reluctant to take part in Sports.</p>	<p>1. All pupils participate in Intra competitions and Sports Days.</p> <p>2. Change 4 Life sessions are run at lunch times by qualified coach for children reluctant to participate in PE.</p> <p>3. SEND sport festivals are attended regularly</p> <p>4. Staff and transport costs to tournaments are met by school.</p>	£3050	<p>1. Children continue to learn how to operate within a team, and develop resilience and sportsmanship which transfers to other aspects of life</p> <p>2. SEND pupils and others reluctant to do PE develop confidence as they shine within a smaller group and have more focussed attention from the adults.</p>	<p>1. Intra and Inter-schools competitions will continue to run.</p> <p>2. Purchase of new football kits for boys and girls teams</p> <p>3. Change 4 Life sessions will continue as planned.</p> <p>4. Continued Membership of Manchester Schools PE enables opportunities to attend events and collaborate with other schools</p>