

# Evidencing the impact of the Primary PE and sport premium

Sports Premium 24/25

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
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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 2023/2024, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2025.**

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 2025. 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 2023/24	£ 0
Total amount allocated for 2023/24	£ 22,200
How much (if any) do you intend to carry over from this total fund into 2024/25?	£ 0
Total amount allocated for 2024/25	£ 21,290
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£ 21,290

## 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>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 2020.</p> <p>Please see note above</p>	71%
<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>	43%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	65%
<p>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?</p>	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.

<b>Academic Year:</b> 2023/24	<b>Total fund allocated:</b>	<b>Date Updated:</b>	September 2023	
<b>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</b>				Percentage of total allocation: 54%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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. Develop sports leaders to help other children to engage with lunchtime sports activities.</p> <p>3. Children will learn the importance of understanding and managing their own mental health and emotions.</p> <p>4. PE focus group organise extra-curricular sports events.</p> <p>5. PE focus group organise intra schools events so all children engage in sports for own improvement.</p>	<p>1. Children understand the benefits of sport and activity to their physical and mental wellbeing through teaching.</p> <p>2. PE coordinator to work with lunch time 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. Staff organised to develop children skills and knowledge for competitive sports activities.</p> <p>5. A programme of Intra Sports activities organised throughout the year.</p>	£6029	<p>1.Children develop sound knowledge and healthy attitudes towards Sport and PE.</p> <p>2. Children are involved in organised activities on the playground at breaks and lunches, and within their classrooms too.</p> <p>3. Children freely express their emotions and can converse about their mental health.</p> <p>4. Children have the opportunity to represent their school in competitive sports.</p> <p>5. All children have opportunities to reflect on own sporting achievements.</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 can engage with a range of sporting activities.</p> <p>3. Pupil voice informs planning and curriculum design.</p> <p>4. Identify children for teams for external competitions such as football, cross country, tennis.</p> <p>5. Organise intra competitions for Autumn, Spring and Summer terms.</p>

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. Use sport as a way to continue to improve standards of behaviour at lunch.</p> <p>2. Celebration of success celebrated in assemblies.</p> <p>3. Focus on supporting ECT's in physical education to ensure high quality teaching of PE and accurate assessment of children's skills and knowledge.</p> <p>4. Introduction of sports passport to raise the quality of assessment of children's skills.</p>	<p>1. PE Focus Group meet monthly to update and adapt lunchtime provision as necessary, ensure resources are in place and fit for purpose and all staff are adequately trained.</p> <p>2. Achievement is celebrated across school.</p> <p>3. Sports lead to support delivery of PE.</p>	£4258	<p>1. Children benefit from an expert and consistent approach to conflicts and start to internalise the strategies they need to resolve issues themselves. Behaviour incidents at lunchtime reduced.</p> <p>2. Children can converse about their feelings and have the emotional literacy they need to be able to express themselves.</p> <p>3. ECT's are able to accurately assess children's skills and understand how to support and extend learning.</p>	<p>1. Staff trained to deliver sports activities.</p> <p>2. Current club structure will continue - variety offered is reviewed termly.</p> <p>Next Steps:</p> <p>1. New PE scheme supports the assessment and development of children's skills.</p>

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. Using new scheme PE Passport.</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>5. Support is offered to children who lack confidence or are not currently meeting the national expected standards.</p>	<p>1. Regular CPD provided for staff at Insets, then supported peer teaching with coach twice per term.</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 staff trained to organise and support activities. Resources purchased for both playgrounds +EYFS.</p> <p>5. Children are offered a sports-based intervention, Fit 4 Life, with the school's Sport Coordinator.</p>	£11,786	<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>5. Children have a natural thirst for sports with increasing confidence.</p>	<p>1. Continued high quality teaching effects excellent progress.</p> <p>2. PE action plans incorporate analysis of assessment.</p> <p>3. Lunchtime staff are trained to deliver high quality sports activities and clubs.</p> <p>Next Steps:</p> <p>1. Halls set up so one is designated to PE.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	Percentage of total allocation: 7%
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>3. Subscription to Manchester Active for inter school competitions</p>	<p>1. Taster Days offered through local clubs, events and coaches are ongoing eg. Rugby with Sale Sharks, Fencing, Cheerleading. After school sports clubs are reviewed and changed to allow children to access a breadth of sports.</p> <p>2. Yoga lessons are taught to two year groups each term in addition to the curriculum.</p>	£2495	<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 Leaders 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. Fit 4 Life sessions are run 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> <p>5. Intra sports competitions termly.</p>		<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>