

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£17310
How much (if any) do you intend to carry over from this total fund into 2023/24	£0
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17310

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 4 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 2024. Please see note above	60%
What percentage of your current Year 4 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	50%
What percentage of your current Year 4 cohort perform safe self-rescue in different water-based situations?	50%
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?	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: 2023/24		Total fund allocated:		Date Updated:	
<p>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</p>					Percentage of total allocation:
Intent	Implementation		Intend ed 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?:	
<p>To increase engagement and participation in physical activity for all pupils, targeting pupil premium children</p> <p>To increase engagement and participation in physical activity for children with SEND</p>	<p>Active playtimes including 2x sessions per week led by T4S coaches. All pupils have access to this.</p> <p>Extra-curricular clubs are offered and PP and children with SEND are targeted to attend and this is tracked.</p> <p>To ensure that children with SEND participate in an additional PE lesson each week.</p> <p>Targeted swimming support for pupils with SEND</p> <p>Targeted lunchtime activities aimed at SEND and PP children daily</p>		£1500	<p>SEND become more motivated and engaged in sport – through pupil voice</p> <p>Uptake in extra-curricular clubs across the year will be high for all pupils including PP and SEND</p> <p>Swimming confidence and competence will be attained for pupils with SEND</p>	
				<p>All children have had access to T4S lunchtime provision on three lunchtimes per week.</p> <p>50% of SEND children have attending an additional PE session on a Friday morning – the impact has been that both fine and gross motor skills have developed within the targeted group as well as their ability to remain within their classes PE session in the week. Confidence has grown in this area too.</p> <p>Support has been provided to ensure all pupils in Y4 have been able to access and attend swimming lessons confidently and safely</p>	

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation		Intend ed 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:
Raise the profile of PE and School sport across the school To develop the personal development skills of the children across the school through physical activity and sport To have a positive impact on mental and physical well-being Celebrate champion moments within the local community Utilise PE as an opportunity to promote aspirations for future life	Children to continue to come to school in their PE kits on their PE days. Support provided for families where required. Ensure that personal development opportunities are weaved through the PE curriculum – with staff being aware of these, they will be able to further develop them across other curriculum subjects. Use sporting activities as rewards and prizes within school – using sport as an incentive to promote positive attitudes and values To use sport in a way to promote mental health and promote mental health awareness day	£2830	Attitudes towards PE are increased and children learn the value of sport on both their mental and physical health. Children recognise their champion moments both in and out of school and want these to be celebrated – children to be highlighted in assemblies and the newsletter Children have an awareness of the importance of mental health and know different strategies to look after their mental health Charitable event held to raise money for NSPCC (complete a mile challenge)	This will continue next year – lost property boxes set up and donations easily accessed in the swap shop to support other families These continue to be well received Colour Run event held for all pupils as a reward – prioritising making physical activity fun and engaging Scooter event held to promote scooter skills, safety and fun Sports leaders trained to deliver activities – pupils support the delivery of sports day.

	<p>Participate in local community sports events like the Stone 10km relay.</p> <p>Assemblies, including praise assembly will be used to promote sports values and celebrate successes within and outside of school in a sporting context. Certificates, medals and trophies</p> <p>Use social media to further promote successes and participation.</p> <p>Sports people visits making the most of the Trust and local community</p>			<p>This will continue to play apart in classroom discussions, as part of the JIGSAW PSHE program and assembly time celebrations -</p> <p>Children encouraged to bring in sporting achievements to share with the class</p> <p>Use of Trust link to inspire the pupils and now the link has been made, this will continue next year.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Intend ed 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>CPD for KS1 staff in the delivery of PE</p> <p>Purchasing a new PE curriculum which will be adapted to meet the needs of the PE provision at Manor Hill</p> <p>To attend PE conference</p> <p>To attend PE network meetings</p> <p>Increase the effectiveness of the PE delivery</p> <p>Increase staff confidence and skill in the delivery of swimming</p>	<p>New curriculum introduced</p> <p>Staff training to be completed.</p> <p>To stay up to date with health and safety elements within PE.</p> <p>To allow the subject leader to continually reflect on and ensure that PE progresses forward.</p> <p>Audit of delivery and resources linked to the curriculum. PE health check to be completed annually.</p> <p>Use of adult initiated games to focus on and develop curriculum coverage – with the support of T4S, they will model good practise as well as share best practise ideas.</p> <p>To monitor the effectiveness of the T4S delivery of PE and direct to specific CPD as required</p> <p>CPD for the delivery of swimming for staff who support the delivery of this at the local leisure centre.</p>	<p>£3500</p>	<p>Staff feel more confident with the delivery</p> <p>Through monitoring, specific areas for CPD support are highlighted and put in place timely.</p> <p>PE curriculum is progressive and knowledge and skills are clear and ambitious for our pupils</p>	<p>Access to a PE scheme has been available to staff – however, T4S were further used to deliver the PE provision across the school and this will continue to happen on a Thursday and Friday next year. A new subject leader will be in place to robustly monitor the provision.</p> <p>PE network meeting attended regularly within the Trust to support the ongoing development of subject leadership</p> <p>Regular meetings with T4S around the needs of the school and the provision being provided to the school</p> <p>Staff training for Forest School continues to ensure that this enrichment can continue – it continues to be clearly timetabled and enjoyed weekly by EYFS and KS1 – further staff training needed next year due to staff changes</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Intent	Implementation	Intend ed Impact	
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<p>Your school focus should be clear what you want the pupils to know</p>	<p>Make sure your actions to achieve are linked to your</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what</p>	<p>Sustainability and suggested next steps:</p>
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and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Offer alternative experiences and skills to continue to increase awareness of sport and aspirations around sport</p> <p>Increase physical development opportunities with the EYFS</p> <p>To offer a range of extra-curricular clubs to all the pupils across the school</p> <p>To offer equipment of a high standard</p>	<p>To introduce new and alternative sports across the school</p> <p>To participate in trips and sports within the community, maximising the opportunities within our locality</p> <p>Provide opportunities which raise the aspirations of our pupils</p> <p>To support in the cost of transportation to fixtures and sporting trips.</p> <p>Audit and purchase equipment to meet the needs of the PE curriculum and extra-curricular opportunities</p>	<p>£7500</p>	<p>Pupils will learn new sports which they are motivated by and sports which they enjoy</p> <p>Pupils to be challenged in new environments and experience sports in a different setting. This will increase their confidence and awareness of sporting opportunities within the community</p>	<p>Children have attended Balance and Beam as well as Clip and Climb as part of the ongoing enhanced offer.</p> <p>All children have accessed a range of clubs provided by the school.</p> <p>70% of PP children have attended at least 1 club.</p> <p>38% of children with SEND have attended at least 1 club.</p> <p>Clubs will continue to be delivered by T4S and staff next year.</p> <p>80% of all pupils have attended at least one club.</p> <p>PP children are specifically targeted to attend and the range of clubs offers means that there are plenty of opportunities for children to choose what they would like to do</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Intend ed 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 participation in competitive sport To increase the number of children representing Manor Hill in sporting fixtures To participate in Trust competition Increase competitive opportunities for pupils with SEND and PP children	Arrange sporting fixtures within the trust Sign up to the local sports partnership associations so that participation in local competitions can happen Arrange suitable transport to be able to attend these competitions Attend sports4all competitions as well as host them with the support of T4S	£2500	The number of pupils representing Manor Hill in competitive sports increase The number of children participating in competitive sports increases The number of SEND children accessing sporting opportunities increases	All children have participated in intra-house competitions building their resilience and confidence within competitive situations, applying skills they have been taught in lessons Trust competitions continue to be developed and attended as well as Staffordshire Games competitions including cross country – this is an area to continue to develop next year.

Signed off by	
Head Teacher:	J.Roden
Date:	17.7.24
Subject Leader:	N.Tapp
Date:	17.7.24
Governor:	
Date:	

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