

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	£4100
Total amount allocated for 2020/21	£17,570
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4176
Total amount allocated for 2021/22	£17,640
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,816

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 2020. Please see note above	73%
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	62%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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: 2021/22	Total fund allocated: £21,816	Date Updated: 20/06/2022		
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:	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: £5366	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
*To provide a range of opportunities for physical activities available at playtime and lunchtimes. *To train our PE apprentice to provide daily activities to children at break/lunchtimes. *Encourage children to come to school under their own steam without using the car e.g. walk, bike or scooter. *Incorporate regular opportunities for high impact exercise during curriculum PE and after-school activities.	*Purchasing of new equipment for the playground * Purchase of new gymnastics equipment *PE apprentice organises games children on a daily basis. *Questionnaire to be given, asking children how they travel to school. Promotion in assemblies etc. *Continue to provide 2 hours of PE weekly and offer a wide range of after school clubs. *New speaker purchased for dance and gymnastics.	£2319 (top up of climbing and trim trail) £2864 (gymnastics) £183 (speaker)	*Pupils have a wide variety of available resources to keep them active at playtimes. *Pupils are observed being active at playtimes. Engagement in physical activity on a daily basis. *Questionnaire results showed that 60% of our children walk, ride or scooter to school. Monitor PE lessons for high impact activity which will improve the fitness of our children.	*Playground leader training to provide children with the opportunity to lead games and sports. *Training children and dinner supervisors to run their own sports/activities. *Through learning walks, ensure that physical activity is being incorporated within each school day and in a cross-curricular way so that this becomes the norm.

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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:
				11.5%
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: £2500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
*PE hoody purchased for whole school to ensure correct clothing is worn and is smart. *Celebration assemblies to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to be the best that they can be. *A notice board in school to raise the profile of PE and Sport for all visitors and parents. Leaflets are also displayed for local clubs. *Revamp of the sports hall equipment. *The profile of sport and PE is also promoted in the newsletter and on the web site. In this way, regular feedback is shared with parents about events and achievements.	*Certificates from external competitions presented. *Personal sporting achievements from out of school are celebrated *Competition reports and photos of the children will be added to the board. Leaflets advertising local clubs in the community will also be included.. *Improved environment to increase the profile of PESSPA. *Continue adding competition photos on the website, alongside photos showing our 'active' curriculum taking place in all subjects.	£2500 (new PE uniform/hoodies)	*Children feel ready to take part and proud to represent Moor End in new PE uniform. *Most pupils at some point in the year have received a participation or achievement certificate in assembly, thus boosting self-esteem and personal pride. *Pupils are proud to see their photos on the display board, which increases self confidence and belief. It also gives the other children something to aspire to. *The notice board and website are ways of celebrating success and sharing it with parents. It is a way of communicating to parents how important PE is at Moor End, both inside and outside of school.	The SLT has seen the benefits of the raised profile and is committed to funding these areas if the Primary PE and Sport Premium is discontinued.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				33%
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:

*CPD within school by the PE Co-ordinator to disseminate more ideas, introduce new initiatives and develop best practice. *Increase the confidence of staff in delivering specialist areas of the curriculum. *PE documents are in place : Curriculum Overview, Skills Progression, Knowledge and Vocab Progression, Famous People, places and events.	CPD will include: 'GetSet4PE' differentiation in PE, evidencing progress and 'What a good PE lesson looks like'. *Use of specialist teachers to deliver curriculum areas for staff (Coach Rob, Chance to Shine, Wigan Warriors, Tots for Tyres, Bikeability and Tri Kidz). *That staff use these documents when planning their units of work.	£7300 (PE apprentice)	*The staff are implementing the 'GetSet4PE' into the school day to improve fitness. Also, monitoring will take place to check that PE lessons reflect the CPD initiatives. *Support for non-specialist teachers to develop progression, provide new ideas, offer alternative physical activity. Children engaged in new activities. *Monitoring will take place to ascertain that lessons are progressive and include the appropriate knowledge and vocab.	*Ideas will be shared by all staff so that a varied bank of activities is available. *Utilise opportunities from the Sports Partnership CPD programme to meet staff needs. *Importance will continue to be given to CPD for staff, giving staff meeting time and monitoring time for PE coordinator.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				33%
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:
*Ensure all areas of the national curriculum are covered in each year group providing breadth, variety and balance. *Continue to offer a variety of activities in our lunchtime and after-school clubs provided by sports TA *Focus particularly on those pupils who do not take up additional PE and Sport opportunities through our learning mentor taking on an additional PE role and tracking through the allocated system. *Purchase and maintain a wide range of equipment.	*A PE Curriculum Overview is in place that ensures children experience a broad variety of sports that are progressive and age appropriate. In order to meet the National Curriculum swimming requirements, additional swimming sessions will be booked. *External coaches/sports TA are employed to add to the variety of clubs offered after school. PE apprentice offers an array of different activities at lunchtime. *Less active/PP/SEND children are involved in external Inspire	£2700 (Rob-Sports specialist) £2795 (JK top up)	A wide range of activities (some led by outside coaches) are on offer during curriculum time: dance, gymnastics, dance, handball, hockey, tennis, football, cricket etc. In addition, the % of children able to swim 25m will increase, which will impact on their confidence in water in later in life. *Sports TA and sports Learning Mentor track children and their increase engagement of all children.	*A PE curriculum progression map is used in order to ensure that, throughout their time at Moor End our children enjoy variety and diversity in the content of their lessons. This will be constantly reviewed in the light of new ideas and interests. *We will continue to strive for new ideas/ activities to teach during after school sessions. Through Pupil Voice, suggestions by pupils will also be taken on board.

	competitions whenever possible., encouraged by learning mentor and tracked through allocated system. *Equipment needed to provide a high quality PE curriculum has been identified. *Outdoor activities (orienteering) mapped out and training provided.		*Opportunity to compete in orienteering both in school and at extra-curricular competitions.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
*To increase involvement and enjoyment in external competitive sports (Level 2) via the HRVSSP. *To engage with local cluster in organising sport competitions/festivals in addition to HRVSSP. *To provide a variety of opportunities for children to compete within school (Level 1). *To provide the chance to play in a school team, competitively, against other local schools. *Working with the sports TA to engage in all competitions.	*Networking with the HRVSSP and its calendar of events to enter competitions for all ages and abilities. *Engage with local schools to arrange our own competitions (ensuring KS1 are represented). *Arrange friendly competition within school (class v class, potted sports, school games day, competitions led and implemented by sports leaders). *Develop a school football team/High 5 team starting in the spring term(led by school staff) that will compete against other schools in a local competition.	£1100 (HSVVP)	*% of children to compete and represent school. *All children and a wide-range of sports are offered. *Photos of competitive events are displayed on the noticeboard, Facebook and mentioned in the newsletter in order to raise the profile of competition. *Sports Day & year 6 led sports carousel day *To enhance a feeling of pride and competitive spirit when playing as part of a team.	*Ensure opportunities continue to be accessed through the partnership to develop competition. *The less active children will continue to be monitored and encouraged to become more active and competitive whenever possible.

Signed off by	
Head Teacher:	P. Som
Date:	22/06/2022
Subject Leader:	P. Som
Date:	22/06/2022
Governor:	R. Giddens
Date:	23/06/2022