

# 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](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 2020/21, 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 2020/2021	£3,190.00
Total amount allocated for 2021/22	£17,776.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£14,223.00

## 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>Swimming participated through Tameside Active.</p> <p>Use of “Swimphony” app – tracked date for each child.</p> <p>Years 3 &amp; 4 attend each term then rotate.</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>	<p>40% (estimated due to COVID restrictions)</p> <p>Children currently swim in years 3 &amp; 4</p>
<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>	<p>30%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>5%</p>
<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>	<p><b>Yes</b></p>

## 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:		Date Updated: March 2022	
<b>Key indicator 1:</b> 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: 21%
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?:	
Participation of PE W/Mr Lindsay. 45m – 1 hour of PE per week. Invasion, striking & fielding and net games each term covering the full curriculum. (See attachment)	Lesson plans followed in guidance from PE HUB. Assessment builder to achieve outcomes -monitored		£455	Progress from lesson 1-6. Next steps followed. Each year group move up from July, progression to lesson applied.	
Additional Swimming to catch up re COVID			£1727		
Equipment Balls, pom poms, bike pumps etc			£1514		
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: %12
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:
Develop Dance through Active Tameside for each class years 1-6. 1 hour per class. 2 classes per week (each half term)	Improve balance, co-ordination teamwork, friendship and confidence. Assessments sent to each class via email and shared to Sharepoint.	£2232	Children are learning a new style of dance. They improve strength, balance and control. Each lesson shows progression ready for the class to perform a full routine at the end of the term.	Teachers to participate and eventually lead sessions.

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

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?:
<ul style="list-style-type: none"> <li>Bikeability. Reception participate in Progression to Pedals scheme using balance bikes.</li> <li>Denton Community College extend Mr Lindsay's session with Mr Nisbett whilst training staff for their own professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Lessons taken from Bikeability through Active Tameside – 6 week course.</li> <li>DCC (Denton Community College) developing class skills alongside Mr Lindsay whilst applying CPD to staff to deliver sessions.</li> </ul>	£510	<p>Children progressing from balance bikes to being able to confidently ride a bike independently.</p> <p>Staff being able to lead balance bike session/ PE session alongside PE HUB session plans/DCC.</p>
			Sustainability and suggested next steps:
			All year groups to access bike riding activities to improve balance & co-ordination.
			All year groups access DCC training.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	3.5%

Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what
			Sustainability and suggested next steps:

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>Additional achievements:</p> <ul style="list-style-type: none"> <li>• After school sports clubs (ASC) lead by Mr Lindsay 3 days a week year groups 1-6. Ex-pupils invited back to complete Duke of Edinburgh award, college work base placements &amp; school.</li> <li>• Dance after school club, years 1-6, 1 day a week.</li> <li>• Bikeability training course for years 5 &amp; 6(Full term training).</li> </ul>	<p>All children access a variety of sport. 20-30 children participating each club. Relationships, friendships, confidence improving through sport which can then be transferred to in class lessons. Years 5 &amp; 6 children all independently riding a bike safety on the road. Level 1 &amp; 2 certificate achieved.</p>	<p>£640</p>	<ul style="list-style-type: none"> <li>• Registers taken</li> <li>• Photo evidence</li> <li>• Sharing on social media (Twitter)</li> <li>• Level 1 &amp; 2 certificate achieved.</li> </ul>	<p>Add another sports club (new sports) Yoga Gym Fencing</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%0
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:
<ul style="list-style-type: none"> <li>Competitions w/other schools within the local borough.</li> <li>Use of School Sports Partnership (SSP) to develop competitions.</li> <li>Use of local facilities</li> <li>Use of local High schools</li> <li>Links with organisations – Manchester United -pathways into football</li> </ul>	<p>Compete in sports linked to lesson plans; Hockey lessons – Hockey competitions.</p> <p>Take G.D (Greater Depth) children to represent St Stephens.</p> <p>All-inclusive comps – children of all abilities competing against other schools.</p>	£0	<p>More children engaged, wanting to attend &amp; try new sports.</p> <p>Photo evidence</p> <p>Twitter</p> <p>School website</p> <p>Registers</p> <p>Compete at a high school</p>	<p>New competitions for new sports; Swim</p> <p>Dance</p> <p>All competitions linked with sessions plans &amp; school curriculum.</p>

Signed off by	
Head Teacher:	John Shelton
Date:	17.3.22
Subject Leader:	O Lindsay
Date:	17.3.22
Governor:	
Date:	