

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 2019/20	£0
Total amount allocated for 2020/21	£17,770
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2559.50
Total amount allocated for 2021/22	£17,770
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,770

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>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</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>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.</p> <p>Please see note above</p>	67%
<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>	82%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	52%
<p>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?</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.

Academic Year: 2021/22		Total fund allocated: £17,770		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>					<p>Percentage of total allocation: 100% of the funding goes towards the Sports Coach.</p>	
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?:	
<p>Pupils to be able to lead games during breaks – Covid permitting</p> <p>Sport clubs to be available for all ages and abilities.</p> <p>Pupils to be able to attend competitions and be able to compete against children their own age.</p>		<ul style="list-style-type: none"> - Play leaders will be trained by the sports coach so they are confident at planning, organising and running physical activities for children across the school. PE leader will then monitor the quality and variety of the sessions. - Sports coach will organise a variety of activities for children to take part in at lunchtimes. Coaching opportunities with one class each day will also take place. - A variety of after school clubs will be offered to all children free of charge. The sports coach will lead these. PE leader will monitor the uptake of these and target groups of children when necessary. 		<p>Lunch provision = £5,940</p> <p>After school provision = £6,030</p>	<p>Pupils are able to lead and organise activities for other pupils which ensure there is high engagement in sport and competition during lunch times.</p> <p>Pupils know that they can attend sports clubs regardless of age or ability. Increased range of after school clubs and increased participation (registers and pupil questionnaires). Over 50% of the school population have attended after school clubs, with all reporting they enjoy the sessions.</p> <p>Pupils compete against other schools and use their new-found skills to compete effectively against other schools.</p>	<p>-Monitor termly overviews for after school clubs (to link with school games) to ensure participation of all abilities, ages and gender.</p> <p>-Continue to provide a wide range of activities for all to play during lunch.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 100% of the funding goes towards the Sports Coach.
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>Raise the profile of PE and sport by engaging and inspiring more pupils across the school to participate and realise the importance of a healthy, active lifestyle.</p> <p>To be able to compete and enjoy competitions with other pupils their age.</p> <p>To improve and consolidate skills in order to engage all children of all ages and abilities.</p>	<ul style="list-style-type: none"> - Sports coach employed to help develop the skills and strengths of the children. - Sporting achievements in and out of school to be shared in assemblies and on display boards. - A broad range of lunch and after school clubs to be offered to engage as many children as possible. - PE leader to monitor the engagement of pupils and target disengaged pupils. <p>Pupil voice interviews to be carried out and activities amended to reflect children's interests.</p>	<p>Sports coach fees are outlined above.</p>	<p>Increased range of after school clubs and increased participation. A wide range of after school clubs has been offered to all year groups.</p> <p>Increased participation (pupil questionnaires) through discussions with staff to accommodate as many children as possible by offering a wide range of sport. SEND pupils have been targeted for both clubs and competitions with our curling and boccia team winning first place in an inter school competition.</p> <p>Sports award ceremony evening held. There was high attendance from both parents and pupils.</p> <p>School achieved the gold award for both the school games award and pathway to podium.</p>	<ul style="list-style-type: none"> - A wide range of clubs to be planned to offer opportunities for all interests. - A range of pupils from different backgrounds regularly taking part in physical activity and competitions. - PE leader to have an understanding of the strengths and quality of teaching across the school. - PE leader to continue to work with teachers to promote attendance of after school clubs' competitions to ensure all places are filled. - Continue to promote participation of events through assemblies, display and social media.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			100% of the funding goes towards the Sports Coach.	
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?:	
Increased quality in physical education across key stage 1 and 2 to ensure pupils and staff are confident and competent. The confidence, knowledge and skills of the staff will give the pupils confidence and knowledge that they can build on through their school journey and be able to play and compete successfully with other peers of their age.	<ul style="list-style-type: none"> - Sports coach to work alongside all class teachers to help build confidence and ability. - Sports coaches to provide lesson plans for the lessons they support. - Sports coach and teachers to ensure disengaged pupils receive additional support in lessons to build their confidence and love of sport. - PE leader to regularly monitor the quality of teaching and learning in all PE lessons. <p>PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject.</p>	Funds provide Sports Coach. £6,240	<p>Pupils know a range of skills that they did not know before as the lesson plans have planned in a learning journey where skills are built on throughout the pupil's time at Quinton.</p> <p>Pupils know a range of sporting activities such as: tag-rugby, football, handball, netball, cricket, rounders and athletics as well as gymnastics and dance.</p> <p>Resources sourced to provide further knowledge to staff to improve skills within the lessons. Including school games support for remote learning, plus wellbeing week etc.</p> <p>Through informal observations and conversations, the lack of disengaged children in classes has dropped in lessons. Teachers report an increase in participation. SEN pupils are being looked at to ensure lessons are engaging for them.</p> <p>Teachers to receive CPD once a week from Sports Coach to increase confidence, knowledge and skills.</p>	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> -PE leader to continue to have an understanding of the strengths and quality of teaching across the school through questioning. -Teaching staff to become more confident and able to deliver whole class PE lessons through resources provided and through CPD. Therefore, children's knowledge will improve and children will become more confident in competing in games. -PE lead / SLT to Monitor lessons for quality of teaching -Clear Learning Objectives provided for children and staff to follow. -Progression document provided for staff so children can build on their skills and knowledge in each physical area. - Vocabulary placed on display to broaden children's knowledge of PE specific words.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation: 100% of the funding goes towards the Sports Coach.	
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>A broad range of activities will be offered to all children across the school to improve participation and engagement in sport for all pupils, regardless of interest.</p> <p>To build upon our school life skills in order to represent themselves well when playing against other schools, particularly: independence, challenge, resilience and curiosity.</p> <p>To use the skills taught in PE lessons and after-school clubs to use in sporting games against other schools.</p>	<ul style="list-style-type: none"> - Sports coach employed to plan and lead a variety of clubs, free of charge, across the school. - PE leader to liaise with SGO to ensure where possible clubs link to competitions. - Sports coach employed to lead and organise activities at lunchtimes. <p>Children to be reminded that the life skills in sports should be shown but can also be transferred into the classroom.</p>	See lunch and after school provision costings above.	<p>Increased range of after school clubs and increased participation (registers and pupil questionnaires)</p> <p>Pupils know a range of sporting activities such as: tag-rugby, football, handball, netball, cricket, rounders and athletics as well as gymnastics and dance.</p> <p>Achievements from clubs shared with children in assemblies and social media.</p>	<ul style="list-style-type: none"> -Sport coach to continue to provide termly plans and activities for after school provision. -Continue to provide a broad range of after-school activities for all abilities -Attend as many SGO activities as possible. -Create a list of local clubs that children can attend to further their love for sport and their skills

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			100% of the funding goes towards the Sports Coach.
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?:
A broad range of competitions to be entered by children across the school.	<ul style="list-style-type: none"> - PE leader and sports coach to liaise with SGO to enter competitions. - Competitions to be promoted within school via the PE board. - Children's achievements to be shared in collective worship. - After school provision to be linked to the competitions available to build success at competitions. - Work as a MAT to offer more level 1 games. - Offer intra-school games throughout the year. <p>Engage more girls and disengaged children through targeting groups of children.</p>	Sport coach fees are outlined above.	<p>Sports coach and PE lead to liaise closely with SGO.</p> <p>School achieved the gold award for both the school games award and pathway to podium.</p> <p>Children's achievements highlighted during collective worship.</p> <p>After-school provision linked to potential competitions</p> <p>Girls and disengaged children targeted for after-school clubs.</p> <p>MAT organised games and leagues will be provided.</p> <p>MAT wide commonwealth games was organised and all year groups participated.</p> <p>A range of pupils will attend competitions, suitable for all abilities.</p>
			Sustainability and suggested next steps:
			Establish good links with SGO and build on the competitions attended last year. Start inter-school competitions again in September 2021.

<p>Using a carry forward, to develop an outdoor area to allow for additional games to be played.</p>	<ul style="list-style-type: none"> - Headteacher to work with Playsafe Playgrounds to develop the patio area. - Play leaders to be trained on using the new space to provide games for all pupils. 	<p>Carry forward of £2559.50</p>	<p>Higher engagement of self-led and play leader led activities taking place on the patio.</p> <p>New area is used by all pupils to play King Ball leagues.</p>	
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Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> 1. Regular engagement in physical activity. All children receive 2 sessions of quality PE each week. Daily activities at lunchtime are planned and led by the sports coach. This works on a rota so that throughout the week all classes have the opportunity to receive additional coaching. Teaching Assistants lead physical activities and training was provided to support this. 2. After school clubs are organised and led by the sports coach daily and all year groups and abilities have the opportunity to attend. These didn't happen in the Spring term due to Covid. 3. Lunchtime play leaders were trained in the summer term and have run a variety of activities at lunchtimes. This was run by an external trained Sports Leader Coach, who taught the children how to invent games, get children interested in playing and also coordinate games such as basketball, skipping and playing with hula hoops. – unable to do due to Covid 4. The confidence, knowledge and skills of staff in teaching PE and sport is improving. All class teachers have received support and training from the sports coach in the delivery of PE. Lesson plans are accessible to all staff in order with resources available to help them to deliver lessons. <p>A wide range of sports have been offered to children through PE lessons and after school clubs. All year groups have the opportunity to attend after school clubs free of charge in the Autumn and/or Summer term. Clubs are changed half termly, and a wide variety of sports have been offered. Clubs have been offered with the aim of the children attending a competition at the end of the club. This has enabled all participants to understand the rules and compete with other children on the same level.</p>	<ol style="list-style-type: none"> 1. Achieving the Bronze School Games Award. 2. Achieving Gold Pathway to Podium. 3. Continue to increase regular engagement in physical activity. A new tracking tool is in place to monitor engagement in clubs. Children who are reluctant to engage in a sport can then be targeted through monitoring attendances termly for after school clubs (to link with school games) to ensure participation of all abilities, ages and gender. 4. Continue to improve engagement in organised sport by offering a wide range of sporting activities for all abilities. 5. Continue with the 'Sports for Life' club to ensure the participants have a secure understanding of how important it is to stay active and healthy. 6. Provide coaching for new Sports Leaders in order for them to run lunch time activities. 7. PE leader to continue to have an understanding of the strengths and quality of teaching across the school. 8. Continue to promote participation of events through Assemblies, display and social media. 9. Play leaders continue to be trained to run activities with more to be trained for the 2021/22 year. 10. Teaching staff to become more confident and able to deliver whole class PE lessons through resources provided and through CPD. Therefore, children's knowledge will improve and children will become more confident in competing in games. 11. PowerPoints, display cards and vocabulary to be provided to staff to confidently provide good teaching lessons. 12. Clear Learning Objectives for the children and staff to follow to increase their knowledge and skills. 13. Monitor lessons for quality of teaching

TERM: Autumn 1 2020					
Subject	Year Group	Total Taking Part	Boys	Girls	PP
TERM: Autumn 2 2020					
Subject	Year Group	Total Taking Part	Boys	Girls	PP
TERM: Summer 1 2021					
Subject	Year Group	Total Taking Part	Boys	Girls	PP
TERM: Summer 2 2021					
Subject	Year Group	Total Taking Part	Boys	Girls	PP

Signed off by	
Head Teacher:	Mr Carl Watkins
Date:	20.7.21
Subject Leader:	Mr Rakesh Gunchala
Date:	20.7.21
Governor:	
Date:	