

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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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 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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p>★ School opened on the 5th September 2022 – no previous achievements to comment upon</p>	<ul style="list-style-type: none"> ★ To develop outdoor, physical provision for the children by providing equipment focused on coordination, balance, strength and general development ★ To improve the PE offer in Reception to ensure resources are of a high quality and the provision offered is effective. ★ To purchase necessary resources for future PE provision where these currently do not exist in the school ★ Support for children to engage in competition with other schools where offered at a Reception age.

Meeting national curriculum requirements for swimming and water safety. (2021-2022 cohort)	
<p>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.</p>	Not applicable
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	Not applicable
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Not applicable

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?

Not applicable


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: 2022/2023	Total fund allocated: £16340 Funds carried forward: £0 Total: £21,000	Date Updated: 10.11.22		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 88% of allocation
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:
The purchase of equipment for PE, extra-curricular clubs and lunchtime activities Enables Manor Drive PE curriculum to be delivered Enables high quality sessions to be delivered by staff Increases pupil participation in sport throughout the day Contributes towards the engagement of pupils in regular physical exercise Provides a broad range of experiences for our children	Identify key equipment requirements in respect of the proposed PE curriculum and purchase items. List future resources required for effective implementation Work alongside MDSA to identify areas where resource sharing can support the effective	£5000	Children will be engaged by the use of new and engaging equipment. Children will understand that different sports require different equipment Children will be able to be physically active throughout the day and engage in high quality play. Relationships between peers will be stronger due to opportunity for high quality play.	Continued purchase of resources is vital for the ongoing development of high quality provision.

Develop outdoor provision by providing stimulating yet challenging equipment that can be used as part of PE provision and lunchtime support. To engage children in physical activity beyond that of a PE lesson. Provide engaging learning and developmental experiences for children beyond the classroom	Work alongside key stakeholders in the trust to identify areas of need and proposed action. Invite equipment providers to design areas that will challenge children's development and provide a well balanced approach to physical activity and development.	£9,500	Children will be able to be physically active throughout the day and engage in high quality play. Relationships between peers will be stronger due to opportunity for high quality play.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 3% of allocation
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:
Engaging families with PE and physical activity in the school	Carry out events such as sports days and inter school competitions that parents can be involved in. Use social media opportunities to show the positive impact of physical education in school	£500	PE and physical activity will be a positive part of every child day. Parents will value the importance of PE and engage in physical activity with their children.	Continue to use class dojo and Facebook to build links with parents.
Build links with external providers to advertise opportunities for participation for children outside of school	Make contact with local sports clubs, providers and facilities and distribute information to parents.	No cost	Some children will begin to participate in sports or physical activity away from school utilising the offers available.	Staff to promote opportunities for extracurricular activity in the local area.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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:
PE is taught by teachers who receive yearly training and support from dedicated sports coaches across the trust. Staff CPD sessions to be supplemented to ensure provision is of a high standard	Sports coaches to provide CPD opportunities to class teachers and support staff.	£1,000	Sports coaches are highly trained and can deliver high quality PE CPD to benefit all children at Manor Drive Primary Academy.	This is ongoing as part of the Four Cs MAT.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2% of allocation
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:
A full curriculum of sports will be taught across KS1 and KS2. The sports are skills based. A curriculum is being designed to ensure high quality provision is provided throughout a child time at MDPA	Time given for key stakeholders to work with identified PE specialists on the development of a high quality approach to PE.	£340	Pupils are taught a broad range of PE skills and activities meeting expectations of high-quality provision	This is a continued requirement for the teaching of PE. appropriate.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6% of allocation
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:
Provide opportunity for Reception aged children to take part in sports events internally and with other schools where possible. Sports events such as sports day to be open events for families to visit the school and support the development of PE. Coach travel to be supplemented where external visits apply.	Work alongside other Trust schools to develop opportunities for cross school competition. Plan in key opportunities that involve parents in physical activity.	£1000	Children's level of engagement in sport will improve as a result of sharing experiences with other children	This is a continued requirement for the teaching of PE and engagement of children and families.
		Total Spent: £16,340		
Signed off by				
Head Teacher:		Governor:		
Date:	10/10/22	Date:		
Subject Leader:	Not applicable			
Date:				