



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

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 2020. 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 20	Areas for further improvement and baseline evidence of need:
<p>Engagement of pupils accessing a range of sporting opportunities and events.</p> <p>Silver kitemark achieved.</p> <p>Positive staff feedback on activities and resources.</p>	<p>Increase participation with purchasing more equipment- look at inclusion options and safety.</p> <p>Keep up strong, positive links with 'Trafford school Sport Partnership' other schools and instructors/ coaches to develop participation opportunities.</p> <p>Increase participation by developing promoting of sporting events on school website, staff to be encouraged for pupils to engage in competitions, festivals, challenges. Monthly updates in staff meetings, put up posters in entrance hall, develop P.E. display in hall- pupils, school council to help.</p>

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>Not available due to Covid 19 and swimming pool closure</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>	18%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	0 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%

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?

Additional swimming has been provided before Lock Down.

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: 2020	Total fund allocated: £10,000 <i>Full spreadsheet of monies available EDPE</i>	Date Updated: July 2020		
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: %
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:
All pupils to receive weekly P.E. sessions from trained school staff Appropriate equipment and resources to be accessible.	Timetabled hall and field, outdoor allocation. Curriculum led lessons but personalised and differentiated for each pupil needs. Active and calming breaks to be timetables into teaching day. New equipment purchased to increase participation from all pupils including safety items- non slip mats, tumbling mat.	Equipment cost £746.02	Pupils engage in a range of activities due to specialised equipment. Wider range of sensory resources- more accessible to less physical pupils. Accessible outdoor areas allowing 'daily mile' (run) or alerting exercises and sessions can be done at 'anytime' of the day. Subscription to school sports membership gives access to '5 a day' site which enables physical and calming sessions at the whiteboard.	Look at safety and risk assessments – will classes need to purchase their own equipment? COVID Sept 2020 Email sent to staff in regard to risks, g'ovt guidelines. Boxes in P.E cupboard to use and wipe down to carry equipment to own 'bubble' and use before wiping down and returning. Have own class resources- discussion in September to continue. Equipment in hall needs replacing- climbing apparatus.

<p>To be active every day for at least 30 minutes with extra-curricular activities.</p> <p>To engage in extra- curricular activities.</p> <p><u>Physical activities provided:</u> 5 a day, WUSU. Brain gym activities. Daily mile. Daily exercises. Sensory circuits. Field timetabled for activities including trim -track, outdoor gym, wide accessible tarmac path, bikes, scooters. Climbing apparatus, slide, wheelchair accessible roundabout, big swings. Structured outside time.</p>	<p>A teaching assistant in school set up a 'Yoga Ball' session which staff observed and some classes chose to incorporate into their class weekly sporting and P.E. provision. This sessions were shared on line during Lock Down.</p> <p>Specialised coaches and instructors employed. Staff observed lessons and sessions to develop their own professional development within these areas.</p> <p>Links and membership with 'School sports partnership'. This gives access and opportunities to a wealth of sports and activities on offer. Range of intra competitions accessed by a cohort of mixed KS1 and KS2 pupils.</p> <p>Access to sporting challenges as promoted by school sports staff- emails, posters in staff room,</p>	<p>Physio ball £65.94 +£5.95</p> <p><i>Instructor costings as below</i></p> <p><i>Membership price £450</i></p>	<p>"Yoga ball session with Leigh was absolutely fantastic I think each class should do this every day." <i>FD class 16</i></p> <p>"Leigh's physio ball activities have been superb and were not only great for in school but we've also had really positive comments from parents from when the videos were shared on dojo. Many of our children will engage with bouncing on a physio ball to music when they won't run around or move much". <i>SA class 13</i></p> <p>More engagement from pupils in a wider range of sporting activities. 'Dance, yoga, rebound therapy, swimming hydro sessions Staff email feedback – kept in folders on shared drive school computer.</p> <p>New assessment data in 'Evidence for Learning' - physical skills- gross and fine motor. Be Creative- dance and movement. Shows pupils skills and progression.</p>	<p>Look at classes having this as a set up structure in the hall- wipeable mats and balls.</p> <p>Continue to give access of sporting opportunities to all classes. Email staff and give information and feedback in weekly staff meetings, Friday morning, as appropriate.</p> <p>Continue to look at sporting activities on offer within the wider community- link with other 'Sovereign trust' academies- Manor, Longford Park.</p> <p>Update website more frequently with information- develop links so school staff can put on information- training, time and cost to consider.</p> <p>Ask parent/s to send in evidence for hall display of activities pupils participate in outside school time - positive impact mentally and physically</p>
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<p>5 a day fitness challenge Feb 2020- to encourage physical participation as evidence shows 'a physically active child is a healthy child' Participation of 'Manchester marathon' daily physical participation had begun to be undertaken just prior to 'Lockdown;</p> <p>Personal use of 'Fitbit' for individual to trial to build up involvement of physical involvement.</p> <p>Engagement in the school sensory circuit areas. Develop physical, mental alerting, focus and calming senses.</p>	<p>attachments from 'school sports partnership; forwarded to staff. Equipment bought so pupils could engage and practice skills prior to these activities- footballs, dodge balls.</p> <p>Staff to promote engagement for all. Timetable into daily activities. Have visual posters around school promoting the activities.</p> <p>3 classes engaged</p> <p>Pupil to use device during physical activity alongside his love and motivation for numbers.</p> <p>Sensory circuits in KS1 and KS2 corridors used by classes in a structured way. Pupils followed visually using PECs , symbols and big, coloured pictures. Use big, gross motor skills.</p>	<p>SSP membership</p> <p>Not yet known</p> <p>Peanut ball £34.74</p>	<p>Engagement from a range of pupils in festivals and competitions- yellow pages reports. Developed confidence, independence, social skills alongside physical skills and development. Write up on school weekly newsletter – photos.</p> <p>Staff members to feedback on impact.</p> <p>Staff feedback. Photos on displays in corridors promoting these being used.</p>	<p>for pupils to see.</p> <p>Keep up strong links and school sports partnership -continue 2020 membership. Festivals, competitions offered as appropriate.</p> <p>Remind staff of extra -curricular activities at staff meetings. Ask school council to make the posters. To encourage more classes to participate in such challenges and activities. Increase motivation from staff- to discuss with school management.</p> <p>To discuss if a worthwhile piece of equipment for more pupils. Discuss other motivators.</p> <p>Covid risk assessment needed – can pupils still share the equipment? Can they be accessing the resources in shared space of the school corridors? Staff to set up own, appropriate stations in their classrooms and/ or outdoor</p>
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<p>Year 6 swimming lessons at 'Altrincham leisure centre' - national curriculum requirement and taken by actual swim instructors employed by Trafford.</p>	<p>Weekly timetabled provision. Pictor staff to support and observe pupils during lessons, changing and transportation.</p>	<p>£180.00 x6 £1080.00</p>	<p>Assessment provided by Trafford. P.E. staff to observe lessons and feedback to relevant classes.</p>	<p>areas. Continue structured timetabled sessions. Continue communication with staff who attend sessions for skills and progression. Safety aspect / risk assessment of staff going to sessions. Does more money need to be spent on support staff accessing the sessions to help develop independent dressing and safety skills? Need ratio of male staff to pupils. Need two mini bus drivers. Work alongside swimming instructor and maintain positive relations within Trafford provision and swimming instructor at Pictor. Assessment updating in 'EFL' Liaise with assessment co-ordinator SA.</p>
<p>During Covid Lock Down, equipment was sent home to a range of pupils to help increase physical participation- trampete, exercise balls.</p>	<p>Feedback from parents as to how theses impacted pupils' physical participation at home.</p>	<p>Resources need replacing? E.g. has every class, who requires access to trampette in outdoor class space still have one?</p>	<p>Assess from September. Look at purchasing more of the same equipment or resources as suitable for classes. Email sent July 20 to all staff. ZG</p>	<p>Discuss with management if this will develop if another lockdown occurs. Have parent/s actually used the equipment. Ask if there were advantages to accessing such equipment at home? Develop a scheme with parents to borrow such equipment and send in feedback through dojo, photo evidence.</p>
<p>Sturdier trampolines purchased for each key stage to use in outdoor provision to promote physical activity and gross motor skills.</p>	<p>To be used from September. Risk assessment needed- shared equipment- wiped down? Used within one class only daily? Rota the equipment.</p>	<p>£155.88 x2 £311.76</p>		<p>Staff to feedback on suitable</p>

<p>To encourage pupils to be active on school field- Visual track markings Promote the outdoor gym exercise machines</p>	<p>KS1 and KS2 pupils have access daily. One way system developed round the track for safety and develop knowledge of sporting rules. Adults to engage on the equipment as positive role models.</p>		<p>The majority of pupils enjoy the field and the larger pieces of apparatus.</p>	<p>resources with evidence-photos, quotes.</p> <p>Increase visual markers with white paint. Put up actual signs Set up challenges e.g. how many times can you walk / run round the field in a set time?</p> <p><i>During lockdown there has been an increase in obesity and decrease in physical activity. Staff to provide activities and resources to engage pupils to develop positive physical and mental health. This will be a whole school priority Autumn 2020.</i></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		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To develop pupil dressing skills through changing into appropriate clothes to safely engage in P.E. Staff to wear appropriate kit to participate in sporting events and P.E.activities. To provide a positive role model and visual cue for pupils</p>	<p>Kits purchased where required. Parents informed of appropriate P.E. kit for school.</p>	<p><i>To be updated</i></p>	<p>P.E. kits – appropriate for safety. Developed a sense of identity whilst on sporting activities in different places. Development of dressing skills and independence leading to greater self -esteem. Developed confidence to pupils</p>	<p>Develop increase of pupils changing for P.E. for progression in independent dressing skills. Supply staff costing to help within this area. Staff to wear sports equipment when delivering P.E. sessions-</p>

<p>when to indicate it is time for P.E. and when attending sporting events.</p> <p>To develop physical and gross motor skills. To enhance participation from all pupils to develop strength. Link physical activities and other curricular areas to progress pupils in a range of areas</p>	<p>Purchase equipment to motivate and engage pupils in gross motor and fine motor movements- coloured, large materials, sensory based, visual enticing objects. Rainbow ribbon sticks and sensory scarves purchased.</p>	<p>£23.98 £10.77 £20.16</p>	<p>as wearing a kit like other sporting people e.g. footballers</p> <p>Other pupils observed others wearing the kits and requested their own.</p> <p>Increased motivation from pupils seeing visuals and equipment used exactly as on the screen e.g. 'write dance /Scrimbling' developing involvement. More engagement from the % of pupils this equipment was used with- photos in 'Evidence for learning' - literacy copying, imitating, making movements, physical skills gross and fine motor.</p>	<p>cost to be looked into- coats for outdoor provision, polo tops for indoor.</p> <p>Purchase more colourful, big equipment. Use as class resources. Staff to take photo evidence and annotate.</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:
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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>To increase number of staff qualified to deliver 'Rebound therapy' - an activity all pupils can access at their own developmental level.</p> <p>All classes to have at least one trained Rebound therapist to further increase participation of this activity.</p> <p>Pictor staff to train others – 'whole Sovereign trust' development and increase to other schools and groups.</p>	<p>2 staff undertook updated training.</p> <p>Staff training to give inhouse training.</p> <p>The number of pupils accessing 'rebound' increased.</p>	<p>£132.00</p> <p>£2,892.00</p> <p>£1,206.00</p>	<p>Currently on hold due to Covid.</p> <p>More pupils were beginning to access sessions. Photos show engagement, enjoyment from pupils.</p> <p>Pupils achieve 'Winstrada' assessment levels and badges- sense of achievement.</p> <p>Positive impact on behaviour, calming sessions alongside increasing physical.</p> <p>Communication development- eye contact, tracking of sensory items, requesting and two way conversation.</p>	<p>In-house trained 'Rebound therapists' to train majority of school staff so each class can access rebound therapy sessions.</p> <p>Costing for supply? Area for trampolines to be kept and stored. Build area on field- ongoing project.</p> <p>Monitor best way to deliver this in terms of staffing and impact on wider school.</p> <p>Explore use of Rebound for After school sessions.</p>

<p>To support the well-being of pupils – have access to calming focused sessions of yoga delivered by specialist instructor</p> <p>Pupils to gain and develop skills including strength, the basics agility, balance and control by engaging in a range of differentiated activities led by specialised coaches.</p> <p>Pupils have opportunity to broaden their social skills</p> <p>Pupils (ASC) have the opportunity to broaden their social and compliancy skills by working with a range of adults and within small groups. Build up relationships with others. Increase participation within areas of physical movement.</p> <p>A range of instructors and coaches were employed to come and delver sessions for pupils to participate in and staff to watch and increase their skills.</p> <p>Gordy GAM Swim swim instructor during ‘water fun’ extremely specialised subject area.</p>	<p>Pupils confidence and skills increased. Participation from all developed.</p> <p>Staff to observe sessions and increase their confidence and knowledge.</p> <p>Swimming- every class to access a term of ‘swim skills fun’</p>	<p>Instructor fees.</p> <p>£2,500.00</p> <p>Swim resources</p> <p>£76.00</p>	<p>Staff feedback. Photos, EFL assessment evidence- gross and fine motor skills. P.E. NC levels.</p> <p>“The staff in class 1 are very happy the PMLD children in our class have again this year accessed a swimming slot once a week most of the year with Gordon. It has been brilliant as they cannot access most PE sessions with their needs and they look forward to it.’ BT</p>	<p>Specialised instructors- yoga and swimming to continue.</p> <p>Look at more sessions to enable pupils to engage and develop further.</p> <p>Increase other learning- dressing skills.</p> <p>Look at costs of more staff to assist in this area, split classes to gain more skills and progression.</p>
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<p>Sandra- 'yoga', very skill based and delivery personalised impertinent to each class and individual pupils.</p> <p>SIS coaches, Luis- range of sporting activities to enable pupil progress and specific skills in a range of sports. These activities led to 'competitions' being held within the school setting- Tri-golf, curling. Athletics- postponed due to Covid.</p>	<p>Rotated class sessions as required termly/ half termly</p> <p>Weekly sessions for ks2 timetabled classes as appropriate. Pupils increased sport skills, engaged in competition. Socially worked with different adults- developing social and communication skills.</p>	<p>£960.00</p> <p>£450.00</p>	<p>"Swimming has always been a real positive for our class, lots of great skills being learnt and real enjoyment and of course a real life skill!" <i>JH, Class 9</i></p> <p>The children in class 8 really love swimming with Gordy and some of them made fantastic progress this year! Going from using arm bands to not having to use them at all. <i>RG</i></p> <p>We ended up with Sandra for a term and a half and that made a massive difference to our pupil's engagement and progression within yoga. <i>SA, Class 12</i></p> <p>"Gordy, Sandra and Luis have all been amazing for our group. The engagement by the children in class 15 has been really good and the rapour staff have had with the children has been spot on". <i>KB class 15</i></p>	
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Abigail- dance- progressive skills developed.	Abigail dance sessions- staff observed and developed own skills, enhancing their present knowledge. "She was very calming and the children were mostly really engaged in her sessions. She also looked the their individual gross motor targets that I showed her and incorporated them into her sessions so it was really useful for me to be able to observe some of these sessions for assessment purposes" RG class 8	£480.00	Photo evidence in assessment areas- be creative.	Staff to teach own dance as part of the curriculum.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
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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 attend appropriate, fun swimming sessions to build up water safety skills, enjoyment and confidence. Each class to access half a term at least over the school year of water, pool based activity with specialised instructor.	Increase water confidence for all pupils. Develop communication skills, dressing skills. Social engagement. Accessing pool on site- easier for transport, hygiene.	As above	Staff feedback. Display board.	All staff, and management, agree these sessions are invaluable to our pupils.
Sports relief activity day. Opportunity for every class to engage in a full range of sporting activities. The list of activities on offer ,visible in staff room, to portray a range of	Sensory based activities for all to access. Trampolining for all pupils- safety, risk assessments depending.	Supply cost for staff to set up, demonstrate and work with	CANCELLED due to Covid.	To be rearranged as appropriate.

<p>differing activities accessible and differentiated for all pupils involvement – parachute, ball skills-throwing, kicking, catching, exercise balls to bounce and roll on, ribbons, scarves and music- dance, scooter boards, balancing items e.g. stepping stones, benches. All these help to increase and develop a range of skills- co-ordination, upper core strength, fine and gross motor skills</p> <p><u>Scooter fun day.</u> Increase physical engagement and strength, stamina. Opportunity for all pupils and staff to engage. Develop core strength, balance, co-ordination-the basics for physical development. Adults to participate, staff and parent/s to observe and engage in physical activity. Enjoyment for all.</p> <p>Scooters were borrowed from Longford park school for pupils to use on the field alongside staff.</p> <p>Two large bikes purchased for directed track field use.</p>	<p>Opportunity for all pupils to engage. Pupils in wheelchairs to be pushed over the ramps, around the hall, if need support. Parent/s, carer/s to be invited.</p> <p>Important for pupils to see adults partaking in physical activity, positive role models and more fun for pupils.</p>	<p>classes and staff.</p> <p>To be arranged</p> <p>£809.98</p>	<p>CANCELLED due to Covid.</p> <p>Pupils engaged more in having larger equipment. Encouraged bigger physical movements – increasing stamina along with engagement. Photos of pupils- sent home to parent/s via dojo.</p>	<p>Re-schedule for when safely appropriate.</p> <p>Purchase more larger scooters. Put as a timetabled activity to increase participation.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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>Football matches at M/Cr city, matches against Delamere, manor.</p> <p>Trampolining events organised with other schools.</p> <p>Equipment purchased to help develop pupils practice their skills.</p> <p>Opportunity for less competitive players to take part in football Delamere match.</p> <p>Pupils accessed 'inclusion festivals' on a lesser competitive basis but still gave the opportunity for some competitive engagement. Handball, dodgeball.</p>	<p>A larger percentage of pupils accessed football matches due to involvement through 'Trust developments and links', Trafford school sports membership.</p> <p>Pupils able to access the balls, cones in outdoor provision play not just directed P.E.</p> <p>Developing links with other schools gave pupils more opportunity to engage in football matches.</p> <p>Develop a sense of involvement, engagement and enjoyment to pupils within sporting events.</p>	<p>£28.80</p> <p>£69.00</p> <p><i>Trafford school sports membership package.</i></p>	<p>Pupils achieving a sense of achievement and engagement not just win or lose.</p> <p>Pupils wanting to get involved in sporting activities.</p> <p>Pupils proud of their achievements- gaining certificates, informing staff of their activities verbally and visually.</p>	<p>Increase further the amount of pupils to attend sporting festivals.</p> <p>Use funding for transport, staffing.</p> <p>Set up more opportunities within school- key stage competitions.</p> <p>Update P.E. display in hall more regularly with photos of activities and achievements.</p> <p>Continue membership to enable further sporting opportunities.</p>

Signed off by	
Head Teacher:	Andrew Taylor
Date:	

Subject Leader:	Zoe Gmerek
Date:	27.7.20
Governor:	
Date:	