

Evidencing the Impact of the Primary PE and Sport Premium



MANOR PARK ACADEMY
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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 2021** 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 2021. To see an example of how to complete the table please click [HERE](#).

Meeting national curriculum requirements for swimming and water safety.

<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>	69%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	31%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	69%
<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>	N/A – Covid-19 restrictions.

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Every child receives 2 hours of high quality PE • Real PE framework which focuses on the whole child • Increase in participation levels • 5 After School Clubs per week • 5 Lunch clubs per week • Gold for the school games mark • Coming 3rd in regional finals for Tri-Golf • Increased participation in competition 	<ul style="list-style-type: none"> • Swimming percentages to increase to try and reach national standards. • Real Gym to be introduced to enhance the PE curriculum further • SEN provision to improve in PE with more opportunities of sporting events and competitions. • To include intra and inter competitions in Key Stage 1 • To target the less active learners in the school and develop change for life clubs. • Continue CPD opportunities for support staff. • Inclusion of the daily mile

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: 2020/21		Total fund allocated: £18,000		Date Updated: September 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:
					32%
Intent	Implementation		Impact	£5,800	
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?:	
Purchase new equipment to ensure activities can be sustained for all learners in our school.	<ul style="list-style-type: none"> To buy new and improved sports equipment to help embed a high quality PE curriculum. Equipment to enhance the curriculum further. 		£3500	The additional PE equipment ensures that all pupils can access the learning and learning is extended in every lesson.	
Repairs to sport equipment.	<ul style="list-style-type: none"> Ensure that all equipment is fit for purpose. 		£1000	With the gymnastics equipment fit for purpose, it will allow and impact the gymnastics element of the curriculum. Outside equipment to be fixed (netball posts, apparatus and new playground markings). This will extend activity on the playground during lunch times.	
To include bike ability and balance ability to learners	<ul style="list-style-type: none"> Develop skills of learners Checking safety aspects of 		£300	Delivering key life skills to pupils. Promoting the values of a	
				To audit PE equipment to ensure that it is well maintained. To look at what equipment will need to be added for Autumn 2020	
				To ensure <u>ALL</u> staff are comfortable in using specialised equipment in relation to all sports.	
				Continue to develop key life skills in our pupils.	

<p>To purchase new lunch time equipment to encourage learners to take part in active lunchtimes.</p>	<p>their bikes so they can be active away from school.</p> <ul style="list-style-type: none"> • To be done during the school day. • Buy new and improved sports equipment that is used for lunch time alone. • This will include sports such as balance balls to encourage learners to participate in other sports that are not covered in curriculum • Develop ideas that the learners can carry on outside of school. 	<p>£1000</p>	<p>healthy lifestyle. Improving and increasing children's safety and confidence.</p> <p>Reduction in behaviour incidents as learners are more engaged in playing sports such as football, rugby and multi-sports.</p>	<p>To keep track on how many learners in different year groups are participating in set activities. This will provide a clearer picture of participation. To aim for every learner to access sessions across the week.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 3%</p>
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Intent	Implementation		Impact	£500
<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 use celebration assembly on Fridays, notice boards, social media and the school website to raise profile of sport and celebrate sporting success.</p>	<ul style="list-style-type: none"> • Celebration of sporting achievements both inside and outside of school. • Promotion of clubs/lunchtime activities 	<p>No Cost</p>	<p>To see an increase in participation/ achievement across PE this academic year. Celebrate pupils in assemblies and on social media to create a sense of pride in the school and community.</p>	<p>SLT to see the impact of sport and the premium money is having on learners. To enhance commitment to continue funding if the sports premium was to get discontinued. Receive specialist support on</p>

Visit from inspirational visitors	<ul style="list-style-type: none"> Invite local sports people/clubs into school and deliver inspirational assemblies about different sports and how to use these as a positive. 	£500	Raise pupil aspirations and participation/achievement	<p>embedding PE and School Sport within SDP.</p> <p>Measure impact on pupil participation.</p>
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%
Intent	Implementation		Impact	£3,000
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 continue to improve the progress and achievements of ALL learners by keeping the focus on improving staff confidence, knowledge and skills of all staff in teaching PE and sport.	<ul style="list-style-type: none"> Variety of CPD opportunities, including; specific twilight sessions, whole staff inset, attendance at SSP Primary PE Conference, access to specific CPD courses. Staff CPD documented in SDP, increased delivery capability, incorporating 'new' knowledge and projects into PE + School Sport. Lunch time supervisors training and support including: Positive Lunchtimes, Improving Wet 	£3,000	<p>Increased staff knowledge and understanding, enhanced quality of provision, increased opportunities. Increased range of opportunities.</p> <p>Improving behaviour at lunchtimes. Increasing physical engagement of pupils at lunchtimes, promoting health and wellbeing and participation.</p> <p>Increased engagement of pupils at lunchtimes, reduction in behaviour referrals at lunchtime, meeting health and wellbeing</p>	<p>Ensure skills and knowledge learned through CPD is embedded within PE and School Sport Provision.</p> <p>Ensure lunchtimes remain structured. Link to Lunchtime Leader training and leadership development.</p>

	Lunchtimes, Managing Behaviour, Games for Active Lunchtimes.		requirements. Positive impact upon learning in the afternoon – evidenced through academic indicators.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 29%
Intent	Implementation		Impact	£5,200
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:
Continue to develop and offer a wide range of sporting activities both within and outside of the curriculum with the aim to help all learners reach and exceeded recommended physical activity levels. Extracurricular coaching after school in handball aimed at increasing variety and quality of provision offered. To track the less active learners in school and increase their physical activity levels.	<ul style="list-style-type: none"> Have 5 lunch time clubs up and running which will focus on targeted groups and school teams. A 6 week block of specialist coaching. Registers of attendance to see which pupils are not accessing/accessing less provision. 	<p>£4,450</p> <p>£250</p> <p>No cost</p>	<p>Development in self-confidence, teamwork in pupils and improved lunchtime behaviour.</p> <p>Increased extracurricular opportunities available and engagement. Development in Health and Wellbeing objectives through physical activity.</p> <p>Offering exciting additional opportunities to pupils.</p> <p>Increased participation from less active learners</p>	<p>Ensure leadership is sustained and developed throughout pupil's school life.</p> <p>To include more targeted learners into these groups. To work more closely with the participation levels in year 1,2 and 3.</p> <p>Continue with initiative to try and ensure all pupils participate in sporting activity.</p>

To have PE school trips to elite sports grounds. Create a once in a lifetime experience leading to an insight of a life as a professional athlete.	<ul style="list-style-type: none"> Organise trips to sports stadia/events. 	£500	Develop awe and wonder within PE/sport to raise pupil aspirations and participation/achievement.	Continue to offer learners the chance to see and develop awe for different sport through visits to local facilities. Ensure different year groups get to experience different sporting settings.
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Key indicator 5: Increased participation in competitive sport	Percentage of total allocation: 19%
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Intent	Implementation		Impact	£3,500
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 continually develop competitive sport and promote this to encourage more participation.</p> <p>Participation in Sport Awards for KS1. Certificate reward scheme.</p>	<ul style="list-style-type: none"> Subscription to Queen Elizabeth School Sport Partnership which includes: <ul style="list-style-type: none"> Monthly leagues Change for life event Personal best challenges Range of competitions To be involved in sport Birmingham inclusive events to promote our SEN programme. To increase the participation by 30% in the school SEN provision. 	<p>£2,500</p> <p>No Cost</p>	<p>Encourage health and wellbeing through participation in sport. To encourage uptake in competitive opportunities. Recognising and rewarding increased participation in sport.</p> <p>We have seen an increase in participation from our SEN children this academic year (rise of 35%) by attending more inclusive events. All learners work hard to get into school a team which has reflected positive attitudes in the classroom.</p>	<p>To continue with the partnership next academic year.</p> <p>Continue active links with secondary schools and universities to ensure a high quality provision is in place.</p>

Facilitating partnership working. Arranging opportunities through key partners such as Wasps RCF and Changemakers to deliver bespoke programmes.	<ul style="list-style-type: none"> To participate in Changemakers programmes. 	£500	Increased participation in sport and promotion of a healthy lifestyle.	Continue to develop opportunities for participation and competition within school.
Travel to and from events	<ul style="list-style-type: none"> To enable travel to and from events to ensure that there are a wide range of activities for learners to be engaged in. 	£500	Attendance to tournaments ran by QEESP and attendance to local sporting clubs e.g. Rugby sessions ran by Wasps.	Continue to attend a wide range of events in the local area.

Signed off by	
Head Teacher:	Andy How
Date:	01.09.2020
Subject Leader:	Andy How
Date:	01.09.2020
Governor:	
Date:	