

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



Details with regard to funding

| | |
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| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2021/22 | £ 18910 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £19500 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £19500 |

Swimming Data

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| <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 2022.</p> <p>Please see note above</p> | <p>90% Though Y6 did not complete swimming curriculum due to Covid.</p> <p>Our current Year 4 programme has 90% of children swimming 25m or more and successfully performing self-rescue.</p> |
| <p>What 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>Approx 90%</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>Approx 90%</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?

Yes – 6 Children offered extra swimming sessions.

Yes – We currently have offered all those Year 4 children who haven't reached the expected level extra-curricular swimming lessons over the summer to bring them up to a swimming distance of 25m.

Action Plan and Budget Tracking

| Academic Year: 2022/23 | | Total fund allocated: | | Date Updated: | |
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| Key indicator 1: The engagement of all 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: 23% |
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed? | |
| Deliver a broad and balanced PE curriculum with high quality lessons to all children | | Leadership time given to PE lead in order to coordinate with external PE consultants and observe and feedback to staff. To carry out pupil voice interviews. To arrange competitions. Curriculum to be redeveloped as a trust. Cover required for trust meetings. | | £1000 | |
| Funds allocated to decrease the cost of sessions after school, in order for the club to be more accessible to a greater number of children. | | Money allocated to clubs. To be widely promoted within school to encourage as many children to participate as possible including netball, dodgeball, football, girls' football and cricket | | £3000 | |
| Update playground equipment including play pod to encourage active play | | Purchase a variety of new equipment such as stilts, skipping ropes and pogo sticks to keep children active and contribute towards 30 active minutes . | | £500 | |
| | | | | PESL has attended training, meeting and worked with Allan Torr and curriculum lead to ensure a HQ spiral curriculums and HQ teaching through the school | |
| | | | | PESL to monitor changes to curriculum. PESL to continue to offer a broad range of competition opportunities | |
| | | | | A wide range of after school clubs are available for children to take part in extra active minutes. These now include dodgeball, cricket, dance, girls' football, boys' football, basketball, multi sports. | |
| | | | | Monitor take up amongst SEND, girls, PP and from children of different cultures. | |
| | | | | Children engaged in a variety of activities for sustained periods. | |
| | | | | Create skipping clubs and intra-house activities throughout the week. PESL and Y6 PE leaders to meet to put into practice in Autumn term | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 5% |
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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 encourage healthy, active lifestyles celebrating and encouraging participation in healthy/sporting activities | Purchase, clearly display and regularly update PE noticeboard in addition to ensuring that competition and activities are celebrated in weekly newsletter and assemblies | £50 | Children have their own visual reminder of their achievements, opportunities, results and upcoming fixtures. | Continue to update and refer children to the board. Y6 PE leaders to take some responsibility. |
| Focus on whole school PE, sport and health (PESH) quality provision | Application for School Games Quality Mark. Teacher time. | £100 | In order to achieve the school games gold award, we were required to show how we been inclusive of different abilities, needs and backgrounds. We have ensured that SEND children have had opportunities to take part in competitions. | Continue to offer games opportunities to a wide range of children through TeamMCR, club links and intra and interschool competitions. |
| Invest in team sportswear for WDCE and teachers to gain sense of pride at competitions | Source and audit resources to raise pride in school activities. New kit tops purchased for school teams | £350 | Children are proud to represent our school and wear our sports kit. They have been used in many different sporting competitions. | Continue to use in a variety of team competitions. |
| Create links with local sports providers and clubs to offer a wider choice of sporting experiences Physical education, sport and physical activity focus to support academic achievement. | Children able to experience a wider variety of sports and skills that are not directly taught on the curriculum – Tennis/squash at the Northern. PE SL's to deliver on all areas of school's PE action plan. Timetables to be monitored to ensure curriculum delivery. | £400 | Y1 and Year3 have taken part in tennis coaching and competitions at The Northern. Children throughout KS2 have taken part in competitive football competitions hosted by clubs. Some children have been taken on to play for Manchester Schools. | Make further links with schools and clubs for KS1 and Ks2. |

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| PE Subject Leader to liaise with SLT to ensure appropriate representation and continued high profile of PE and Sport to impact on whole school priorities. | SL to liaise with SLT and governors about developments in the curriculum and competitions. | | All children to take part in 2 quality PE sessions per week. HQ PE remains a priority within the school and is constantly monitored and assessed. | Teachers to ensure that HQ PE sessions continue. Teachers to be responsible for new MTP for updated curriculum. |
| Develop outdoor learning experiences across the school - particularly forest school. | Curriculum equipment updated so new experiences are available to all pupils. | | New resources appropriated following consultation with Alan Torr. | Y5 and 6 to take part in outdoor learning off-site (in addition to Condover Hall). |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 69% |
| 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 provide CPD for all teachers and HLTAs in teaching high quality PE | PE consultant (Pat Callaghan) employed to support training teachers of PE Years R- 6 (this includes supporting ECTs). To support staff with a focus of dance and gym. | £4500 | All teaching staff have had the opportunity to observe and teach under the supervision of a specialist teacher. | All staff to receive training in updated curriculum. |
| To assess and give quality feedback for CPD sessions to teachers to ensure building on quality teaching | PSP (Premium Sports Programme) consultant employed to support with teaching of PE Years R- 6 (this includes supporting a HLTAs and ECTs). PSP to support staff with a focus on athletics and games. | £9000 | All teaching staff have had the opportunity to observe and teach under the supervision of a specialist teacher. | All staff to receive training in updated curriculum. |

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| <p>To make PE accessible and challenging for all abilities and age groups</p> | <p>Run elite sessions for those showing aptitude in physical activity.</p> <p>To run nurture sessions for SEND children and those that need more development with gross motor skill, or cardio activities.</p> <p>HLTA/ Class Teachers engaged in team teaching. Feedback to be given to move teaching and learning on.</p> <p>Manchester PE Teaching Training Sept 2021 - July 2024</p> | <p>(£960 allocated included in previous years' report)</p> | <p>PC and PSP have run interventions (3 sessions a week) for children with a variety of needs. and for those</p> | <p>Ensure children with high ability in PE are given the chance to train and develop skills.</p> |
| <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | | | | <p>Percentage of total allocation:</p> |
| <p>Intent</p> | <p>Implementation</p> | | <p>Impact</p> | |
| <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 ensure all children have opportunities to experience different sports and compete with other schools.</p> | <p>Inter-house competitions in the summer and inter-trust sports competitions. Buy in to Manchester PE alliance ensures regional and local competitions.</p> <p>PSP to provide range of lunchtime clubs.</p> | <p>See key indicator 5</p> | <p>Children have had access to a broad range of competitions and activities.</p> | <p>Y6 sports leaders to engage children in all ages in intra-school competitions and to raise profile of sport in the school. PESL to organize regular planning meetings with the leader.</p> |

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| SEE ALSO KEY INDICATOR 2 | Y5/6 to take part in PE outdoor learning activities. New resources required such as maps/orienteering equipment | £100 | New resources appropriated following consultation with Alan Torr. | Y5 and 6 to take part in outdoor learning off-site (in addition to Condover Hall). |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 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? | Sustainability and suggested next steps: |
| To further develop girls' football in the school. | Manchester Schools' PE Association 1-year membership | £500 | Sports premium has allowed us to get children to venues across GM by use of trams and buses where possible and to use taxi and minibus hire if there is no other option. | Continue to spotlight girls' football |
| To create greater links with local clubs and schools through competitions | CB to arrange and attend sports competitions with locals' schools such as Cavendish, Didsbury CE and St Wilfs' and club sponsored competitions. | | More children taking part in active minutes. Improved links with local clubs and schools through competitions. Lots of engagement with Team MCR. Gold games award received in 2023! | PSP to provide range of lunchtime clubs. Focus on skipping and creating intra-school games. |
| Children have opportunities to travel to regional competitions that are further than walking distance from school | Cost of transporting children to and from competitions. | | Funding available to travel to regional competitions that are further than walking distance from school. | Ensure sustainability and cost-efficiency through use of public transport or parent help where possible. |

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| Signed off by | |
| Head Teacher: | H.Large |
| Date: | 27.7.23 |
| Subject Leader: | Chris Briggs |
| Date: | 27.7.23 |
| Governor: | Felicity Bradley |
| Date: | 27.7.23 |