



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements 2020-21:	Areas for further improvement and baseline evidence of need:
<p>Gold Sports Mark achieved</p> <p>9th in Bury for sporting attendance through Bury Schools Games</p> <p>SC Education providing a range of PE in school, across all age groups.</p> <p>Sports Council and Sports Leaders appointed</p> <p>Specialised dance coach providing sessions</p> <p>Yoga taster session for KS1</p> <p>Freya Levy motivational visit</p> <p>Range of extra-curricular clubs offered</p> <p>KS1 and KS2 Sports Days</p> <p>Radcliffe Borough link established</p>	<p>Attend even more events and move higher up the participation table.</p> <p>Achieve Platinum Sports Mark.</p> <p>More sporting extra-curricular clubs.</p> <p>Improve teacher confidence when delivering teacher led sessions.</p> <p>More taster sessions and visitors</p> <p>Support teacher development through clear effective planning</p> <p>Work on an assessment tool to be used for all</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	77%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	72%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	56%
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?	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 students today and for the future.

Academic Year: 2022-23	Total fund allocated:	Date Updated: 31/7/23		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £8950	Evidence and impact:	Sustainability and suggested next steps:
<p>To provide quality 2x weekly PE lessons across all ages groups.</p> <p>Sports coach to provide activities at lunchtimes for each year group on a weekly basis.</p> <p>Lunchtime leaders to provide activities at dinner time</p> <p>To provide opportunities across the school day for children to undertake physical activity.</p> <p>Play leaders (Year 5/6 pupils) to lead sporting activities during lunch time</p> <p>Extra-curricular sports clubs offered to all children.</p> <p>5-A-Day fitness online tool.</p>	<p>SC Education coach to provide a well-rounded PE and Sports curriculum across the school taught once per week by the sports coach and then followed up by a lesson taught by class teacher.</p> <p>Sports lead to organise timetable.</p> <p>Teachers providing time during the day for active breaks – this includes, Go Noodle, 5-a-day-fitness, Yoga activities.</p> <p>Lunchtime leaders training to take place</p> <p>Equipment provided for playtime and lunchtimes.</p> <p>Play leaders (Year 5/6 pupils) trained to lead activities during lunch time for Reception-Year 4.</p>		<p>Autumn evaluation Spring evaluation Summer evaluation</p> <p>Every child accesses two hours of PE a week from Year 1-6. Every Reception child receives a quality PE session taught by a qualified coach – further skills have been developed at a progressive rate. Focus on fundamentals through the use of ‘the cube’ teaching method has seen an increase in effectiveness of sports coach</p> <p>Play leaders coordinate activities during lunch time through support from Deputy Head – supports every child being active during dinner times. Play leader applications have taken place for Year 5 children to continue this work through the summer term.</p>	<p>Further PESSPA opportunities through the school day (at least 10-15 minutes per day)</p> <p>Play leaders to develop the games available and how these are accessible for all children.</p> <p>More diverse range of extra-curricular clubs</p>

			<p>All Year 5 children trained to complete this next academic year and they also took over the work throughout the summer term with an increased participation from KS1.</p> <p>The playgrounds have been sectioned off into areas for activities to take place – more adult interaction takes place and supports enrolment in activities during dinner times. We have more adults outside to ensure better use of the area and that children have more opportunities to access physical activity. Adults work with playleaders to provide effective physical activity games during break and dinner times</p> <p>A wide range of extra curricular activities are in place, including matches organised for both football and netball – more children than we have had before accessing some sports through school. School is looking at ways to incorporate further after school clubs to meet the needs of all pupils. Pupil voice completed to look at after school clubs and ensure that a wide range of extra-curricular events are in place</p>	
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			<p>5 a day fitness tool implemented well and used – develops French use and understanding alongside extra fitness opportunities. Has supported further physical activity opportunities throughout the day on top of the two hours regulated PE sessions</p> <p>Now Press Play has been purchased to support further physical activity linked to all areas of the curriculum. New computing lead is organising this through school to be used effectively and to ensure that children are active through all of their learning. Effectively used to support active movement whilst learning across the curriculum.</p>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £0	Evidence and impact:	Sustainability and suggested next steps:
<p>To have an active presence for the subject in school</p> <p>Compete in more competitive games</p> <p>Sports news given in assemblies, newsletter and on PE/Sports Wall</p> <p>Shows/Performances from Dance</p>	<ul style="list-style-type: none"> - Regular involvement in Assemblies and the weekly newsletters - Appoint new Sports Council - Updated website information - Update PE display board that shows the activities being undertaken and links to 		<p>PESSPA is celebrated within Friday assemblies after each activity has taken place – importance is placed on healthy lifestyles and opportunities for all. All school activities and sports teams celebrated, also incorporated outside achievements of children in all</p>	<p>Ensure sports council meet regularly with their classes to offer new ideas</p> <p>Ensure participation through school games is at the maximum</p>

<p>clubs</p> <p>Meetings with Sports Council each term</p>	<p>external sporting groups</p> <ul style="list-style-type: none"> - Play Leaders to lead activities during lunch time - Wider range of after school clubs available - Attending more competitive games 	<p>activities to further celebrate this.</p> <p>Actively accepting all invites from Bury and beyond to partake in a wide range of sports – more and more children are accessing sports. Awaiting confirmation of standing within Bury, however, attended all possible school games activities this academic year.</p> <p>After specific extra-curricular activities, parents are invited to see the progress made by the children involved – children are able to showcase new skills and parents can see the impact of the extra-curricular activity. Parents invited each half term to dance club for a review of the progress made.</p> <p>Sports council able to have a voice and articulate what they would like to improve for sports at Wesley. Sports council have planned a pupil voice on which after school activities the children would like to participate in. Sports council have been active in supporting the development of games alongside play leaders.</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:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £7525	Evidence and impact:	Sustainability and suggested next steps:
<p>To implement a PE scheme that will help with planning and increase confidence with basic fundamental skills.</p> <p>To work with a coach to develop knowledge, skills and confidence in a range of sports.</p> <p>Staff encouraged and assisted in the setting up and running of extra-curricular sports clubs.</p> <p>Coach taught lessons to be used as CPD for all teaching staff</p> <p>Staff to use PE Hub for their own sessions and provide Sports Lead with feedback</p>	<p>SC Education to provide teaching on the whole of the NC other than dance.</p> <p>Teachers to observe and use the coach led sessions as CPD, becoming more involved in the planning and teaching of these sessions. Teachers should be attending all coach led sessions.</p> <p>Working with SC Education to develop a PE curriculum and working relationship that will be clear and accessible to staff</p> <p>Year subscription to the PE Hub will provide all planning and resources for teacher led sessions</p> <p>More staff need to be offering an extra-curricular club</p>		<p>The PE hub schema is now implemented through school which supports all staff in delivering high quality content to all – key fundamental skills are progressing effectively through school. Staff voice has shown that there is more confidence in delivering high quality PE sessions due to the implementation of this planning tool. Effective PE provision is in place with staff showing a higher degree of confidence and skill in delivering PE</p> <p>Specialist sports coach works with all teachers to develop their planning and ensure consistency between sessions over the week – this supports the clear development of the children's skills over each half term. Assessments show progress in the development of fundamental skills. Assessments have shown a continuation of development of the fundamental skills with over 80% in each year group proficient.</p>	<p>Audit staff development of skills through the use of PE Hub</p> <p>Further develop assessment within PE</p>

			<p>Most teachers are involved in an element of extra-curricular activity – more activities taking place for all children. Activities have been tailored to the needs of the children.</p> <p>All teachers to be involved in the specialist coach taught PE sessions to receive clear CPD – further taught PE sessions from teacher have developed clear elements of high quality teaching from the specialist PE coach. All sessions with the sports coach are CPD for staff to then support their own teaching which has been evident through use of ‘the cube’ method.</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £2700	Evidence and impact:	Sustainability and suggested next steps:

<p>To have more children participating in a large range of sporting activities.</p> <p>New equipment to help with this.</p> <p>New dance coach who will provide a half term of dance for every class.</p> <p>Purchase the Bury SSP package that entitles the school to a number of elite and inclusive events and festivals.</p> <p>Freddy Fit to train new sports leaders</p> <p>More extra-curricular clubs offered to KS1 and LKS2</p>	<p>Check current sports equipment and engage in discussion with sports coach about what equipment is required.</p> <p>Develop relationships with other local sporting providers. (This has already begun with Radcliffe Borough football)</p> <p>Use of the Bury SSP package to increase our accessibility to sports for all.</p> <p>KS1 staff to offer extra-curricular clubs</p>	<p>New equipment purchased to use during break and lunch times, particularly for play leaders – more children actively participating in sporting games during lunch time due to use of new equipment. New playground markings advocate for active break and dinner time play. Children showing more active use of equipment keeping more children active through the day. Adults interacting in all areas of the playground.</p> <p>Dance coach to complete weekly extra-curricular lessons and dance teaching over a half term for every class – every child Year 1-6 to receive high quality dance teaching. All Key Stage 2 children have opportunity for dance extra-curricular. Dance extra curriculum for KS2 children has been filled at a maximum of 25 children per half term.</p> <p>Bury SSP packages gives access to all events for participation. SEND children have participate in more events this year than last already. Have accessed two more SEND activities this year than last year to ensure inclusivity for all sports.</p>	<p>Further monitor pupil involvement in extra curricular activities</p> <p>Ensure training for play leaders is effective</p>
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			More extra-curricular events have taken place, particularly for Key Stage 2. A wide range of extra-curricular activities have been on offer for all children including KS1.	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £400	Evidence and impact:	Sustainability and suggested next steps:
<p>To continue to attend a large range of sporting events and to take different children to them.</p> <p>Purchase the Bury SSP package that entitles the school to a number of elite and inclusive events and festivals.</p> <p>Sports day to be inclusive but also have a competitive element.</p> <p>9th in participation table last year. It would be great to move up.</p>	<p>Sports clubs in school for both elite and inclusive.</p> <p>Sports coach to provide an extra Well-being sports group for certain children?</p> <p>Staff members and sports coaches to run extra-curricular activities.</p> <p>Work with local sports providers, local schools, schools in trust, SC Education schools.</p>		<p>We have accessed a wide range of events during autumn term – wide range of children gaining sporting opportunity. We have accessed the use of our Bury SSP package to ensure we have offered a wide range of sports for all children.</p> <p>We ensure we compete in all available activities including opportunities for our specific send pupils – sport at Wesley is inclusive and everyone has an opportunity to succeed. More SEND opportunities this year than last to ensure children are able to participate.</p>	<p>Ensure achievement of gold award from sports games through increased participation for all</p>

