

# 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 **31<sup>st</sup> 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 2020:	Areas for further improvement and baseline evidence of need:
<p>Children are supported to foster a positive and well-balanced attitude towards both inter and intra competitive sporting opportunities. Teams and individuals are supported and encouraged to take part in competitive events and matches within school and against other schools across the city and neighbouring authority. By participating in competitive sport during their school life, children develop an understanding of what competing means, how it feels to communicate effectively and to be part of a team with a shared vision and goal.</p> <p>The School Games Mark has been put on hold for this academic year. As a result, we will retain our 2019 Award. Youth Sports Trust have officially recognised our continuing effort and commitment to PE and School Games events during this academic year. We have received special recognition from The Youth Sports Trust for showing commitment to engage a wide variety of pupils from across the school in School Games Events and by attending a wide range of competitions and events. These include Gymnastics, Dance, Inclusive Primary Boccia, Primary Values Dodgeball, Sports Hall Athletics, Multi Skills, Rugby, Boys, Girls and Mixed Football and many more.</p>  <p>Lunchtime Activity Provision - over 700 children have had opportunities to compete in sports at lunchtime with qualified specialist sports coaches Children from all year groups offered a range of exceptional quality after school clubs with a very high uptake</p>	<p>To continue to support and encourage children of all abilities and ages to take part in a range of competitions and sporting events throughout the year</p> <p>Members of the PE team will provide exceptional CPD opportunities based on their own expert knowledge of PE and by offering comprehensive and up to date feedback from external courses they have attended</p> <p>Support new sports apprentices in all aspects of PE in school including supporting and modelling excellent practice in lessons with teachers, leading lunchtime, after school activities and Manor Park University enrichment opportunities, supporting competition work and leading the daily mile for children across the school</p>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	We were due to begin Top Up Swimming opportunities for children, however, due to swimming pool closures during coronavirus outbreak, this has been postponed until next academic year

## 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: 2019/20		Total fund allocated: £20,229		Date Updated: July 2020	
<p><b>Key indicator 1:</b> 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</p> <p>All children at Manor Park are encouraged and supported to adopt a holistic approach towards their health and well-being. PE and school sports is a key component in this shared vision. All children from Nursery to year 6 have equal opportunities to participate in PE lessons in a range of engaging spaces across the school environment including the halls, our extensive fields and outdoor learning environments. The children take part in two high quality PE lessons each week which are aimed at improving each child's physical performance, confidence and competency. All lessons are designed carefully and include differentiation in order to enable all children to succeed and excel in all aspects of PE. Successes are valued and celebrated during lessons, assemblies and through competition events. Children are taught a broad and balanced range of sports, games and physical activities, carefully pitched to support and challenge every child. Children are encouraged to achieve their personal best, measure their own improving performance and adopt a life-long love passion for being involved in physical activity. This contributes to a greater understanding of how a sustained, active and healthy lifestyle leads to high levels of confidence and wellbeing.</p> <p>We have encouraged all children across the school to take part in daily physical activity and challenges through our online learning and within school for pupils attending during the coronavirus outbreak. They have also been taking part in The Coventry, Solihull and Warwickshire Virtual School Games Competitions.</p>					<p>Percentage of total allocation:</p> <p>1.142%</p>
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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?	
All children across the school including EYFS, KS1 and KS2 are involved in at least 1 hour of physical activity each day		Specialist dinnertime sports coaches 4/5 have been supporting children and regular, high quality sporting activity has been embedded across school		£8,500	
				360 KS2 pupils have received access to high quality professional sports coaches (5 hours a week)	
				Close professional links have been maintained to ensure high quality sporting opportunities during curriculum teaching,	

<p>Health, wellbeing and mental benefit to all pupils including EYFS, KS1 and KS2 is a school priority with clear links to performance management of key members of staff and school SIP</p> <p>Successful breakfast club established and embedded to encourage more pupils to attend school earlier, get involved in activities and support working families</p>	<p>Coaches from Blaze, Epic and Coventry City Football Club, Sky Blues in the Community have been involved in school on a daily/weekly basis in actively promoting and facilitating high quality sports coaching for children across the school</p> <p>Specialist coach from Commando Joe employed to develop essential life skills, fitness, teambuilding and challenge during curriculum delivery throughout the day and during after school clubs</p> <p>Curriculum enrichment dance teacher employed to work with all pupils (one year group per half term)</p>	<p>£2,000</p> <p>£12,000</p> <p>£600</p>	<p>90 KS1 pupils have had opportunities to access to dedicated sports coaches during after school clubs and enrichment activities including Manor Park University</p> <p>As a result, all children are benefitting from expertise and high quality physical activity and training with professional sports coaches with links to core subjects including Maths, English and topic/creative curriculum</p> <p>Staff are being upskilled through CPD opportunities by working alongside all specialist sports coaches, observing and being pro-active during curriculum delivery and after school clubs</p> <p>Children from all year groups including KS1/KS2 and EYFS have targeted, planned opportunities to work with specialist sports coaches</p>	<p>lunchtimes and after school clubs and monitoring for quality assurance is taking place</p> <p>School teaching staff are being upskilled with increase in confidence, skill and sustainability of increased expertise</p> <p>Timetables and communication between members of the PE Team SLT, The School Business Manager and sports coaches continues to be a strength with clear organisation and shared vision in place</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p> <p>The PE team audit the skills of staff each year focussing on confidence and competency in all aspects of teaching in PE to enable CPD opportunities that are fully personalised and supportive. This enables us to develop and organise a comprehensive, innovative staff training programme to build skills and confidence in teaching outstanding PE. Members of the PE team provide exceptional CPD opportunities based on their own expert knowledge and by offering</p>				<p>Percentage of total allocation:</p> <p>0.42%</p>

comprehensive and up to date feedback from external courses they have attended. Curriculum maps, individual lesson plans and 'Personal Best' assessment formats are consistently outstanding and written on the school's bespoke formats. These include clear lesson objectives linked to The National Curriculum and Development Matters Framework for Early Years. They also show a clear breadth, balance and progression in skills across a range of physical activities and sports. Age related vocabulary is included in lesson plans and used in teaching and learning to promote fluency and understanding. The PE subject SEF and policy shows clear intent, implementation and impact statements personalised to Manor Park Primary School including strengths and areas for development.

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>Continue to raise profile of sports and high quality physical activity for all children across school</p> <p>Children continue to be given choices about the types of curriculum activities they want to take part in</p> <p>Focus on health and wellbeing for all children including identified groups</p> <p>Greater shared understanding of how making informed choices about nutrition, diet and exercise improves health</p>	<p>Celebrate sporting achievements for children involved in inter/intra competitions and those achieved during after school clubs</p> <p>Sports coaches employed by school and from professional organisations lead and contribute to assemblies and whole school sporting events including Sports Days</p> <p>Manor Park University courses for all children from EYFS, KS1, KS2 to include several options with a focus on physical, outdoor and adventure modules for children to take part in</p>	£8,500	<p>Sporting achievements are celebrated during achievement assemblies, through school newsletters, website, twitter and Seesaw which is establishing a shared love of sport by children, staff and parents</p> <p>Children are more confident to make own decisions, choices and links in learning</p> <p>Change4Life Club is established and children who attend are beginning to attend other sports clubs provided by school</p> <p>Families are involved in school in One Body One Life Scheme</p>	<p>Raised profile continues to increase popularity of PE and sport</p> <p>Children are given opportunities to demonstrate to others their developing skills in PE and sport during assemblies, Manor Park University displays and competitions</p> <p>Pupil voice continues to be valued and used to drive outcomes</p> <p>New Sports Leaders to be trained and given opportunities to support</p>

<p>Quality of curriculum including coverage, planning, assessment, teaching and learning</p>	<p>Children who are less physically confident targeted and encouraged to attend after school clubs including NHS Foundation Trust programmes Change4Life and One Body One Life</p> <p>Children of families who receive pupil premium funding to be offered all after school clubs free of charge</p> <p>Development of PE schemes of work, lesson plans and assessment systems</p>	<p>which promotes healthy lifestyles</p> <p>Raised awareness and understanding of importance of making healthy choices through nutrition, diet and exercise</p> <p>Staff confidence and raise in attainment and involvement in PE for all children</p> <p>O Track and Class Track used in EYFS and Personal Best assessment systems being used to monitor attainment in PE and for purpose of improving outcomes, report writing/communication with parents</p>	<p>peers and younger pupils in school</p> <p>Maintain close links with One Body One Life organisation to sustain up take in school with families</p> <p>PE Team have worked closely with coaches in school which has contributed to the development of high quality SOW and lesson plans with correct level of pitch, challenge and differentiation of skills</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p> <p>Teaching is typically good or outstanding as evidenced by lesson observations which focus on identifying strengths and areas for development in the teaching of PE which provide feedback to staff in order to support and develop best practice. Pupils experience high quality learning experiences that develop skills, knowledge and understanding in all aspects of PE including games, athletics, gymnastics, dance, outdoor and adventure activities and swimming. Teachers have high expectations of their students who are supported to develop resilience and perseverance for their own work. Equally, they are continually encouraged to foster a positive attitude towards themselves and the work of others. Pupils have excellent attitudes to their learning and take responsibility for their progress. Through their learning in health and physical education, children are encouraged to develop a positive and responsible attitude to their own physical, mental and emotional, social, and spiritual well-being that includes valuing themselves and other people.</p>			<p>Percentage of total allocation:</p> <p>0.01%</p>	
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:</p>	
<p>Improved quality of children's physical education to ensure they are competent and confident in all aspects of PE and School Sport</p>	<p>Identify local CPD courses for staff to attend</p> <p>Manor Park University courses specifically targeting areas of National Curriculum PE to provide greater coverage and opportunities for children to work towards competitions</p> <p>PE team to provide updates throughout the year to children in assemblies and to staff in meetings</p> <p>Regularly updated PE schemes</p>	<p>£180.00</p>	<p>Improved subject knowledge and confidence</p> <p>RQT and PE Lead attended PE courses aimed at sharing practice in: quality of teaching and learning inclusive approaches to PE how PE impacts across other curriculum area effective differentiation and Sports Premium Funding - shared with staff in CPD meeting</p> <p>CPD opportunities planned and</p>	<p>Sustainability and suggested next steps:</p> <p>All staff to be supported and feel greater confidence to deliver PE</p> <p>PE Lead and Team to continue to lead on CPD sessions</p> <p>PE Lead and Team to quality assure all SOW, planning, teaching and learning is of the highest standard and to support coaches and staff with the delivery of sessions</p> <p>PE Team to observe lessons</p>

<p>and planning in line with National Curriculum</p> <p>Sports apprentices to support teaching and learning in PE lessons, extra-curricular and lunchtime activities and competitions</p> <p>Daily Mile to be established for children across school to take part in</p> <p>Curriculum enrichment specialists used throughout the school including dance and Commando Joe</p> <p>Professional development in subject leadership for PE Team cascaded to staff in school</p>			<p>delivered to share practice, updates and initiatives</p> <p>Teacher and pupil engagement to be monitored by PE Coordinator.</p> <p>Improved ability and skills for pupils</p> <p>Development of school lesson and medium term plans. Children's engagement and uptake of after school dance and Commando Joe Fitness, Agility and Teambuilding clubs</p> <p>Improved knowledge and confidence of delivery, planning and assessment</p> <p>Children and staff increased participation in attending and delivering after school sports clubs</p> <p>Sports clubs tailored to needs and interests of children</p>	<p>and gather evidence through photographs, videos and pupil voice</p> <p>PE Lead to organise questionnaire for staff, including new staff and trainees, to identify training needs and improve staff confidence and competency to teach high quality PE lessons</p> <p>PE Coordinator to monitor and provide support where appropriate to ensure progress and achievement are maintained by all pupils</p> <p>NQT's to observe good PE practice carried out by PE Team and sports coaches during NQT time</p> <p>Teaching staff to observe members of PE Team and sports coaches delivering outstanding lessons</p> <p>PE Team to carry out Pupil Voice and speak to a range of pupils about their attitudes towards PE and their knowledge and understanding</p>
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				of the sports and skills they have been taught
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p> <p>Healthy lifestyles are continually promoted at Manor Park through a wide range of innovative opportunities. Our extensive fields, playgrounds and outdoor learning environments are designed and equipped with the highest quality resources to enable the children to immerse themselves in fun and enjoyable structured physical play opportunities during break and lunchtimes. Children from all ages across the school are offered opportunities to extend and explore their personal interests, talents and preferences in sports through our exceptional extra-curricular programme and competitive activities. They are given rich and varied opportunities to extend their physical talents and interests through our bespoke Manor Park University curriculum enrichment offer. Autonomy and personal choices are central to these enhancement opportunities enabling children of all ages to steer their learning and pursue their dreams and aspirations.</p> <p>Student Leadership is promoted through our Sports Leaders Programme. Children can excel in becoming ambassadors of games and sports and support children from across the school to develop a love for and enjoyment of games and physical activity. They learn to lead and begin to understand that responsibility, respect, organisation and communication equip them with the skills they need to be successful.</p> <p>Personal values are advocated, celebrated and embedded across the school. Children and staff show respect towards one another and only the best behaviour is accepted in lessons and throughout the school day. Resilience and perseverance to achieve the highest outcomes during physical team games, personal best challenges and individual work underpins all PE lessons.</p>				<p>Percentage of total allocation:</p> <p>0.15%</p>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>Sustainability and next steps:</b>
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?	

<p>Additional achievements:</p> <p>A wide range of activities both within and outside the curriculum are carefully planned in order to increase participation and skill level of pupils</p> <p>Particular focus on pupils who do not have the opportunity outside school or choose not to take up the additional PE on offer</p> <p>PP, SEN pupils' participation carefully monitored and encouraged</p>	<p>Offer a wide range of activities both within and outside of the curriculum</p> <p>Enter competitions that are inclusive for all children</p> <p>Purchase new equipment for PE lessons and Manor Park University</p> <p>Tailor specific clubs to target those pupils within the Pupil Premium</p> <p>Work alongside professional coaches in delivering sports clubs/wide range of activities before, during and after school</p> <p>Provide a range of inclusive opportunities in and outside of school</p> <p>Clubs are free of charge for children whose families are in receipt of Pupil Premium Funding</p> <p>Clubs kept to an affordable charge to cover costs of coaches and are free of charge where school staff including teachers and LSAs run clubs</p>	<p>£3,000</p>	<p>Excellent behaviour at lunchtimes in line with the school's behaviour policy supported by SLT, learning mentors sports coaches and DRAs to develop positive sporting attitudes</p> <p>A range of extra-curricular clubs to encourage pupils who don't normally take part encouraging a high intake of participation</p> <p>38% of Pupil Premium children attend after school sports clubs</p> <p>Clubs that have been successfully run include: girl's football, Coventry City Football Club training, school football club, Change4Life, street dance, tri golf, athletics, parachute games, Commando Joe, get active, hockey, karate, running/cross country, multi skills, tennis, Empire Gymnastics, tag rugby,</p> <p>Clubs are monitored regularly and changed due to popularity and taking into account pupil voice</p>	<p>Monitor extra-curricular offer for all children across the school and plan high quality lessons for Manor Park University enrichment opportunities</p> <p>Staff to work together to share good practice that they have used during extra-curricular activities to increase knowledge and confidence amongst all staff, leading to more staff being confident to teach a sports based MPU course or extra-curricular club</p> <p>Organise Sports Day alongside sports coaches including school sports coaches and coaches from Coventry City Football Club. Offer a wide range of competitive and non-competitive activities.</p> <p>Commence before school sports sessions during summer term to be delivered sports coaches</p>
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	<p>Personal Best challenges are built into the curriculum for children Y1-6</p> <p>Carry out pupil voice to ascertain views of children and what they would like to have more of in terms of the PE offer</p> <p>School sporting events including assemblies, intra sporting competitions and festivals</p> <p>Training of Junior Sports Leaders and providing uniform - caps</p> <p>Visit from a professional athlete World Championship Athlete to visit the school to speak to the children about life as an athlete, experiences and Q&amp;A.</p> <p>Additional opportunities for assemblies and training given by Epic and Coventry City Football Club coaches</p>		<p>Clubs are offered to all year groups including EYFS/KS1 and KS2</p> <p>Entry into inclusive Boccia competition for a large group of our SEN children 91% of pupils say they enjoy PE and sport provided within school. High quality dance provision</p> <p>High levels of engagement and enjoyment for a range of competitions including children from years 1-6 (Please see top of report for details of additional competitions)</p> <p>Increased level of interest of pupils in sport and desire to emulate them</p> <p>Increased knowledge, confidence and competency for pupils and staff in all aspects of PE and school sport</p>	<p>Look at further competitions for range of ages</p> <p>Baseline assessment in autumn term for children in Early Years focussing on all areas of learning including physical development</p> <p>Carry out a pupil survey of what they have enjoyed in 19/20 academic year and which clubs they would like to be offered next academic year</p> <p>Intra and inter competition opportunities for all age groups across the school to be maintained</p> <p>Make links with athletes from a range of different sports to come and visit the school or deliver a CPD with staff</p>
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p> <p>PE lessons at Manor Park are designed carefully and include differentiation in order to enable all children to succeed and excel in all aspects of PE. Curriculum maps show progression and are aimed to develop competence to excel in a broad range of physical activities. Successes are valued and celebrated during lessons, assemblies and through competition events. Children are supported to foster a positive and well-balanced attitude towards both inter and intra competitive sporting opportunities. Teams and individuals are supported and encouraged to take part in competitive events and matches within school and against other schools across the city and neighbouring authority. By participating in competitive sport during their school life, children develop an understanding of what competing means, how it feels to communicate effectively and to be part of a team with a shared vision and goal.</p>			<p>Percentage of total allocation:</p> <p>0%</p>
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>To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils including children who are less physically confident and able</p> <p>Engage more girls in inter/intra school teams particularly those who are disaffected</p>	<p>Arrange sporting friendly matches and transport to fixtures, festivals and competitions</p> <p>Organise School Games activities and transport</p> <p>Ensure inclusive approach in identifying children to take part in competitions</p> <p>Arrange girls only opportunities</p>	<p>£0.00</p>	<p>Increased girls taking part in competitive sports</p> <p>Increased numbers of pupils participating in competitive sport including: multi-skills, dance, gymnastics, football, hockey, rugby, athletics, running teams, cricket, tennis, netball, end ball, inclusive Boccia, dodgeball</p> <p>Share achievements with parents, children and staff through school website, newsletters, twitter and displays</p>
			<p>Sustainability and suggested next steps:</p> <p>PE Team to organise enrichment activities through extra-curricular clubs and Manor Park University</p> <p>School staff and coaches to lead additional activities and clubs</p> <p>Sports Coach to take charge of the girls' football club</p>

Signed off by	
Head Teacher:	<i>Mrs O'Connor</i>
Date:	10 <sup>th</sup> July 2020
Subject Leader:	<i>Mrs Bygrave</i>
Date:	10 <sup>th</sup> July 2020
Governor:	<i>Mrs Leigh</i>
Date:	10 <sup>th</sup> July 2020