

Evidencing the impact of the Primary PE and sport premium



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#)

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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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.

All funding must be spent by 31st July 2023

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 2023. To see an example of how to complete the table please click [HERE](#).

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Total amount carried over from 2021 / 2022	£0
Total amount allocated for 2022/23	£18,650
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18650

<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 2020.</p> <p>Please see note above</p>	22%
<p>What percentage 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>	22%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60%
<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>	No

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Academic Year: 2022 / 2023	Total fund allocated:	Date Updated: October 2023			
<p>Key indicator 1: The engagement of <u>all</u> 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</p>			Percentage of total allocation:		
			£9010	41%	
Intent	Implementation	Funding Allocated	Impact	Sustainability and suggested next steps	
<p>Continue daily physical activity - all children will be active during play and lunch times, and during daily physical activity time</p> <p>Children have access to a wider range of lunchtime activities</p>	<p>Investment in new playground resources</p> <p>Increased use of EYFS Balance bikes + Staff training</p> <p>Skateboarding sessions (Monday and Friday lunchtimes)</p> <p>School participation in Walk to School Week (May 17-May 22 2022)</p> <p>increase outdoor access to climbing/balance facilities</p>	<p>£3000</p> <p>£300</p> <p>£ 4560</p> <p>£350</p> <p>Trim Trail replacement of wooden equipment £800</p>	<p>There has been increased physical activity and decreased sedentary behaviour in the children. Learning to ride on a balance bike challenges children more to actively maintain balance.</p> <p>Being active and getting some exercise in the morning before arriving at school helped set children up for a positive day; improving focus and concentration, and instilling a sense of physical and mental wellbeing.</p> <p>Development of active lunches/breaks and gross motor skills/physical fitness</p>	<p>Zoning the KS2 playground - dividing some of your playground into specific activity areas, making opportunities to help children channel their energies and use their time in imaginative and creative ways.</p> <p>Make better use of space to enable the playground to be shared more fairly, preventing bigger games like football from dominating</p> <p>Equipment to be well maintained and stored appropriately - further investment needed</p> <p>Introduction of weekly activities 3 x 10 minutes sessions per week</p> <p>SEND support Identify children who need additional / adapted resources to support learning and implement support</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£600 4 %
Intent	Implementation	Funding Allocated	Impact	Sustainability and suggested next steps
Children to be more aware of the importance of Physical activity and the role models and inspirational sporting people of the world.	Autumn 1 European Day of Sport. Children learn about allocated European Athletes and try their sport.	£200	Staff feedback indicated pupils were engaged and enjoyed learning about athletes and trying a new sport. Pupil voice indicated children had learned about an athlete and their sport and retained knowledge. Pupils enjoyed the day and its links to MFL. Staff and pupils keen to revisit this event next year.	<p>This key indicator is an important part of the PE improvement plan for 2023 / 2024 as pupils, staff and parents are not aware of the success of this year's school sports programme</p> <p>New play leaders from years 4 and 5 trained for ongoing sustainability of the programme Continue to implement Play leaders for playtimes and dinner times for the different year groups. External recognition for PE and the impact it has on the schools priorities, values and ethos</p> <p>Sport used as a vehicle to engage and raise achievement in other subjects, such as maths and English</p> <p>PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p>
	KS2 Play leaders trained and used in KS1 playground	£400	KS1 children taught a range of lunchtime games and activities; improved behaviour impact at lunchtime and in the afternoons	

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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>£4805 24%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Funding Allocated</p>	<p>Impact</p>	<p>Sustainability and suggested next steps:</p>
<p>To increase confidence, knowledge and skills of all staff in teaching P.E and Sport</p> <p>To improve the facilities and equipment so all teachers have the right resources to teach each specific lesson.</p> <p>To develop the new PE subject leader (knowledge and confidence)</p> <p>Development of ECTs - in house / external CPD</p>	<p>Investment in high quality PE scheme (EYFS - Year 6)</p> <p>Investment in resources as recommended by GetSet4PE scheme</p> <p>Release time Professional Development</p> <p>Membership of Manchester P.E association Membership of afPE Youth Sports Trust</p> <p>Release time Professional Development</p>	<p>£ GetSet4PE £1375 (3 year subscription)</p> <p>£2000</p> <p>£850</p> <p>£115 £225</p> <p>Training £240</p>	<p>Teacher / pupil voice + monitoring: Clear progression in knowledge and skills in place; lessons are increasingly well planned and delivered; children made more progress; PE lessons are inclusive and support learning for all children.</p> <p>Increased subject knowledge and confidence</p> <p>Increased subject knowledge and confidence</p>	<p>Due to the movement of staff in and out of the school, a programme of CPD to develop staff knowledge and confidence to teach key elements of the PE curriculum.</p> <p>To develop staff confidence and knowledge to assess PE effectively and accurately.</p> <p>There is a new subject lead therefore the programme of development to commence again.</p> <p>SEND support Identify children who need additional / adapted resources to support learning. CPD for staff and implement support</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:	
				£4847	26%
Intent	Implementation	Funding Allocated	Impact	Sustainability and suggested next steps:	
<p>To provide a greater range of sporting/ physical activity in addition to curriculum time in order to broaden experience and allow pupils to discover talents</p> <p>The whole school offer is broad and all children are given a range of opportunities to experience different sports.</p> <p>To allow EYFS children to benefit emotionally, intellectually and physically by spending time outdoors. To inspire every child to learn through adventure.</p>	<p>Year 1:Simply Cycling</p> <p>Year 2:Treetops Nets</p> <p>Year 3 :Manchester Climbing Centre</p> <p>Year 4:Chill Factor-e</p> <p>Year 5:Debdale Sailing Centre</p> <p>Y6 GoApe</p> <p>Transport costs</p> <p>Weekly We Are Adventurers lessons for EYFS</p>	<p>£440</p> <p>£135</p> <p>£742</p> <p>£450</p> <p>£750</p> <p>£880</p> <p>£1450</p> <p>SLA</p>	<p>This is an on-going programme to allow children to experience a range of sports that most would not have the opportunity to do.</p> <p>See teacher and pupil voice quotes below</p> <p>Pupil Voice and Teacher voice indicate We are Adventurers extremely successful. Early Years children arrive at school on a Wednesday very excited. They have developed social skills and communication and Language from these sessions as well as having outdoor adventures.</p>	<p>To continue the successful annual programme</p> <p>Pursue opportunities to see live sporting events / visit high quality venues</p>	

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation	Funding Allocated	Impact	Sustainability and suggested next steps:
<p>To enable more pupils to participate in school competitions and fixtures across a broader range of sport</p> <p>Children to be able to access festivals during and after school. All children have the opportunity to compete - Sports Day held in the Summer Term</p> <p>To be a part of a strong network of schools to work collaboratively together to have access to CPD for PE and to access competitions, tournaments, and festivals</p>	<p>The release of non-teaching staff to assist at festivals. To ensure transport is available for all festivals.</p> <p>Staff, pupil and parent feedback suggests Sports days across the key phases were enjoyable and a success.</p>	<p>In House staffing costs</p>	<p>St Dunstan's have been able to attend more than ___ interschool events this academic year, which is an increase of 8 more than last year.</p> <p>As a result of being members of the partnership, we were able to apply for our school games mark, and this year we were awarded gold status.</p>	<p>To continue participating in as many festivals as possible (inter and intra school competitions)</p> <p>To give access to as many children as possible next year to attend different events</p>

Signed off by	
Head Teacher:	Gabrielle Eccles
Date:	Summer 2023
Subject Leader:	Charlotte Etchells
Date:	Summer 2023

Governor:	
Date:	

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Teacher feedback The Reception golf trip was rewarding as a whole (no pun intended ;)) the children loved being out somewhere different, exploring a more rural setting and especially the adventure playground. They enjoyed the golf and had a good try, so it was good for perseverance, taking turns etc, however there was a lot of waiting round for their turns, and the level of the course was a bit beyond their ability level, so I don't think it engaged them as much as it could have done, but they definitely still had an enjoyable day.

All the children were very engaged in the cycling trip. Even though some of the children struggled to ride the bikes they kept on trying.

All the children really enjoyed the cycling. They had a great range of bikes and scooters and some didn't require the children to pedal with their feet but use their arms. All of year 1 managed 1 lap around the track. It was great to show the children somewhere local that they could visit with their families. The children kept asking, "Can we go again?!" K.H really surprised me by being so determined to go around the track.

The trip was brilliant! The staff at Treetops were funny and the children listened well during the safety talk before they were allowed on the nets. I think an hour slot is perfect too as many of the children (and staff) were exhausted by the end.

Quotes from the children:

Teacher feedback from the climbing centre:

The children overcame their fears. At first some were too scared to climb but with encouragement they climbed the walls. All children took part, helping with the rope, supporting and encouraging or loosening the rope as others climbed.

Teacher Feedback from Chill Factor-e:

The children were very engaged. Every child joined in and had a fantastic time. They were excited about it for weeks.

Absolutely Fantastic