



### **Evidencing the Impact of the PE and Sport Premium Grant:**

At The Friars Primary School, we recognise the contribution of PE and Sport to the Health and Well-being of the children. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children. Our PE and Sport Premium Grant Funding will continue to enable us to continue and extend our provision through employing additional sports professionals, entering into more competitive sports competitions and training our staff to deliver in-house quality PE sessions.

- ✓ The Friars Primary School has achieved the School Games Bronze Mark successfully over the last four years.
- ✓ The range of sports provided and pupil participation have both increased and the children are taking part in the suggested national recommended activity levels.
- ✓ Funding has allowed resources to be updated and different types of resources have been purchased. This has allowed a wider range of sports to be accessed by the children during PE sessions and during lunch times/after school clubs. All children have received a school PE kit to ensure they can access PE and school sport at all times.
- ✓ The school has participated in a high number of competitions and festivals throughout the year. A strong relationship with Manchester United in the Community has further developed as children in KS1 and KS2 have taken part in football sessions delivered by MUFC coaches and attended festivals throughout the year. This has led to children being asked to attend football coaching sessions at The Cliff Training Ground during out of school hours.
- ✓ Opportunities organised by teaching staff has developed the children's awareness of mental health. PSHE sessions using SCARF have promoted healthy lifestyles and choices.

Amount of Grant Received		Amount of Grant Spent:	Additional spend on PE and School Sport:	Academic Years:
November 2017	£10576			
March 2018	£7554			
November 2018	£10611	Updated 23.09.2020 <b>£44131</b>		
March 2019	£7579			
November 2019	£10800			
March 2020	£7650			
November 2020	£			
<b>Total Amount:</b>	<b>£54770</b>			

#### School Principles for PE and Sport Premium Grant Spend

1. To improve pupils' health, well-being and educational outcomes through engagement in regular physical activity and weekly PSHE sessions.
2. To use PE, school sport and physical activity to impact on whole school priorities.
3. To increase confidence, knowledge and skills of all staff in teaching PE and school sport.
4. To offer a wide range of sports and activities to all pupils'.
5. To increase opportunities for all pupils' to participate in a range of extra-curricular and competitive sporting opportunities.

#### Web Link(s) to School Sport Premium Statements:

<http://www.friarsprimaryschool.co.uk/pe-at-the-friars>

### **Review and reflect on key achievements to date:**

- ✓ The Friars Primary School has achieved the School Games Bronze Mark successfully over the last four years.
- ✓ The range of sports provided and pupil participation have both increased and the children are taking part in the suggested national recommended activity levels.
- ✓ Funding has allowed resources to be updated and different types of resources have been purchased. This has allowed a wider range of sports to be accessed by the children during PE sessions and during lunch times/after school clubs.
- ✓ Tom Blundell has designed and introduced a 'PE Assessment Tool' to track the children's abilities at the beginning and end of each term. He has also designed and introduced a 'PE Subject Progression Map' to capture the progression of skills the children will develop in each key stage.
- ✓ Sarah Toole has designed and introduced to EYFS staff a 'Physical Development linked to Physical Education Progression Map to show progression of knowledge and skills from Nursery to the end of Year One.
- ✓ All children have received a school PE kit to ensure they can access PE and school sport at all times.
- ✓ The school has participated in six EIP competitions throughout the year. The Friars Primary achieved second place in the EIP Competitions Table 2019.
- ✓ A strong relationship with Manchester United in the Community has further developed as children in the KS1 and KS2 have taken part in football sessions delivered by MUFC coaches and attended festivals throughout the year. This has led to children being asked to attend football coaching sessions at The Cliff Training Ground during out of school hours. Children in Reception have taken part in football sessions and will attend a festival at The Cliff in the Spring Term.
- ✓ Opportunities organised by teaching staff has developed the children's awareness of mental health. PSHE sessions using SCARF have promoted healthy lifestyles and choices.

- ✓ The school mini-bus is regularly being for sporting competitions, festivals. Trips and visits organised by staff are providing the children with a range of experiences and link to positive well-being and educational outcome.
- ✓ The EYFS children have access to a range of new resources and equipment to develop gross motor development.
- ✓ Daily sports sessions are provided at dinnertimes by a company called Go4it Sports. During dinnertimes, large groups of children in both KS1 and KS2 are taking part in a range of sports such as hockey, basketball and dodgeball.
- ✓ Pupil Voice questionnaires have provided a positive picture of PE and school sport (See TB for results)

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	18/28 children = 64% 4/28 children new to school = 14%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	18/28 children = 64%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	18/28 children = 64%
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>	To develop in future plans.

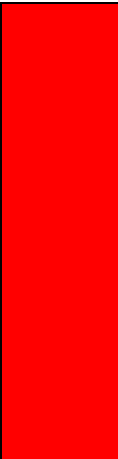
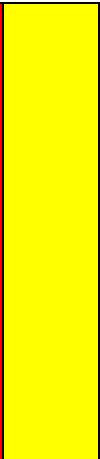
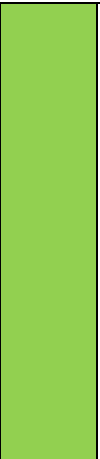


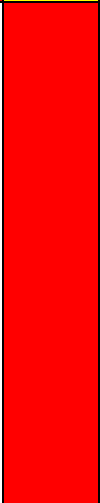
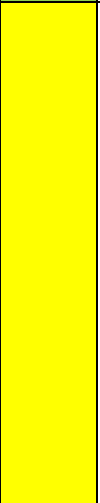


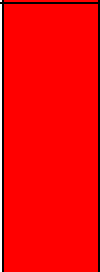
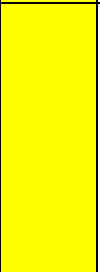

the national curriculum requirements. Have you used it in this way?

<p><b>Key Priorities: (Objectives of the funding)</b></p> <ol style="list-style-type: none"> <li>1. Health, Well-Being and Educational Outcomes</li> <li>2. Raising the Profile of PE and Sport for Whole School Improvement</li> <li>3. Professional Development in PE and Sport</li> <li>4. Increasing the Range of Sports and Activities on Offer for all Pupils</li> <li>5. Increased Participation in Competitive Sport</li> </ol>	<p><b>RAG rated progress:</b></p> <p><b>Red</b> - needs addressing</p> <p><b>Amber</b> - addressing but further improvement needed</p> <p><b>Green</b> - achieving consistently</p>
---	---

**Key Priority 1 Health and Well-Being:**  
 To improve pupils’ health, well-being and educational outcomes through engagement in regular physical activity and weekly PSHE sessions.  
 The engagement of all pupils in regular physical activity. The Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school  
**Ofsted Factor:** a greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils’ health

Actions and strategies	Evidence	Cost	% of total allocation	Outcomes, Impact on pupils and sustainability	Progress (RAG)			
					Base line 16-17	17-18	18-19	19-20/20-21
To promote healthy lifestyles and develop crucial skills and positive attitudes	Children’s books and displays within classrooms.	Funded by school.	N/A	PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is				

<p>through Personal, Social, Health and Economic education. Teachers to use SCARF to enable a cross-curricular approach to teaching and learning for well-being and PSHE.</p>				<p>essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. Pupils will make healthy choices that are celebrated and shared. Positive attitudes towards healthy active lifestyles will be encouraged among pupils, staff, parents and carers. Pupils will visit an inspiring mobile classroom once a year to take part in a memorable enrichment experience.</p>				
<p>To improve pupil's awareness of mental health. <b>School Health Profile indicates CAMHS involvement to be in the third quartile.</b></p>	<p>Pupils to take part in a range of sessions. Please see attached sheet.</p>	<p>Funded by school.</p>	<p>N/A</p>	<p>The Children and Families Officers (AR &amp; CM) to organise opportunities throughout the year to promote pupils' health and wellbeing. Children with higher levels of mental wellbeing, emotional resilience and lower levels of mental health problems will gain higher grades and achieve better outcomes than those with poor mental health and negative emotional wellbeing.</p>				

<p>To monitor pupils' physical activity levels throughout the year.</p> <p><b>School Health Profile.</b></p>	<p>ST &amp; TB to collect evidence to monitor each child's physical activity levels and identify those least active.</p>	<p>Funded by school</p>	<p>N/A</p>	<p>All pupils' to meet nationally recommended activity levels. Targeted pupils levels of activity increased through dinnertime and afterschool clubs. Pupils' will improve attitudes towards learning, leading to greater attainment.</p>				
<p>To increase physical activity in the Early Years Foundation Stage.</p> <p><b>School Health Profile indicates Reception Year Excess Weight in Children is in the fourth quartile.</b></p>	<p>EYFS staff to collect evidence through 2Simple 2Build a Profile Ipad app.</p>	<p>£500</p>	<p>%</p>	<p>During continuous provision, EYFS children will have access to a range of resources and equipment to develop physical skills and healthy life-style choices. EYFS end of year data, Moderation and School Health Profile will provide evidence to show an increase in physical activity and opportunities offered to the children.</p>				
<p>To introduce the Daily Mile to link the new Government requirements for schools to</p>	<p>Y2 class to trial the Daily Mile during the Summer term. Teachers to</p>	<p>No cost</p>	<p>N/A</p>	<p>Teachers to report on the following: Pupils' focus and concentration, behaviour in class and attainment. Following this, other year groups to participate. The Daily Mile is 100% inclusive</p>				

<p>get children moving for thirty minutes each day and reduce obesity levels</p> <p><b>School Health Profile indicates Reception Year Excess Weight in Children is in the fourth quartile.</b></p>	<p>report on the benefits.</p>			<p>as every child succeeds. It helps maintain healthy weight and supports healthy bone and muscle development. It also improves pupils' resilience and cardio-metabolic health.</p>				
<p>Y3 classes to attend Swimming lessons throughout the year to develop an important life skill and encourage a healthy and active lifestyle.</p>	<p>Registers and assessment data. TB to monitor.</p>	<p>Transport and Swimming Teachers funded by School.</p>	<p>N/A</p>	<p>To increase the number of children who, by the end of KS2 can swim competently, confidently and proficiently over a distance of at least 25 metres. Children can use a range of strokes effectively such as front crawl, backstroke and breaststroke. Children can perform self-safe rescue in different water based situations.</p>				

**Key Priority 2: Raising the profile of PE and sport as a tool for whole school improvement**

**Ofsted Factors:** how much more inclusive the physical education curriculum has become; the improvement in partnership work on physical education with other schools and other local partners; links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral social and cultural skills



Actions and strategies	Evidence	Cost	% of total allocation	Outcomes, Impact on pupils and sustainability	Progress (RAG)			
					Base line 16-17	17-18	18-19	19-20/20-21
To develop 'Values' focus with PE assemblies which complement the school values and ethos. Links to be made to British Values.	Values are set in line with the school values and ethos as well as the school games. Values are displayed on the PE and School Sport display board.	£100	%	PE, school sport and physical activity will contribute towards improving attendance and behaviour for all pupils. Pupils will understand the contribution of physical activity and sport to their overall development. School values and ethos are complemented by sporting values focus within assemblies. Pupils can identify the key values, why they are important in their wider lives and how sport can help with this.				
To continue to work collaboratively with Salford School Sport Partnership (Bronze	To continue to work collaboratively to develop a creative and higher quality provision that	£825	%	Access to a 'bespoke' programme of CPD, a continued network for subject leaders to receive advice, unlimited free places at the Annual Salford PE and Sport Conference, access to PLT days,				

<p>Package) to develop a creative and higher quality provision that allows a sustainable, long-term local structure to be developed.</p>	<p>allows a sustainable, long-term local structure to be developed.</p>			<p>entry into the World Sport Day Event and Celebration Day, a school sport competition programme, primary PE advice line, knowledge of funding opportunities in PE and Sport, access to leadership training and coaching and a password to the bronze area of the partnership website. ST to Evidence impact of School Sport Partnership (Bronze Package) so that HT and finance committee can see financial commitment as viable expenditure in the future.</p>				
<p>To purchase Imoves to develop high quality PE provision which is challenging, progressive and memorable. Children to take part in a minimum of</p>	<p>Teachers to use the portable PE planning, to deliver enjoyable, active and high quality sessions. Teachers to use the PE Assessment Tool at the beginning</p>	<p>Imoves £1338 for 3 years Equip £500</p>	<p>% per year  %</p>	<p>All pupils' to take part in a minimum of two-hours of PE per week. Teachers to assessment twice during the half term using the Assessment Tool. Children will be assessed in the following four categories – Learning, Achieving, Doing and Social. TB to collate Assessment Data</p>				

two-hours of PE per week. To up-date and buy new equipment linked to sessions.	and the end of each half-term.			for each class and monitor pupils' achievements.				
To continue to work as part of the Irwell Cluster EIP schools to improve physical education and school sport.	Minutes from meetings. Timetable of L2 competitions linked to the SSP calendar.	See Mini-bus cost	N/A	To meet with Irwell Cluster EIP schools PE staff to organise L2 competitions linked to the SSP calendar and discuss how to improve physical education and school sport within the local area. Each school to take responsibility to organise one competition per year. Children throughout the school will be offered the opportunity to take part in L2 competitions.				

**Key Priority 3: Professional Development in PE :**

Increased confidence, knowledge and skills of all staff in teaching PE and sport

**Ofsted Factor:** how much more inclusive the physical education curriculum has become; growth in the range of provided alternative sporting activities

Actions and strategies	Evidence	Cost	% of total	Outcomes, Impact on pupils and sustainability	Progress (RAG)			
					Base	17-	18-	19-

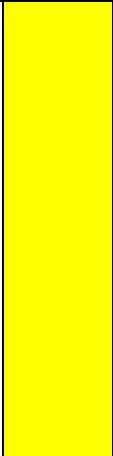
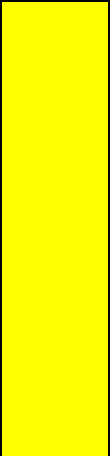
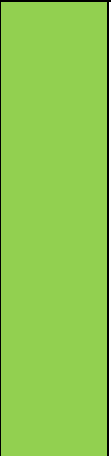

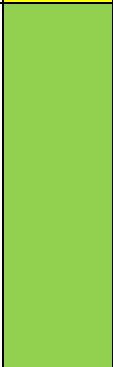

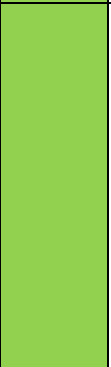

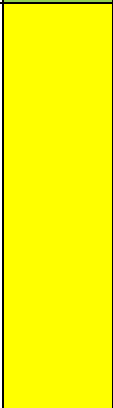
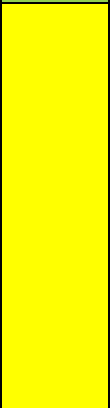
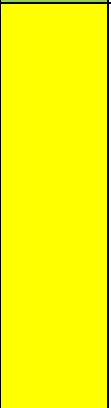

			allocation		line 16-17	18	19	20/20-21
To develop and implement a professional learning plan appropriate for the needs of all staff to enable them to deliver high quality PE and Physical Literacy.	Staff to complete professional development questionnaires. ST to have informal discussions with staff and devise a learning plan. Staff to work alongside specialist coaches to deliver activities and develop subject knowledge and confidence. Staff to use new resources and equipment.	£1000	41%	Staff are confident and competent to deliver high quality PE. The quality of all PE lessons is good or outstanding. Good practice is shared and feedback sought which drives the effective development of PE. All pupils' feel confident to participate in PE. Positive impact on whole school improvement. TB to conduct observations and will support staff to teach and assess PE.				
To provide release time for the PE	ST to monitor and evaluate current	PPA cover £540	3%	ST and TB to monitor, develop and improve the PE curriculum and the quality of PE and				

<p>Curriculum Lead (ST &amp; TB) to organise and develop the PE curriculum that is broad and engaging for all and meets the requirements of the National Curriculum. ST to ensure a broad range of school sport and competitions (inter and intra) are offered to all pupils.</p>	<p>curriculum and develop a broad and balanced curriculum map to support the delivery of high quality PE and school sport.</p>			<p>School Sport within the school. The school will achieve the Sainsbury's Schools Games Kitemark Award. ST will continue to work as the Cluster Co-ordinator for the Irwell Valley Partnership of Schools to develop and improve school sport and competitions (inter and intra). The Head Teacher and Deputy Head Teacher to monitor the work of ST and TB to ensure the PE and school sport provision is inclusive and improving and a range of sports are being offered. TB will attend School Sport Partnership courses and training.</p>				
---	--	--	--	--	--	--	--	--

**Key Priority 4: Increasing the range of sports and activities offered to all pupils**  
**Ofsted Factor:** the increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics; the growth in the range of provisional and alternative sporting activities

Actions and strategies	Evidence	Cost	% of total allocation	Outcomes, Impact on pupils and sustainability	Progress (RAG)			
					Base line 16-	17-18	18-19	19-20/20-



<p>To provide transport to attend L2 and L3 competitions and festivals.</p>	<p>Photographs. Mini-bus diary.</p>	<p>£6880 in total per year includi ng petrol</p>	<p>%</p>	<p>To increase pupil participation in competitions and festivals throughout the year. Staff to arrange trips and visits linked to PE and School Sport. Other trips and visits will provide children with a range of experiences and link to positive well-being and educational outcome.</p>				
<p>To continue to provide PE kits for every pupil in the school. Each pupil to receive a t-shirt, shorts and PE bag.</p>	<p>TB to conduct regular PE kit checks.</p>	<p>£500</p>	<p>%</p>	<p>Each pupil to receive a school PE kit to ensure they can access PE and school sport at all times.  Spare PE kits will be available a child has left theirs at home.</p>				
<p>To increase the amount of dinnertime and afterschool clubs offered to pupils'.</p>	<p>Registers. Photographs and displays.</p>	<p>£5000</p>	<p>NA</p>	<p>Physical activity opportunities are increased and are open to all pupils' including SEND and gifted and talented. Pupils' activity levels at dinnertimes and after school are increased leading to improved behavior and a reduction of low level disruption. PE and School</p>				

				Sport to a high profile within the school and is celebrated across the life of school.				
--	--	--	--	--	--	--	--	--