






# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

**Commissioned by**

Department for Education

**Created by**

association for Physical Education

YOUTH SPORT TRUST

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** improvementsto 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click HERE.

Created by:

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## Details with regard to funding

Please complete the table below.

| | |
|---|---|
| Total amount carried over from 2019/20 | £ 2, 451 |
| Total amount allocated for 2020/21 | £ 18, 640 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ 9,386 |
| Total amount allocated for 2021/22 | £18, 640 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 28,026 (spent £20,228) |

## Swimming Data

Please report on your Swimming Data below.

| | |
|---|---|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br>**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** | N/A |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br>**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.<br>Please see note above | N/A |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above | N/A |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | N/A |
| 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? | N/A |

**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:** 2020/21 | **Total fund allocated:** | **Date Updated:** | | |
|---|---|---|---|---|
| **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: % |
| **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 engage ALL pupils in school to engage in regular exercise for at least 30 minutes every day. | To employ DM through SDSSP to provide lunch time provision for all children and be involved games which develop their fundamental skills.<br><br>Affiliation Costs to Derbyshire School Sports Partnership | £9,165<br><br>£1700 | Children have a sports leader on the playground over lunchtime to provide regular activity to all children in school. | To continue to employ sports leader over next academic year. |
| To provide additional physical activity after the school day has finished. | After school clubs to be provided for children in reception and KS1 for 4 afternoons per week. This was provided by both SH sports active and SDSSP. PP premium children were funded and paid for through the Sports Premium. | £467 | High uptake of children taking part in after school club 4 x a week. More children accessing regular physical activity in the week. | To further develop the opportunity to continue to offer more after school clubs over the next academic year as well as lunchtime clubs at least 3 times a week. |

| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: % |
|---|---|---|---|---|
| **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: |
| When entering EYFS many children are still physically behind their peers with their gross and fine motor skills. Children need equipment to resource continuous provision areas within Nursery and Reception. | LJ and TW provided children with a large set of resources including bikes, trikes and chariots as well as equipment to build and balance on. | £4436 | Children more active now during opportunity for children to access continuous provision. Good quality resources for children to use both independently and under supervision. | Children/Staff to care for new equipment. No need to replace over next academic year. |
| Children in KS 1 needed to refine their fundamental skills, Equipment required to do this. Gross motor skill focus. | Large scale equipment purchased including goal posts and nets, catch and retrieve bounce back nets etc. | £650 | Children in KS1 more active at playtime and lunchtime with a varied range of quality resources to allow them to do this. | As above |

| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|---|---|---|
| | | | | % |
| **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 upskill staff in reception with the teaching of Gymnastics – This was identified as an area staff felt less confident to teach after completing a staff survey. | SH active worked with Reception teachers to provide 8 weeks of gymnastics within their class. Staff worked together to observe and team teach the lesson with qualified coaches. | £800 | Reception staff are more confident to recreate some of the activities they have learned. Comprehensive copies of planning to help support them with this. | Staff will be more confident in the teaching of gymnastics. Higher quality of teaching going forward. |
| To give Year 1 staff an insight of how to teach sport specific activities of tri-golf and volleyball, also concentrating on children's fundamental skills. | Premier sport worked with all Year 1 staff to provide 2x 6 weeks of coaching sessions on a Friday morning in Summer Term. | £900 | Year 1 staff are more confident in the delivery of sport specific skills involved in tri-golf and volleyball. They concentrated on the transferable skills taught in previous lessons. | As Above |
| To upskill new Year 2 teachers, the opportunity to develop their confidence in the teaching of Archery and Fencing. | Premier sport coaches worked with all staff in the delivery of a 6 week programme within the Spring Term. | £540 | Year 2 staff are now more confident in delivering Archery and Fencing. Children are enjoying sports they previously have not taken part in. | As above |
| To extend the knowledge of P.E. subject leader who can then share appropriate knowledge with other staff within school | LJ attended several P.E. CPD events over the academic year. | £150 | Up to date knowledge of changes P.E | LJ to ensure these curriculum changes are embedded in school procedures. |

| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|---|---|---|---|
| **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 allow children the opportunity to take part in activities such that they would not be able to do within the community | LJ to organise a range of activities for sport week which include zorbing, Martial Arts and Kimbles Music and Movement – this would be provided by several external companies. | £1,080 | Children will have experiences that are not available currently at afterschool clubs. All children can take part. | Continue with sports week over next academic year. Change the activities for children to experience. |
| To allow the children to have enough small scale equipment to access P.E lessons in school as well as children to remain active during playtimes and lunchtimes. | LJ to order small scale equipment on a regular basis to replace broken, lost and damaged equipment. This would include a variety of balls, hoops, ropes etc. | £300 | Well stocked P.E cupboards ensures children are able to access a broad and balanced P.E curriculum that meets the needs of all children. | LJ to monitor regularly. |

| **Key indicator 5:** Increased participation in competitive sport | | | Percentage of total allocation: % |
|---|---|---|---|
| **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 the children with the opportunity to compete against each other in competitive sport at our annual sports day. | LJ to provide all the equipment etc to organise a school sports day | £40 | Children were able to take part in whole school competitive sport for first time in 3 years. | Event to run for next academic year as expected. LJ to continue to organise. |

| Signed off by | |
|---|---|
| Head Teacher: | EJ Cripps |
| Date: | 25th July 2022 |
| Subject Leader: | Laura Johnson |
| Date: | 26th June 2022 |
| Governor: | Lisa Stuart |
| Date: | 14th July 2022 |