





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

Commissioned by the 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 (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
- 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.

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 by the end of the summer term or by **31st July 2021** 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 2021. To see an example of how to complete the table please click HERE.

Created by: association for Physical Education YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED Active Partnerships



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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
• Purchase of both large and small scale equipment, including bikes and scooters to develop gross motor movements for children in all year groups. • Complete progression of skills document for Dance and Games. Evidence development of skills expected between Nursery and Year 2.	Taken from previous years actions as may not have been able due to covid restrictions. • Scheme of work to be completed for the fundamental skills and games for all year groups. LJ to work on scheme of work or invest in suitable P.E scheme for nursery. • To continue to work with outside agencies under COVID safe practices to extend the range of sports available to children. • To further enhance the confidence of staff to deliver high quality P.E. lessons throughout the school,

Did you carry forward an underspend from 2019-20 academic year into the current academic year?
YES/NO * Delete as applicable

Total amount carried forward from 2019/2020	**£.....**
+ Total amount for this academic year 2020/2021	**£17,800**
= Total to be spent by 31st July 2021	**£17,800**

Meeting national curriculum requirements for swimming and water safety. 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 transfer to the pool when school swimming restarts. **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? **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 2021. 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]? 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:** £17,800		**Date Updated: 9/7/21**	
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: 45%
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: £7,900	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure pupils are more actively engaged in sports activities at lunchtimes for at least 30 minutes. To provide activities to support core stability for a number of children who need additional support. To ensure children still maintain regular P.E activities in a COVID secure space during the pandemic	Play leader/Support Therapist to be employed every lunchtime for all children to access a minimum of 2 sessions per week. Further sessions provided for structured sports activities for those children who have under-developed core strength. Additional afternoon hours to provide children with a further P.E session.		Pupils are more engaged at lunchtime and are developing skills and playing more team sport. Children who need it have improved core stability and return to the classroom more-able to learn.	Staff are enabled to use these skills to provide more active break time with the children.
To develop gross motor skills and confidence for all groups of children and enable them to be more active at break and lunchtimes.	Large scale equipment and bikes purchased for all playgrounds.		Pupils gross motor skills will improve as well as their confidence in tackling challenging physical activities.	Ongoing improvement in children's gross motor skills. Will also have an impact on children's fine motor skills. Increased availability so much children will be able to use on a regular basis.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 18 %
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: £3,283	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Scheme of work to be completed for gym, dance and fundamental skills (formally games) which shows clear progression of skills which meets the needs of the children.	LJ and JW to write planning and assessment frames for EYFS and KS1		Children at CGINs tend to come into school with poor gross motor skills. This scheme of work will be suitable for use throughout the school.	Throughout national lockdown, staff noticed how inactive some children had become and the effects that it has on the children's gross motor skills. This scheme allows staff to assess the needs of their class and adapt the planning effectively.
Affiliation fees to engage with Derbyshire School Sports Partnership. The Partnership aim is to raise the profile and development of P.E. in school.	DSSP will provide access to staff development, providing a range of online training and access to Balancability activities for reception children as well as Year 1 children who are still having issues with core strength..		Regular staff training will have an impact in upskilling the staff to provide a wider range of activities for the children. Children will be able to access a wider range of activities and events on offer.	Continue to use the affiliation for advice, training and the opportunity to take the children to district events.

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:
This will be a focus from September 2021 as it has been difficult to increase confidence and knowledge when staff have not been able to work together, due to the pandemic.				

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 32 %
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: £5700	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure children are staying active over playtimes and lunchtimes in their class bubbles, children needed a large amount of small scale equipment purchasing to enable them to do this.	LJ to order large amount of small scale equipment to be distributed equally to each class bubble. This included balls, hoops, skipping ropes, bats and balls etc		Children were able to continue to be active during playtimes and lunchtime with equipment having to be shared and increase the risk of covid spreads between bubbles.	Ongoing improvement in children's gross motor skills. Will also have an impact on children's fine motor skills. Increased availability so much children will be able to use on a regular basis.

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:
Due to covid restrictions children have not been allowed to mix outside of their class bubbles. Therefore, the opportunity to develop children's participation in competitive sport has been very limited.				

Signed off by	
Head Teacher:	E J Cripps (Co-headteacher)
Date:	22.07.21
Subject Leader:	Laura Johnson
Date:	21.07.21
Governor:	
Date:	