

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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:
Sports coaching continued all year (not in 1st lockdown period) with each class accessing quality coaching supported by teaching staff to aid skills. Swimming took place until lockdown. Active learning moved online during lockdown – children encouraged to take part in active sessions on line. Active playtimes improved with new equipment – split playgrounds for different key stages for safety reasons – younger children not involved in too physical play with KS2. MDS began to facilitate Y6 pupils supporting younger pupils with games and activities.	Changes to lunchtime to enable 3 classes to access PE when sports coach in school. This will allow all classes to have 2 PE sessions per week. Swimming to re start – including KS1 from September so that children can learn to swim earlier leading to fewer non swimmers in the future. Progression plan to be developed for key skills in PE. To do this again from September 2021 as this was good for all pupils.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £5,500	Date Updated:	
What Key indicator(s) are you going to focus on? KPI 1 – regular physical activity KPI 4 –broader experience of a range of sports/activities for all pupils			Total Carry Over Funding: £5,500
Intent	Implementation	Impact	

Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
To improve the playground through having new markings painted on. Both playgrounds so that all pupils can benefit.	Pupils can have more active playtimes in using the new markings during PE and also break and lunch times.	£2715.00	Improved playground through having new markings painted on which encourages the pupils to be more active using the markings for games and play.	New markings are quality ones and will last many years.
To improve the quality and opportunity for EYFS pupils to learn outside, being more physical and active.	To improve the outdoor area with new equipment and resources to promote being and learning outside.	£600	New equipment and resources for outdoor learning in place, being used by all pupils.	All pupils have opportunity to use new resources to be outside and active in their learning. Resources will last many years.
To give all pupils the opportunity to have a whole day in the outdoors at an outdoor learning facility. To ensure they are active all day and experiencing a wide range of activities.	All children in school going on trips to outdoor centres. Cost of coaches also included.	£2100	All pupils attended trips per Key Stage which allowed them to be active all day and in the outdoors.	These trips usually take place as part of our planning, funded this year through the carry forward, normally some subsidy allocated.

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.	
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.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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?	No

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: 2021/22		Total fund allocated: £16,350	Date Updated: July 2021	
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				Percentage of total allocation:
				25%
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:
Improve playtimes for all pupils ensuring more pupils are active each day. (10 mins playtime am. 20 mins lunchtime)	MDS/play-leader training to ensure wider participation and continued active playtimes.	£4,000	Improved activity for pupils at playtimes. Focus on less active pupils to engage them in active play.	MDS continue to use skills learnt in future years.
EYFS/KS1 wake and shake every morning.	KS1 class teacher and EYFS lead ensure pupils start every morning with active movement to engage their brains to start learning.	£0	All children move for 10 minutes every morning.	Always included in KS1 and EYFS planning.
To ensure all pupils do 2 PE sessions per week.	Adapted timings to lunchtime to be able to have 3 sessions per afternoon so that all classes can access.	£0	More PE taking place leads to pupils having the opportunity to be more physically active as well as having dance/gym/swimming each year.	Within planning from now on.
Swimming to be planned for all year	Starting swimming earlier will lead to more pupils being able to swim	£0 –within swimming costs	All pupils will begin swimming in KS1 so that by the time they	To continue

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groups – each class has 10 weeks swimming over the year.	by the time they leave in Y6.	already in school budget.	finish in Y6 they will have been going long enough for them to be better swimmers.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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:
Change for Life programme – raise the profile of healthy lifestyles - Cooking food in school - Planting and growing food in school - Active learning - Parental engagement	Whole school initiative to promote and develop healthier lifestyles across school. Updated curriculum links in healthy lifestyles within cross curricular topic planning. Continue to access community garden with children – each class to visit on a rota basis. Use resources to improve active learning in areas of the curriculum where appropriate. Share plan with parents.	£0 free to sign up, free resources Staff meetings Curriculum planning £500 Newsletters	Staff meeting update curriculum planning topics integrating healthy eating. Using produce in baking, cooking. Resources made available, encourage pupils via participation and use of online resources.	Planning amended and embedded into regular lessons. Food technology covered within D&T curriculum and continues to follow healthy eating guidance. Planting and gardening encourages pupils to understand about where food comes from and engages them in healthier lifestyles for the future. Parental awareness and support to encourage pupils to continue out of school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25%
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:
Premier sports coaches Staff CPD – team teaching alongside coaches leading to improved learning	Staff confidence in teaching games to improve to be able to deliver lessons, after school clubs and sports events independently.	£3,500 for 2 terms (not Summer term 2020)	Staff confidence improves when delivering lessons, after school clubs and events eg. festivals and competitions.	Staff able to lead games sessions. More aware of skills and how to teach these to young children. More active involvement in lessons.
Staff training – PE subject leader	Develop skills to lead subject area	RSSP training within RSSP costs	PE subject lead to promote subject and lead for all staff.	To continue
Staff training in gymnastics	To improve quality of teaching in gymnastics for all pupils.	£400 tbc	All staff improve ability in teaching gymnastics.	To continue.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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:

Additional achievements:				
Additional achievements: Gymnastics – curriculum plan alternates termly with dance Dance – alternates termly with gymnastics	Curriculum time dedicated to gymnastics and dance to ensure children have the broadest experiences possible.	in school PE time	Children access all areas of PE and School Sport.	Continue as per PE plan. Timetabled sessions 2 per week.
RuggerEds – Summer Term – rugby/cricket 10 weeks	Alternative provider for wider range of sports covered.	£1600	Staff improve own knowledge and ability to teach own lessons and when attending festivals and events, after school clubs.	Pupil enjoyment and participation in after school clubs, out of school sports clubs is higher.
Bikeability –sessions KS2	Summer term -children build confidence on bikes for road safety	£950 RSSP affiliation	Children confident to ride bikes	Continue with road safety and developing skills on bikes.
Balance-ability sessions for EYFS	Early bike skills, balance, confidence.	Free (RSSP funding already allocated)	Children able to access a wide range of after school clubs to engage and enthuse.	Strong uptake in participation in after school clubs. May lead to wider activity as pupils progress.
After school clubs –offered to pupils throughout the year	Provision of after school clubs – good experience for staff, provides wider opportunities for pupils.	£0		
Questionnaire pupils	To carry out questionnaire with pupils to find out what other sports/activities they would like to try.	Free	Find any gaps or identify any areas we could provide.	Build into plan for following year.
Visit to Lea Green		Subsidy for disadvantaged – depends on	Pupil experience outdoor adventurous activity learning new skills.	Only sustainable if costs do not keep increasing.

Residential visit to White Hall outdoor learning centre	Year 3/4 residential overnight visit for outdoor activity, learning new skills. Year 6 residential visit.	numbers £1000 Subsidy for all + disadvantaged – depends on numbers£1000	Pupil experience outdoor adventurous activity learning new skills.	Only sustainable if costs do not keep increasing.
Derbyshire County Cricket bronze package.	Cricket event 6 weeks	£405	Pupils accessing quality cricket sessions and after school club.	As above

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				30%
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:
Highfields sports events (Cluster of schools) Multi-skills – KS1 Tag Rugby – Ks2 Ball Skills – KS1 High 5 netball – KS2 Rounders – KS2 Dance – KS1 <u>School provision</u> Sports day Summer term	Continue to provide events as per Highfields plan. Continue to celebrate event each year	£1,000 0	Participation in events provide opportunities for pupils to use their skills in competitions, events and festivals. Skills shown by pupils observed by staff and feedback given in school. Intra-school competition for pupils to participate in traditional running races etc.	Continue to participate in all events. Good feedback given for further events and progress made by pupils taking part.
Team sports T shirts	House t-shirts bought per child	£50	Encourages pupil participation and enjoyment of events.	Continue
Travel costs to get to events	Take as many different children as possible	£2,000		
Contingency for unplanned events or extra events that crop up		£2,000		

Signed off by	
Head Teacher:	P.A. Outram
Date:	6/08/2021
Subject Leader:	
Date:	
Governor:	
Date:	