

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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** 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. **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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,770
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,211
Total amount allocated for 2021/22	£17,770
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,911

Swimming Data

Please report on your Swimming Data below.

<p>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 then 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</p>	
<p>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 2020. Please see note above</p>	50%
<p>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</p>	30%
<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

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: 18,911		Date Updated: 20 th July 2022					
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									
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 increase the engagement of all pupils in regular physical activity so pupils undertake at least 30 minutes of physical activity a day in school.		<ul style="list-style-type: none"> Structured play opportunities to provided at all break times by the sports apprentice. DCCT and Premier Sport to support the setup and training of mini-leaders to provide lunch time structured play. Sports apprentice to provide opportunities to engage in competitive sports activities during lunch times. A wide range of extra-curricular sports activities provided by the sports apprentice, DCCT and Premier Sport. Theme sports week around increasing daily physical activity and reflect on the impact on pupil wellbeing. Complete baseline measures and fitness testing termly with Premier Sport guidance to monitor impact. Increased curriculum time as part of recovery curriculum response to support the increase of physical activity following lockdown. Provide appropriate physical activity equipment to support active play at 		£4,300 (sports apprenticeship) £5,000 (sports partnership) £6,390 (Extra-Curricular opportunities and baseline measures) £800 (Playground activity packs) £380 (Equipment and competition requirements, e.g. goals and nets)		Pupil baseline fitness measures that were completed termly show progress in fitness levels. This was particularly clear in the upper key stage classes. The number of children taking part in physical activity at play times were good. Children, through school council, reported enjoyment when using the additional equipment. There was also an improvement in behaviour during unstructured time that was supervised through daily play activities. Mini-leaders are trained in year 5 in preparation to support active lunch times in the upcoming academic year. The children showed a willingness to participate in this. After-school club sign-ups were high with almost all clubs filled. This attendance did not always stay and this is something that should be considered in the next year.		Maintaining partnerships with DCCT and Premier Sport. Provide yearly and new starter training to lunch time staff. Continue to use TAs to support lunch and break activities. Ensure a small budget is allocated annually to replenish lunch-time equipment.	

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	lunch times			
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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 raise the profile of PE, School Sport and Physical Activity across the school.	<ul style="list-style-type: none"> Ensure staff are trained and have adequate resources for 'activating' sensory circuits. Provide a school sports kits that encourages pride in representing the school in sports events. Provide access to a broad range of competitions as part of the DCCT competition and event calendar. Actively participate in local city tournaments and share success across the school community. To ensure facilities and equipment for hosting events are adequately prepared and bring the wider school community in to support. Celebrating wider sporting participation beyond school as part of school sports week. 	£835 (Action Mats) £900 (School Sports Kit included Staff) £5,000 (sports partnership) £380 (Equipment and competition requirements, e.g. goals and nets)	Children across the upper school enjoyed taking part in activities beyond the school. These opportunities were lacking in lower school and the competition calendar needs to be better utilised to support this. Children who took part in school events were proud to have represented their school. Freely-provided, local-city tournaments were good to support the profile of PE.	Consider school-club links and how these can be better developed to support participation beyond school hours.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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 increase the knowledge and confidence of staff to teacher PE and Sport.	<ul style="list-style-type: none"> Provide a dedicated and well-trained sports apprentice to specialise and support the teaching of PE alongside class teachers. Provide targeted curriculum support from DCCT as part of affiliation and staff feedback. 	£4,300 (sports apprenticeship) £5,000 (sports partnership)	Children enjoy PE. Student voice and trust-led audits show PE as a strong curriculum area.	Ensure staff are taking opportunities to teach alongside the sports apprentice so that they are prepared should the role not be sustainable.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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 a broader experience of sports and activities for all pupils.	<ul style="list-style-type: none"> Partner with Cycle Derby to deliver Bikeability training to ensure a high percentage of children are safe to ride bikes confidently. Partner with Cycle Derby to deliver Balanceability training to support the physical development of EYFS pupils. Partner with Cycle Derby to deliver a cyclocross day at Grampian to enhance to profile of the sport across 	£5,000 (sports partnership) £6,390 (Extra-Curricular opportunities and baseline measures) £380 (Equipment and competition)	Children enjoyed the wider breadth of opportunities. These opportunities were able to engage everybody across the school at some point. Within the community, cycling is a key outlet and an important skill so this was emphasised in our enrichment days. Using local facilities also developed children's understanding of what sports were available in Derby.	Consider the use of other sporting venues for visits to get a fuller understanding of the opportunities within the area. Provide additional enrichment opportunities for children to find and experience sports that are new so that more children can find their sport.

	<p>school.</p> <ul style="list-style-type: none"> Partner with Cycle Derby to provide year 6 with an opportunity to visit and cycle at the Velodrome to promote aspirations. Provide after-school sports activities beyond the curriculum offer. 	<p>requirements, e.g. goals and nets)</p> <p>£500 (Cycle Derby)</p>		
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Key indicator 5: Increased participation in competitive sport

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?
To increase the participation in competitive sport.	<ul style="list-style-type: none"> Participation in city inter-school events with the sports apprentice supporting teachers for team leadership. Premier Sport to design, support delivery of, and record intra-school competition termly. Deliver a dedicated sports day, planned in-line with School Games guidance. Provide resources required to attend and host competitive activities. 	<p>£4,300 (sports apprenticeship)</p> <p>£5,000 (sports partnership)</p> <p>£6,390 (Extra-Curricular opportunities and baseline measures)</p>	<p>The school participated in a significantly higher number of sporting events this year. These raised the profile of sport and more children were talking about competitions and wanting to play for school.</p> <p>Sports day was well attended by parents and carers. Children enjoyed competing.</p>
			Sustainability and suggested next steps:

Signed off by	
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Date:	20.07.22
Subject Leader:	Paul Carpenter

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Supported by:



Date:	20.07.22
Governor:	S R Coy
Date:	22.07.22