

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

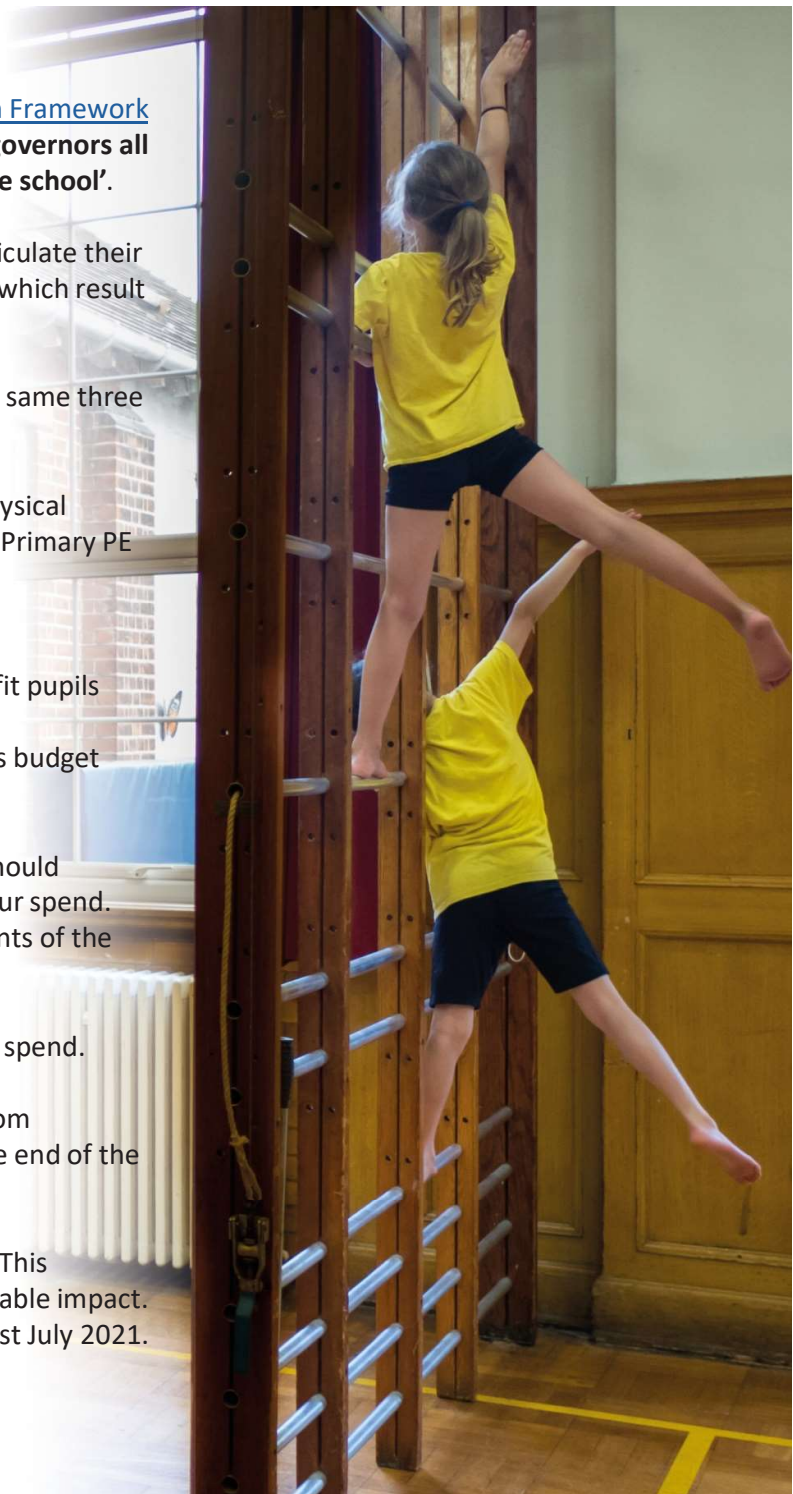
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.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](#).



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:
<p>REGULAR PHYSICAL ACTIVITY</p> <ul style="list-style-type: none"> Development of the school sports apprentice to raise the profile of PE and increase the specialist support for teachers to deliver the curriculum. Construction of trim trail and support for staff to implement extra-curricular activities. <p>PROFILE OF PE and SCHOOL SPORT</p> <ul style="list-style-type: none"> Development of school facilities and equipment <p>INCREASED TEACHER KNOWLEDGE</p> <p>BROADER RANGE OF EXPERIENCES</p> <ul style="list-style-type: none"> Increases range of sports included in PE and as part of the core curriculum. <p>INCREASED COMPETITIVE ACTIVITY</p> <ul style="list-style-type: none"> Sports week successfully raised the profile of PE and provided increased opportunity for intra-school sport. 	<p>REGULAR PHYSICAL ACTIVITY</p> <ul style="list-style-type: none"> To develop the use of the school sports apprentice role to increase the availability of structured play and daily physical activity <p>PROFILE OF PE and SCHOOL SPORT</p> <p>INCREASED TEACHER KNOWLEDGE</p> <ul style="list-style-type: none"> To develop the school's PE curriculum to increase the progression across year groups and variety of experiences. <p>BROADER RANGE OF EXPERIENCES</p> <p>INCREASED COMPETITIVE ACTIVITY</p> <ul style="list-style-type: none"> To increase access to inter-school competitions To increase the opportunity to participate in intra-school competition

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 £17,770

+ Total amount for this academic year 2020/2021 £0

= Total to be spent by 31st July 2021 £17,770

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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?</p> <p>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.</p> <p>Please see note above.</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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: 2020/21		Total fund allocated: £	Date Updated:	
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:
				55%
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?:
SCHOOL SPORTS APPRENTICE Provide structured break and lunch time provision and increase participation in physical activity	<ul style="list-style-type: none"> • Appoint sports apprentice • Train sports apprentice alongside new sports activator post • Use expert coaches from Premier Sport to support and mentor apprentice and activators 		£6,798 (Total allocation to sports apprentice role) £2,475 (Expert support)	<ul style="list-style-type: none"> • There is an increase in the number of pupils taking part in physical activity at break and lunch time • There is a reduction in behaviour incidents during break and lunch time • Increased activity supported wellbeing during the return of children to school
FS2 PHYSICAL DEVELOPMENT RESOURCES Access resources to improve the delivery of PE and sport and ensure a consistent approach across the whole school, enabling pupils to make progress in PE throughout their primary years.	<ul style="list-style-type: none"> • Audit quality and quantity of current equipment. • Identify gaps in provision of equipment • Order PE curriculum resources • Share via staff meeting 		£425	<ul style="list-style-type: none"> • Resources ensure that all PE lessons deliver a broad and balanced curriculum and allow children to make progress (assessments and observations) • Staff are equipped to deliver PE (feedback)
				<ul style="list-style-type: none"> • Create bank of games delivered to be shared with mini-leaders when bubble restrictions are removed • Replenish key equipment regularly • Identify when specialist equipment needs replacing

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7%
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:
STAFF SPORTS KIT Staff wear appropriate, school PE kit for the delivery of PE lessons and competition	<ul style="list-style-type: none"> • Speak to school uniform provider for samples • Collect sizes for all staff • Order and distribute kit 	£1,200	<ul style="list-style-type: none"> • Increased expectation of children's sports kit • Increased profile when attending events 	<ul style="list-style-type: none"> • Monitor new staff starters and order as required
SCHOOL SPORTS WEEK Arrange sports celebration week to raise the profile of school sports week	<ul style="list-style-type: none"> • Plan timetable to include increased physical activity, phase sports days and visitors. • Share timetable with staff • Promote theme: Summer of Sport/What sport means to me • Celebrate through social media • Invite parents (where possible) 	n/a	<ul style="list-style-type: none"> • Increased reputation of sport • Enjoyment of children participation • Positive feedback from parents involved and through social media 	<ul style="list-style-type: none"> • Identify new theme for following year

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
WINNING MINDS Improve the confidence of children in dealing with anxiety and stress prior to SATs and transition with the promotion of sport as a release	<ul style="list-style-type: none"> Book and confirm support from DCCT Collate resources Build into curriculum in preparation for key periods 	Winning Minds Package: £500	<ul style="list-style-type: none"> Improved staff confidence in discussing and raising issues regarding stress and anxiety. Increased pupil understanding of stressors and ways to release through sport. 	<ul style="list-style-type: none"> Embed in future year groups. Develop understanding across other year groups.
PE CURRICULUM Develop the curriculum in line with other school areas, identifying core skills and progression between year groups, assessment and range of experiences.	<ul style="list-style-type: none"> Setup teacher logins Support apprentice and sports assistant in planning Setup long term overview 	n/a	<ul style="list-style-type: none"> Children's skills develop and progress through the year groups (assessment and observation) Improved confidence of teachers and sports apprentice with planning and delivering quality PE lessons. 	<ul style="list-style-type: none"> Continue to monitor the use and development of the curriculum overviews. Assess staff confidence at regular intervals Support staff across all classes to implement the new framework
BREAKFAST BRIEFING Ensure school are up to date with key national and local developments in PE and Sport to ensure pupils can benefit from high quality PE and sport provision.	<ul style="list-style-type: none"> Attend SSP Breakfast briefings Share information from SSP e-bulletin 	Included in SSP affiliation (£5,000)	<ul style="list-style-type: none"> School is benefitting from national and local strategies and enabling more pupils to be more active, more often (feedback). 	<ul style="list-style-type: none"> Continue to affiliate with Derby City SSP to stay up to date with developments and widen school networks.

WORKSHOPS Upskill teachers and teaching assistants to improve pupil progress and achievement in PE and sport	<ul style="list-style-type: none"> • Identify training needs of staff • Book place on workshops • Share learning from workshops via staff meetings • Access resources to support delivery 	Included in SSP affiliation (£5,000)	<ul style="list-style-type: none"> • Better knowledge for staff who feel more confident to deliver PE (evaluations and feedback) • SSP termly reports • Pupils enjoy PE lessons and are making good progress (feedback/assessment) 	<ul style="list-style-type: none"> • Continue to affiliate with Derby City SSP to access workshops. • Identify needs of new staff.
MENTORING Utilise the knowledge and skills of a PE specialist (SSP) to equip staff and school sports apprentices to teach PE confidently and effectively, raising standards in teaching and learning.	<ul style="list-style-type: none"> • Arrange mentoring support • Identify targeted year groups and teachers • Confirm training needs 	Included in SSP affiliation (£5,000)	<ul style="list-style-type: none"> • Knowledge, confidence, and skills to deliver PE improved. • Staff feel more motivated to teach PE. • Lessons are well structured to ensure all pupils are engaged 	<ul style="list-style-type: none"> • Staff are confident to deliver PE • Access further mentoring as needed

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1%
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:
CELEBRATION OF DANCE Attend SSP Celebration of Dance	<ul style="list-style-type: none"> Book celebration of dance slot Organize training sessions Celebrate participation 	Included in SSP affiliation (£5,000)	<ul style="list-style-type: none"> Children spoke positively about the experience Children express interest in participating in further events 	<ul style="list-style-type: none"> Share event calendar with wider team to encourage further participation
ARCHERY CLUB Fund archery club for targeted pupils to increase provision and range of sports	<ul style="list-style-type: none"> Arrange expert coaches to facilitate Select target year group Fill club and monitor attendance 	£180	<ul style="list-style-type: none"> Participation remained consistent through the sessions Children enjoyed additional sporting opportunities that were not accessed in the curriculum offer 	<ul style="list-style-type: none"> Consider clubs that add to curriculum instead of replicate Identify possible club links for co-delivery

Key indicator 5: Increased participation in competitive sport				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:
OLYMPIC DAY <ul style="list-style-type: none"> Organise a school sport/physical activity festival to provide the opportunity for competition 	<ul style="list-style-type: none"> Liaise with SSP to organise festival and plan a variety of activities Promote event on social media Celebrate participation 	Included in SSP affiliation (£5,000)	<ul style="list-style-type: none"> 240 pupils enjoy taking part in festival Participation celebrated through social media Pupils confident to participate 	<ul style="list-style-type: none"> Staff feel confident to run future festivals

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Paul Carpenter
Date:	12/07/21
Governor:	
Date:	