

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:
<p>Continued forest school sessions 3x per week. PE long term plan in place – one for Covid 19 and for future use. Each child recording fitness during athletics and fitness sessions. Introduction of activity bags at lunchtime. All staff including Midday Supervisors have been trained. Planning provided and shared for less confident staff for sport specific lessons.</p>	<p>Refresher training for all staff (some new members of staff) on Maypole dancing.</p>

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: £500	Date Updated:15/07/2021	
What Key indicator(s) are you going to focus on? 2. Profile of PE and sport raised across the school as a tool for whole school improvement			Total Carry Over Funding: £500	
Intent	Implementation	Impact		
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To raise the profile of Sport and PE throughout the school whilst building the children's confidence, enthusiasm, and knowledge in PE and Physical Activity. Sharing fun and easily usable advice on a variety of areas linked to children's wellbeing.</p> <p>Incorporating key areas for children to engage and understand in a fun and memorable way, from sugar intake and sleep hygiene, to physical fitness and balanced diets.</p> <p>Promote the engagement of all the children in all activities, whilst simultaneously inspiring the children into adopting healthier lifestyles.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Staff will wear their PE kit on PE days and when attending sporting events and competitions. Gives a sense of belonging for all children and adults to match with school logo.</p> <p>New basketballs and netballs were ordered to ensure there were enough for one each during PE lessons. The sets also included a match ball for netball, so children could see the difference.</p>	<p>Carry over funding allocated:</p> <p>£300</p> <p>£140</p>	<p>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?:</p> <p>When staff are wearing the PE kit, children know that they will have PE on that day. We have a sense of belonging and togetherness.</p> <p>Children are able to tell the difference between basketball and netballs with the new balls with distinctive colours and the fresh grip on them. Old netballs were being used as footballs as children we not sure which kind of balls they were.</p> <p>More children have been</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p> <p>Set up a netball and basketball team.</p>

			able to be engaged in lessons as once with more balls available. Children know the difference between match balls and training balls for Netball.	
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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.	Although this percentage is low, we had planned for poorer swimmers to have catch up sessions. Due to National lockdowns this was unable to take place.
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.	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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?	Yes/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: £17,477		Date Updated: 15.07.21	
<p>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</p>					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?
Have more active minutes throughout the day. Children to know activities and games to play.		Introduction of activity bags for lunchtimes and break times. All staff trained in how to use them.		NA	Children are much more active at break and lunchtimes. Children are excited to see which activity bag they have after rotations. Children and staff are engaged together teaching new games that have been created.
Forest schools sessions Children to learn about the outdoors and their surroundings. Cross curricular links.		Sessions take place three times per week. LKS2 and UKS2 alternate every half term.		£5527	Children have participated in a wide range of forest school activities linking to plants, animals, habitats, and life cycles.
Increased participation of Year 6 children		Year 6 children participate in a sailing day at Carsington Water.		£240	35 children passed the stage one sailing. 25% are looking to continue with stage 2 over the summer break.
					Children love receiving their new activity packs. They have been involved with choosing equipment for their classes too, giving them more ownership on games and activities they can participate in. Next Step: ensure the bags are rotated every week, and refreshed every half term. Plan in more cross curricular links with geography and PE to make the sessions even more active. Rebook for the next cohort of year 6 children for 2022.

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Increased physical activity whilst at school	Moki activity trackers have been purchased to be used from September.	£672	Haven't been used yet.	Get up and running with children's details onto the software ready to use in September.
Track activity minutes for children.	Membership for Primary Fitness Tracker	£250	Waiting for DIPA to be completed and get data onto it.	
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	£1842
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:
Educate children about mental health and wellbeing, and about leading a healthy lifestyle.	Yoga and fitness assemblies have been introduced since returning to school from lockdown. The assemblies also have included healthy eating and healthy lifestyle information.	NA	Children have enjoyed learning yoga and Thai Chi moves. They are energised and ready for learning after the assemblies.	Yoga assemblies have been successful and will be continuing with them in September.
New PE Coordinator in role Developing and improve the subject of PE	Release time to monitor teaching, stay up to date with new initiatives and training.	£1842	Long term plans have been written, knowledge has been mapped out across year groups. Observations of PE lessons have taken place.	
Showcase children's achievements through a display board when events can take place due to Covid-19.	Updated half termly. After each event add photo and a couple of comments from children about their experience.	NA	Due to Covid-19 there haven't been any competitions or tournaments but a PE display has been put up, with key statements about Physical activity and PE.	Display board to be moved outside Mercury classroom, and kept up to date with events from 2021-2022.
Forest school as mentioned above.				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£1050
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:
PE Coordinator sharing planning for Sport Specific lessons to give staff more confidence to teach quality lessons.	Staff know they can ask questions about planning, subject knowledge or tips.	NA	PE lessons have been taught to a higher standard as staff have had more guidance about how to teach specific skills. Children know names of the equipment used and can see transferable skills used across sports.	Book in for 2021-2022
Staff training – Maypole dancing refresher after Covid-19.	Increase confidence in teaching dancing	£50	Due to Covid-19 this did not take place.	
Forest school lead shares practice and expertise with class teachers	Class teacher has knowledge of lesson content.	NA	Class teachers and Tas have been upskilled in forest school.	
NPQSL training for PE coordinator	Increased knowledge and confidence in leadership skills.	£1050		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	£1550
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: School sports partnerships and cluster events – if any take place.	Take part in competitions offered by the sports partnership and Anthony Gell cluster	£1150	Due to Covid-19 this did not take place. We did take up Bikeability see below.	
Variety of activities offered at lunch times in the activity bags.	All staff trained in how to use them. Bags will be changed every term once each class has used them a couple of times.	NA	Children are able to use the equipment daily creating new games of their own but also playing traditional games with them too. Staff join in and give challenges for certain pieces of equipment.	Children love receiving their new activity packs. They have been involved with choosing equipment for their classes too, giving them more ownership on games and activities they can participate in. Next Step: ensure the bags are rotated every week, and refreshed every half term.
Building golf and foot golf into PE lessons for LKS2.	Planned PE lessons on variations of golf.	NA	Children experienced golf as a sport.	Due to lack of equipment we will be taking golf off the curriculum.
Increased multi skills through Cricket coaching from the Derbyshire Cricket Foundation.	1 day coaching for 6 weeks and a lunchtime club from Derbyshire Cricket Foundation.	Free	Children enjoyed the sessions delivered, many are planning to attend the summer camps.	Use knowledge gained from the cricket coaches to build on those sessions in the following years.

Increased knowledge and safety on bikes for year 6 children.	Bike ability sessions 1 on the playground and 3 on road sessions	£400 for 10 places.	Children have increased confidence for riding bikes on the road, how to signal and turn corners. Children have an understanding of basic bike maintenance.	Book in for the new cohort of Year 6s in September 2021
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	0
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:
Intra school tournaments. At the end of half terms, once all classes have finished a unit of learning on a sport hold an inter school competition or house competition.	Offered to all children. Have A, B and C teams.	Cost of using Anthony Gell Astro?	Due to Covid-19 this want not able to take place.	
Christmas mini sports day with obstacle course.	All children take part in an obstacle course I the Christmas week within their classes. Compare results with the whole year group.	NA	Children engaged in competition and enjoyed the challenge of competing against children in other classes.	
Traditional Sports day	All children represent their house and class in sports day with a range of races and field events.	NA	All children took part in an intra school sports day.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	V. Moore
Date:	15.07.2021

Governor:	
Date:	