

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



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

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 2020** 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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Introduced Forest schools three time a week, so all pupils can participate, classes now have 6 week sessions twice yearly.</p> <p>Employed a sports coach to ensure consistent standards and expectations across school.</p> <p>Staff booked on mindfulness training.</p> <p>New sporting governor appointed.</p> <p>Orienteering map of school in place. Twilight staff training booked to use.</p> <p>Table tennis available on the yard at playtimes and lunchtimes.</p> <p>Whitehall residential trip for year 5 and 6, to encourage team work and self-esteem.</p> <p>Whole school Maypole dancing.</p> <p>Attending all cluster and SSP sports events.</p> <p>Observations and support where appropriate.</p> <p>Long term plan in place, more regular staff feedback.</p> <p>Ensure all match reports are added to the website.</p> <p>Introduce a skilled dancing programme. Maypole purchased and training for teachers undertaken.</p> <p>Offering intra-school sports tournaments every week.</p>	<p>Staff meetings to share good practice and then a follow up meeting to check on progress. Ongoing</p> <p>Develop active literacy and numeracy lessons. Ongoing</p> <p>Attend headteacher/governor training more regularly.</p> <p>Support Mid-day supervisors with more training. Suggest using inset hrs</p> <p>Orienteering map of school in place, all pupils participating. Training to be booked for all staff to be instructed in the use of the permanent map.</p> <p>Links with Alderwasley school sports leaders to encourage participation for less able/engaged pupils. Re-visit this opportunity</p> <p>Increased participation throughout the school in extra-curricular sporting events. Still need to focus on a minority of children not participating.</p> <p>A record of each child's fitness levels, which will be revisited and updated regularly. Ongoing started this year but with COVID need to continue this in 2020-2021</p>

Commented [JW1]: Not sure the meaning is clear here – the training is booked to use the orienteering map??

Commented [JW2]: More detail? Minority of children not participating??

Meeting national curriculum requirements for swimming and water safety.	
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.	66%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66% The percentage of swimmers for Y6 is low, we were addressing this with lessons for the non/poor swimmers when we went into lockdown.
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: 2019/20		Total fund allocated: £17,000.00		Date Updated: April 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					40%
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:	
Introduce a method for pupils and staff to measure improvement to levels in fitness. Continue using athletics pack for all classes which monitors their successes Playground zoned off Dance area, smoooga pitch (more tournaments), quiet area. Member of staff to work with children at lunchtime to use sections Staff monitor pupils' engagement in activities offered to ensure all pupils are taking part for the 30 minutes required	All pupils provided with fitness cards Smoooga purchased and in place Staff meetings to ensure all staff confident in delivering PE Summer 2019, trained to use Activate and other resources Sports coach employed	£20 £672 Included in salary	All pupils to have a card and be able to discuss their own health and fitness Self-motivation to achieve the best Increase pupil engagement Increase pupil engagement from participating students and those watching Yes Teacher planning monitored and 30 minutes structured activity every day Structured activities at lunchtimes Yes	Pupils keep the card for the whole school life Badge for life. Staff monitoring and clear guide. Increased variety of opportunities Mid-day supervisors given more training More regular buddy training Staff monitor pupils engagement in activities offered to ensure all pupils are taking part for the 30 minutes required Yes Increased teaching time and the ability to teach more advanced skills due to sports in a contained environment working evidence Sharing good practice and making a programme and structured timetable for the future	

Commented [JW3]: Given or need more training?

<p>School sports organiser crew trained to lead lunchtime and playtime activities</p> <p>Forest schools</p>	<p>Trained with RDSSP</p> <p>Three times weekly sessions so all pupils can participate.</p>	<p>Included with Sports partnership funding (£1000.00)</p> <p>(£5025)</p>	<p>Organization of leagues for different sports during the year</p> <p>All pupils active outdoors and engaged learning about the environment Self-motivation to achieve the best Increase pupil engagement</p> <p>Forest School is a regular and continuous part of the curriculum. We are in the process of applying to become a recognised provider by the Forest School Association which will raise the profile and provide a benchmark for good practice. Confidence, self-esteem, co-operation, resilience, and teamwork are just some of the of the things we aim to increase in a child during Forest School sessions, bringing these skills back into the classroom and beyond, enabling improvement in other areas.</p>	<p>Sports coach to work with young leaders so they can deliver these independently, staff checking on progress meet ½ termly</p> <p>Sports leaders independently leading activities on the playground more tournaments led by young leaders</p> <p>Teachers learning new skills to take forward Now increased to 6 week sessions An extra physical activity that engages all pupils Keep Forest lead employed</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>46%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

Sports coach employed. Sports teacher employed	Whole school being taught quality PE lessons	£6540	More children enjoying PE lessons with enthusiastic coach	More children engaged and participating in different sports, Sports premium can be used indefinitely for this
Develop PE co-ordinator	Release time to keep up-do-date with training and new initiatives	Supply costs £400.00	PE lessons are current and well-planned	Training and planning can be passed on to others for consistency across the school
Notice board kept up-do-date with news and events Develop this further with Mr Johnson having his own by the PE shed	Mrs Bradbury to renew notice board Quality PE lessons for every class	Included in admin In K15 No cost	Pupils and parents more aware of events and outcomes More pupils involved in a wider variety of sports and activities	Once up and running this could be taken over by School Council or young leaders.
New sports coach employed	More organized activities at lunchtimes		All pupils active and engaged.	If successful Sports premium can continue to be used for this
Ongoing: Active maths lessons Linked to maths co-ordinator	Laminated resources. Staff fully informed.		Improved maths and PE outcomes	Resources re-usable and available for all More training courses booked
Develop cross curricular learning	Orienteering course implemented including staff training(twi-light staff meeting booked for full training and permanent course.)	£600.00	Orienteering course being regularly used as part of curriculum	Course is a permanent fixture and always available permanent course made on site and training for all staff. Course can be used daily by all.
Pupils to be leading activities	New resources and equipment purchased, sports leader development	£200.00	Pupil interviews to ensure young leaders are delivering the right activities	New leaders can be trained by the sports coach to maintain continuity. Leaders to meet ½ termly with Mr Johnson.
Forest school		Included in salary in K11	Staff plan with the Forest School leader, combining ideas and curriculum links and develop on past sessions. Putting together	All children taking part in another physical activity that can be accessed at all levels. Keep Forest lead employed

Commented [JW4]: More what? Does this apply to training courses booked mentioned below?

			orienteering. Forest School is run by qualified practitioners who continuously maintain and develop their professional practice.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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:
Continued staff development through up-to-date training to be shared with all staff	Regularly attend training courses offered by Sports Partnership	Included with Sports partnership Funding		
	Inset day to learn how to deliver music and dance lessons – all staff	£270.00		
PE lead to attend other training offered through other sources	Training can be shared with other staff to ensure consistency across lessons	£400.00	Access to a wider range of sports and Activities	Staff more confident in delivering PE lessons. Ongoing training with twi-light staff meetings aimed specifically at upskilling in PE. Teachers learn a new skill to use in their own PE lessons going forward
Staff met with PE consultant to audit PE and create new policy and risk assessments	Share new policy and risk assessments with staff	Included in supply earlier	All staff confident in knowledge of expectations and risk assessments	Reviewed and shared annually, or if new legislation needs to be implemented
Forest school		Included in salary in K11	Forest school encourages children to try a different sort of competitive activity. Orienteering requires a level of thinking; not used in most other sports. There is also a physical element to Orienteering, so children who are not necessarily interested in athletics or team games such as football may like to participate in this activity. In Forest school we also	Keep Forest lead employed and make challenges harder.

			encourage competition in den building, the children will build the dens in teams. This encourages working together, but also wanting to be the best. Also, when playing something as simple as hide and seek, we time the seekers to see who can find the children in the fastest time. Children who don't participate in the usual playground activities like the different activities on offer in Forest school. It is very different from the usual team games and someone who finds football etc difficult may excel at Orienteering on a personal level.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 4%


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?
Additional achievements:			Sustainability and suggested next steps:
School sports partnership and cluster events	Take part in all competitions offered by Sports Partnership and Anthony Gell Cluster	Included in SSP £300 – transport Costs	Attendance at competitive levels with possibility to get through to national levels
Ongoing: Continue to offer a wider range of activities both within and outside the curriculum to get more pupils involved	Whole school work towards ESAA primary award scheme	£300(badges)	All pupils achieving an award
Sports coach to offer a wider variety of lunchtime sports	Sports coach to run archery, dance	Included in salary in K11	More pupils motivated to try new
			Pupils move on to further levels New pupils start working towards Awards Pupils improve their personal best Athletics & fitness to be recorded Badge for life Young leaders can train other

<p>Forest school for all pupils</p>	<p>etc Young leaders to zone off playground and motivate pupils in different activities</p> <p>Forest school teacher employed to deliver sessions</p>	<p>Included in salary in K11</p>	<p>skills on an individual basis rather than team involvement</p> <p>Pupils learning a wide variety of life skills and activities</p> <p>Forest School is a long-term process of regular sessions, rather than one of or infrequent visits. The cycle of planning, observation, adaptation and review, links each session. Access to regular outdoor forest school sessions promote a love of physical activity, the outdoors and healthy lifestyles. Every child goes for half of the school year, experiencing different seasons, for one afternoon of 2.5 hours. The walk to the woodland is a valuable part of our session, with the physical and mental health benefits discussed.</p> <p>We know from research that regular time outdoors in a green space can offer an important number of health benefits including improved physical health, mental health and emotional well-being.</p> <p>The Forest school sessions are for everyone but target the least active children and those with poor self-esteem who are usually more reluctant to participate in additional physical activity or sports offered in the school curriculum. The Forest School sessions include building confidence, self-esteem, cooperation</p>	<p>young leaders so this can continue year on year.</p> <p>Training to be overseen by Mr Johnson in the summer term.</p> <p>Sports premium can be used to continue this indefinitely</p>
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			and increasing levels of activity through walking, climbing, running, jumping, team games, and wider general health promotion including healthy eating outdoors and good mental health.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:
<p>Ongoing: To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils</p> <p>New: Sports coach to offer a wider variety of Sports Engage more girls in inter/intra school Teams Enter more pupils in inclusive festival Girls only tournaments</p>	<p>Use Anthony Gell astro for inter-intra schools. Sports partnership</p> <p>Sports coach to offer training to teams in more sports Offer girls only competition and dance Clubs Sports coach to work with Pupil premium pupils and pupils who struggle to engage with physical activities. Offer more activities against the clock rather than against others encourages improvement in personal best.</p> <p>Girls attending Derby County football tournament. Staff time for organizing teams/transport</p>	<p>Sports coach</p> <p>Sports coach</p> <p>£1020 remaining funding to be used for transport for all activities to encourage participation.</p>	<p>Number of pupils taking part increases due to competition being in local area</p> <p>More pupils having a better knowledge of a sport and taking part in competitions More girls playing matches against local schools and within school (Girl's team got through to County finals)</p> <p>Build confidence in pupils to participate at a higher level Recording achievements at all levels</p> <p>Girls trying new sports More pupils participating The girls team got through to County trials and now know how intense some competitions can be</p>	<p>Keep using astro for competitions Encourages pupils to participate and may enter higher levels of competition</p> <p>Older pupils can use skills gained to help younger pupils in school, building relationships and confidence. Football tournament and dodgeball tournament organised successfully by leaders Girls more willing to participate in girls only competitions and might look to join local sports clubs. The girl's football team has been very successful. Mid-day supervisors encouraged to lead activities going forward Pupils taking responsibility for recording data. These can all be ongoing with the use of Sports premium funding.</p> <p>Children are encouraged to participate at a higher level by seeing the success of others</p>

Tri-athlon offered to all pupils	Booked places on the tri-athlon at Woodlands school	Transport costs included above	Offering a completely new experience	All children offered the chance to enter Tri-athlon and cross country. These can all be ongoing with the use of Sports premium funding To organise our own event at the local swimming pool and comprehensive school, so all children can take part
Forest school	All children taking part in Forest school activities regularly	Included in salary in K11	Involving children and their families in the community woodland who may not be motivated by traditional sport or outdoor physical activity. Discovering areas like Stoney Wood, Black Rocks, High Peak	Keep Forest school lead employed

Signed off by	
Head Teacher:	
Date:	17.7.20
Subject Leader:	
Date:	
Governor:	
Date:	