

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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 2019:	Areas for further improvement and baseline evidence of need:
Ensuring that children are accessing a wide variety of sports through using specialist coaches to deliver PE in curricular time and through offering a wide range of extra-curricular PE opportunities to facilitate more sporting opportunities, through learning new skills e.g. Fencing, Archery, Tri-Golf. Providing children in Upper KS2 with a large, safe space in which to have PE sessions each week by accessing the 'Places for People' Sports hall hire at Alfreton Leisure Centre. We have strengthened the leadership skills of the Sports Crew, Sports Ambassadors and Media Crew to showcase school participation in cluster and regional events organised through our affiliation with the Bolsover School Sports Partnership. Developing fundamental skills in EYFS and KS1 through Yoga sessions, upskilling staff so that they are able to deliver similar sessions. Wider opportunities have been provided and accessed using the funding to provide transport to events such as The Infant Dance Festival. Researching and purchasing new resources to develop sports and healthy lifestyles across all aspects of the curriculum e.g. Maths of the Day. We have also prioritized health and fitness across the school through purchasing and implementing a new PSHE scheme – 'Jigsaw' Gained Gold Award School Sport ward for increased inter and intra- school competition and encouraging children to have healthier lifestyles.	Improving the outdoor space by creating: a safer area for use in PE sessions, an area which can be used to continue the participation of the Daily Mile and a Netball Court so that it can be used during lunchtimes and so that staff can run an extra-curricular Netball Club. (Quotes to be obtained & this project budgeted for over the next few years). Further increase participation in sport of focus children (identified through action planning in 2018/19. Develop provision to encourage these children to want to engage in sport opportunities in and out of school. Increase confidence of staff when teaching gymnastics and dance elements of PE. Develop existing planning and repertoire of ideas.

Healthy schools award maintained in 2017/18. Developed Play Leader role further to lead additional sessions at lunch with mini leaders. Purchased Activall equipment to use a play times.	
--	--

Meeting national curriculum requirements for swimming and water safety.	Percentages 2019-20 Cohort
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.	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
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: pupils continue in NC sessions during Y5/6 if required.

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: £16,770 Current projected spend: £15,706.59 (carry over £1063.50)	Date Updated: July 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: £6093.08 36%
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?:
Develop additional opportunities for the children to be active during break and lunch times.	- Fortnightly meetings with MT to develop children's planning. - Continue to access BSSP offer of 5 hours training. - Leadership Hub training for Mini Leaders and Sports' Crew, paid for via BSSP offer. - Children to continue writing reports for sports achievements web page.	See below. Part of BSSP funding. As above. Release time, see below.	Evidence: - Website posts. - Meeting notes. Impact: - Children are more active during break and lunch times. Sustainability: Children have enjoyed being able to organise a wider range of competitions. Less curriculum time is lost due to fortnightly meetings. Engaged by SSP meetings re: mental health etc. Next Steps: Embed the intra-school competitions next year and widen to other local schools.
Children are aware of further opportunities/ activities which are active.	Forest School offered for each year group, throughout the year (focus: EYFS, 3	£1875.58	Evidence: Forest schools display and session log on website/ files. Sustainability: Children more actively asking to spend time outdoors at

	- hours per week). - Purchase resources for Forest Schools.	£574	- Planning Impact: - Children are more active in lesson times. - Children's mental health and wellbeing is heightened.	break time, and speak positively about the sessions. They talk confidently about the new skills (such as rope knots and whittling). Next Steps: Embed new curriculum (planned by MW and JT) this year and track progression.
Children to develop skills to participate in a wide variety of sports.	- Hire Sports Hall at Alfreton Leisure Centre for Y5/6. - Sport coaches to be employed one afternoon per week, available for classes on a half termly rotation.	£29.25 per session: Autumn 1 - £146.25 Autumn 2 - £146.25 Spring 1 - £146.25 Spring 2 – 58.50 (currently £497.25) Summer 2 - £146.25 = £643.50 See next key indicator for costing.	Evidence: - Weekly PE session. Impact: - Children have access to a high-quality facility for PE sessions.	Sustainability: Children have access to high quality resources and space. Also able to complete more gymnastics and dance at age-appropriate level. Next Steps: Continue next year, use the time to develop gymnastics and dance further.
Children have appropriate equipment to take part in a variety of physical activities.	- Purchase equipment to improve provision of Physical Activity in school: dodgeballs, golf balls, tennis balls, hockey sticks etc. - Upkeep of Activall and subscription.	N/A - grant provided by Aldi to provide equipment. £3000	Evidence: - Equipment in school is fit for purpose. Impact: - Children have appropriate equipment for lessons, which will enhance their experiences.	Sustainability: Children using the equipment and requesting additional pieces based on this. Activall has tailed off: needs a focus. Next steps:

				Use sports Crew to push Activall (competition) and invite local schools to compete, in conjunction with Anomaly company.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £3137.32 19%
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 and Impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
A wider range of after school clubs on offer for children, with a focus on sport and physical activity.	- T Gascoyne Football: KS1 Friday and KS2 Monday - RuggerEds in Autumn Term: hockey and tag rugby, subsidised by school. - Basketball (Premier Sports) (in Spring 1, subsidised by school. Paceball Summer Term (owed 2 sessions from last year - cancelled this year due to Covid – will continue into next year) - Badminton, table tennis, rounders by staff in Autumn 1.	TG: Autumn-Spring Term @ £30 per session = £990 (Possible Summer 2 @ £420 was not spent) Rugger Eds: £1660 Basketball: £260 See staffing costs below.	Evidence: - Children are secure in knowledge of different sports including key fundamental skills and knowledge of sport on the body. Impact: - Children can talk about the effect of exercise on their body. - Children are encouraged to participate in sport.	Sustainability: Children do enjoy the sessions, however similar sports have been paid for over the past few years. Staff to teach more sessions to apply CPD opportunities. Number of children attending ASC are dropping: review. Next Steps: Identify opportunities for one off days to widen the range of sports. Review the frequency of ASC in school.
To develop celebration events to raise the profile of athletes, competition and sport in school.	- Sports Day medals. - Event trophies.	Purchased in previous academic year.	Evidence: - Children have medals. - Evidence on Sport Page. Impact: - Children are motivated to	Sustainability: Children very happy with rewards. To continue. Next Steps:

			participate in sport. Children are able to celebrate their achievements.	Develop opportunities for intra-school competition and 'house' trophy events.
Children to have a secure knowledge of water safety.	- DCC visit to school to lead assembly. - Session for Y3/4 to discuss water safety and rescue. - Activities in classes.	£1 photocopying costs.	Evidence: - CPD notes. - Photographs Impact: - Children have a secure knowledge of how to stay safe in different water situations. - Children feel confident in water.	Sustainability: Comments from families and children about water safety confidence. Next Steps: Apply skills in swimming lessons to further knowledge.
Children have the opportunity to develop dance skills, linking to other curriculum areas of Art, English and Music.	- African Dance workshop (£75 for all classes.) - Additional workshops to further develop dance through art, music and writing (£85 for all classes).	£176.32	Evidence: - Images for file and on website. - Children's pupil voice. Impact: - Children can talk about dances in other cultures. - Children can apply new dance skills, which may encourage them to take part out of school. - Staff develop skills in this area, to use in future years.	Sustainability: Younger children very positive and enjoyed the session. Next Steps: Children have asked for street dance etc. Sessions. Explore possibilities.
Use of SSP and school values stickers to promote active lifestyles and sporting values.	- Purchase all stickers (200 of each at £50) to use in PE and active sessions. - All staff to be given some to use, including Sport Leaders.	£50	Evidence: - Children can talk about having them. - Staff will use. Impact: - Incentive to encourage participation.	Sustainability: Higher recognition of school and sporting values. Children proud to receive the stickers. Next Steps: Continue usage next year.

			• Increased level of participation in sport.	
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£581.75 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:
Staff to develop knowledge and confidence in areas identified through questionnaires.	Autumn focus: dance and gymnastics –see timetable.	See KI4 for costing and for payment in SSP.	Evidence: - Resources from INSET. - Feedback information. Impact: - Wider range of materials in school. - Higher quality dance and gymnastics teaching. Impact: Children are able to accurately use key gymnastics and dance skills.	Sustainability: Staff who have attended very positive. Next steps: Chances for further CPD by feeding back.
Staff to observe a range of PE sessions with trained coaches to ensure staff are upskilled. Rotate on a half termly basis.	- Autumn Term: RuggerEds – Rugby and Hockey - Spring 1: Basketball - Spring 2 – staff to teach and apply CPD. - Summer Term: Paceball (postponed due to COVID-19 school closure)	See above.	Evidence: - CPD notes. - Staff applying skills to their teaching. Impact: - High quality PE sessions. - Feeding back to other staff.	See evaluation above.
Develop the PE curriculum across the school and provision, including training sessions for other staff as required.	- PE release time one afternoon, every four weeks. - Supply cover as required.	£581.75	Evidence: - CPD notes. - Staff applying skills to their teaching. Impact:	See evaluations above.

			High quality PE sessions.	Feeding back to other staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £480 3% individually, additional funding is related throughout the report.
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:
Identify activities which the children would like to take part in.	Pupil discussion in autumn term re: preferences and analyse questionnaires.	See release above.	Evidence: - Pupil voice notes. - New activities in place. Impact: - Children are engaged in sport and interested in participating in new sports.	Sustainability: Children are more vocal regarding their interests – particularly in dance and sport. Next Steps: Plan in opportunities in these events.
Children are not held back by transportation, meaning more children can attend a variety of events.	- KS1 Dance Festival - Y2 Mini Olympics - Swimming gala mini bus in Autumn Term.	£100	Evidence: - Children attend sporting events. - Children engaged by a variety of activities, and are encouraged to participate in new events. Impact: - Opportunities to develop skills in a competitive atmosphere.	Sustainability: Increased participation for children who do not usually attend events. Next Steps: Continue this spend.

Provide opportunities for the children to experience a wide variety of sports, including developing children's understanding of the needs of others.	- UKS2 Wheelchair basketball session (2.5 hours from Express Coaching) - Bike Ability additional places.	£120 £160	Evidence: - Children attend sporting events. - Children engaged by a variety of activities, and are encouraged to participate in new events. Impact: - Opportunities to develop skills in a competitive atmosphere.	See evaluations above.
Safe, secure PE equipment.	PE equipment auditing.	£100	Evidence: - Audit documentation from DCC. Impact: - Children have safe and secure equipment to use in PE and sporting activities.	N/A

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£6057.85 36.3%
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:
Ensure a higher proportion of pupils are participating in school competitions and events.	- Affiliation to Bolsover School Sports Partnership and to take the opportunities to participate in a range of competitive sports in intra school sport competitions. - Maintain Gold School Sports award, ensuring higher proportions of children, especially the least active, participate in sport.	£2634	Evidence: A higher proportion of children are given the opportunity to take part in competitive sport and access new activities/ training Impact: Children have opportunities to sample and participate in a variety of activities, hopefully developing a love for activity.	See all evaluations above re: engagement and opportunities to compete. Next Steps: Identify more opportunities to engage with the SSP to take advantage of the spend (I.e. Mini Leader Training etc.)
Ensure there are further opportunities for physical activity throughout the school day.	- Continue to employ and develop the role of Play Leader in school to enhance opportunities for the children to be more active within the school day (including Sports Crew) for 2.5 hours per week. - Daily Challenges and Daily Mile to be organised and profile raised. - Wider proportion of pupils	£1221	Evidence: A higher proportion of children are active during the day. The skills of mini leaders are further developed. Impact: Children have the opportunity to try and take part in a variety of activities, hopefully developing a love for activity.	See evaluations above re: intra-school competition, mini leaders and sports crew.

	are active during the school day.			
Children have the chance to attend a wide range of competitions and activities within school time.	Release time for staff to attend training and competitions in school time (52 hours in total).	£2202.85	Evidence: A higher proportion of children are given the opportunity to take part in competitive sport and access new activities/ training Impact: Children have the opportunity to try and take part in a variety of activities, hopefully developing a love for activity.	See evaluations above re: competition.

Signed off by	
Head Teacher:	J. Whitby
Date:	
Subject Leader:	M. Weston
Date:	
Governor:	P. Warren
Date:	