

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018



Commissioned by
Department for Education

Created by



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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](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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	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 though 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. Healthy schools award maintained in 2017/18.	Lunchtime provision – development of the newly appointed Play Leader in order to provide more active lunchtimes with a range of Intra competitive sports activities. 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 2017/18. Develop provision to encourage these children to want to engage in sport opportunities in <u>and</u> out of school. Increase confidence of staff when teaching gymnastics and dance elements of PE. Develop existing planning and repertoire of ideas.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87%
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- non-swimmers continue to attend swimming lessons in Year 5 and 6 (school currently takes Year 3 and 4 swimming)

NB: Key children are continuing swimming during this academic year. These figures are correct as of July 2019.

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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £16,750	Date Updated: July 2019	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				£1141.50 7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sport's crew led lunchtime sports sessions and intra competitions to encourage children to be active.	- Higher proportion of children spending time being active during school time. - Children are confident when leading sport activities.	N/A due to prior training and BSSP package (5 hours in package)	Evidence: Sport page on website to be updated with information by sports leaders/ sports crew. A higher proportion of pupils are taking part in sporting activities before/ during school.	Children are trained and confident when leading activities. There is a wider range of activities on offer for children at break times. Year 4 children have been trained in preparation for next year, follow up training to follow in new year.
More pupils will take part in the 'daily mile' before school.	- Sports crew to champion in the morning – rota will be in place. - Wrist bands to help children create personal targets per lap. - Prizes for beating own targets - £5 voucher for those who attain higher than the previous half term (prize draw).	N/A due to prior training and BSSP package (5 hours in package) Approx. £30 for vouchers – this could increase?	Evidence: records showing number of laps each day/ week, these records will show more children taking part in physical activity before school.	Additional push required for this next year. Sports leaders will lead this at least once during lunch times and morning rota in place. Use wrist bands to track this and develop an additional intra-school competition for next year.
Review sports provision within 'Healthy Schools Community Award' to improve opportunities for physical activity, ensuring the award is maintained.	- Continue use of personal challenges, facilitated by play leader at lunch. - Ensure a higher proportion of children participate in the daily mile (see above). - Ensure mini leaders are consistently leading activities which are of high quality.	Ties in with Maths of the Day and Play leader training costs – no additional cost above this.	Evidence: Pupil voice interviews will show that more children are taking part and enjoying sports activities.	Children speak highly of active lessons in maths. Work as a school to develop further in other curriculum areas.

Opportunities for KS1 pupils to take part in more physical activity.	- Continue to enter children into the KS1 dance festival – transport costs. - Y2 GT Gymnastics festival – staff transportation/ parents. - Opportunities for children to have additional PE sessions with sports coaches and one off days.	£100 Free session with Derbyshire Cricket, zorbing and archery	Evidence: Collect feedback via pupil voice re: impact on opinions and engagement out of school.	Children have engaged with a variety of competitive and taster sessions. Children have enjoyed these opportunities and have requested sessions like this next year, especially in dance and gymnastics.
Enabling children to have access to a safe and large PE space all year round/ swimming skills are improved.	- Continue with 'Places for People' school hall hire at Alfreton Leisure Centre for children in Y5 and Y6 weekly. - Y3/4 and pupils who did not meet standard to continue swimming during these sessions.	£541.50 total £29 per session (£1.95 per pupil per trip to the Sports Hall.)	Evidence: children have suitable space to develop skills and fitness. Pupils who did not reach the expected standard for swimming in Y3/4 will have by the end of Y6.	Children are able to use a larger space for sessions and use specialist equipment. To be continued next year.
Engage children in additional physical activity through the purchase of 2x Activalls.	- Additional activities which are not part of the usual sports offer. - Opportunities to develop children's key skills: coordination and agility.	£2750	Evidence: develop children's key fundamental skills in wider sessions, other than PE.	Children are more active and comment that they enjoy using this equipment as they can see the progress they are making. Embed further through intra competitions next year.
The engagement of all pupils in regular physical activity –encouraging & facilitating healthy active lifestyles.	- Use of Fairshare to ensure children have further access to healthy foods and snacks. - Jigsaw PSHE schemes are in place and used, to discuss and further embed the needs for healthy lifestyles (£1,235 for Y2, 4 and 6 in 2017-18 and Y1, 3 and 5 in 2016-17). - Opportunities for additional sporting activities in school: PE after school clubs (football, RuggerEds, tennis etc.)	No additional cost as already bought into in previous academic year. See funding for these in indicator 2 and 3.	Impact: the percentage of children taking part in physical activity and competitions increase.	See evaluation in KI4.

	subsidised by school funding - After School Bubbles Club– zorbing (A2) and Laser Tag (Sp1). - Observe and identify times where fewer children are engaged in physical activity. Work with sports crew to develop an action plan to increase the number of children taking part.	Release time for MW to work with children and observe. TBC		
Develop the range of equipment available in school to deliver high-quality PE sessions.	- Football goals x2 to ensure children are able to compete in school/cluster competition. - Apply for Primary Sports equipment for the children to use during and out of lessons – balls, cones, bibs, spots and pop up goals. - Swimming resources to encourage and support pupils who are less confident – identified resources through JW swimming training.	£270 (£135 x 2 goals) No cost as this is free. Approx. £230	Impact: more varied equipment for the children to use in and out of lesson, which will encourage children to take part in physical activity.	Further discussions required re: additional equipment to ensure we are well stocked and able to lead suitable sessions. See evaluations in KI4.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £3550 21%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Weekly whole-school assembly focusing on the Big 6 values and sporting achievements in school, locally and nationally.	• Celebrations of achievements in sport competitions (inter school). • Children to demonstrate sporting ability – dance, gymnastics etc. • Discussion of events of interest or key sporting events. • Big 6 values firmly embedded in children's vocabulary and sporting attitudes. • Growth MindSet to develop resilience.	See funding for rewards in previous indication (approx.. £30)	Evidence: Children are enthused by sport and want to take part. Children also feel confident enough to take a risk and try out new activities. Pupil voice meetings to monitor this.	To continue.
School Sport notice board in entrance hall and playground (KS2 door).	• Ensure upcoming events, achievements and information is kept up to date. • Sharing activities etc. for the children to take part in at breaks and lunch. • Timetables for games during break times and mini leaders.	Consumables, which are paid for out of the school budget.	Impact: more pupils are aware of the sporting activities in school and take part in the activities which are taking place.	New room developed outside Trailblazers room. Children are aware of achievements and what is on offer at the moment.
Further develop the use of sport and physical activity in meaningful activities, across the whole curriculum (as appropriate).	• Continue to buy into 'Maths of the Day' scheme – this is to be used at least once per week in all classes. • Monitor the use of outdoor and practical maths. • Continue to develop and embed the principles of Forest Schools across the school (paid for last year).	£400 Monitoring release TBC. Paid for last year. Monitoring TBC	Impact: children are able to apply skills across the curriculum (with the key focus of maths, problem solving and reasoning). Children will also develop key team work skills through forest schools.	Teachers report the resource is not effective or challenging. Not to be renewed next year.

Purchase and embed the new PSHE scheme which incorporates a focus on health (as part of Healthy Schools Award). Jigsaw, the mindful approach to PSHE is an original and comprehensive scheme of learning, which integrates personal, social, health and economic education with an emphasis on emotional literacy, mental health and SMSC.	- Additional wave of resources for Y1/3/5 to supplement previously purchased resources. - Monitor effectiveness – how are these contributing to pupil wellbeing through lesson visits and pupil voice questionnaires.	All resources paid for last year.	Impact: Children develop confidence and resilience. Pupils develop confidence and skills to apply their understanding and skills in a variety of contexts.	Children report that they enjoy the scheme. It now builds on from previous years and provides an education in healthy living and body images. Well invested.
Purchase PE consumables to deliver a wider range of sport opportunities in school.	- See previous key indicator. - Bid to the Primary Sport Stars scheme successful – new sets of bibs, cones, spots and footballs to be sent to school by June 2019.	See previous key indicator. No cost due to funding application.	See previous indicator. Evidence: better resourcing in place for the children to use in lessons and during break times.	
Engage children in additional physical activity through the purchase of 2x Activalls.	- Additional activities which are not part of the usual sports offer. - Opportunities to develop children's key skills: coordination and agility.	£2750	Evidence: develop children's key fundamental skills in wider sessions, other than PE.	Children are more active and comment that they enjoy using this equipment as they can see the progress they are making. Embed further through intra competitions next year.
To purchase additional resources for EYFS as part of the ECAM initiative,	Opportunities for the children to develop fine and gross motor skills in their free flow activities.	Approx. £400	Evidence: children are making expected or better progress in the key areas of learning.	Resources are to be purchased at the start of the next academic year, as requested by KR. Evaluate further next year.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£390 2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Staff members to observe coaching opportunities to develop subject knowledge.	- Teachers to observe coaches employed to develop skills to teach these lessons in the future (see key indicator 4). - Teachers to request sports or activities which will develop	Linked to coach employment, see KI4: £630 Autumn RuggerEds £315 Spring 1	Evidence: Teachers are able to plan their own lessons based on planning from coaches. Coaching is observed and provides consistently good sessions for pupils. Teacher requested CPD is implemented as appropriate.	See evaluation in KI4.

	their confidence in key areas; gymnastics	RuggerEds £500 Spring 2 basketball £500 Summer Paceball (all 3 classes)		
Use of high-quality planning, ensuring highly planned differentiation, support and challenge for all pupils.	Implement FUNdamentals planning scheme (Think-do-feel units etc.) Evaluate after Christmas to identify effectiveness of units.	£0 – already in school, training during staff meeting. PLT release to monitor effectiveness (£90 approx.)	Evidence: Planning is observed in lessons and children are able to describe the Think, Do, Feel approach to PE in lesson monitoring.	See below.
Use of training and application in sessions.	- KS1 staff and UKS2 staff have had Yoga and/or mindfulness training – use for brain breaks and development of resilience in school. - Monitor teaching and discuss next steps to develop further.	£0 – already trained, use of dissemination to roll out further.	Evidence: Planning is observed in lessons and children are able to describe the effects of Yoga on them as learners.	Yoga etc. embedded in classes. Children report that they enjoy these sessions and see the benefit.
Staff questionnaires identify that the following areas require additional support: gymnastics teaching,	- Gymnastics teaching to be supported, particularly in KS1. - Staff to feel confident to plan and carry out high-quality PE lessons in a wider range of subjects.	TBC	Evidence: Teacher requests are actioned and disseminated in staff meetings to develop skills of staff team.	New planning in use and a new overview to ensure high quality, progressive PE is in place from September.

Training and CPD for staff is in place to develop confidence and skill set across the PE curriculum.	- Swimming training for JW to develop confidence and repertoire of swimming teaching techniques. - KS1 FUNdamentals training course. - Play leader training re: activity through story- telling, led by the Football Association (half day course + resources)	£150 Free as part of BSSP training package. Free as part of BSSP training package.	Evidence: Teaching is observed and next steps identified by staff. Feedback given to staff team in staff meetings. Evidence: Wider range of activities and cross curricular sessions in place during lunch times.	Teaching of swimming and associated resources have improved. The proportion of children making better than expected progress in swimming has improved.
To develop the confidence of the PE lead.	- Termly PLT meetings with cluster. - Set up cluster meetings to monitor teaching of PE. - Further training courses as appropriate. - Meeting with BSSP to moderate Sports Premium document and discuss the resources available to school.	Part of BSSP package.	Evidence: PLT is able to support staff effectively and can used links to develop school practice as appropriate. The school is accessing all suitable support available from the SSP.	Achieved.
Affiliation to the Youth Sport Trust	- Access to 30/30 resources to enhance teaching in school. - A wider variety of activities available for staff.	£150- Youth Sports Trust Membership- Level 2 (in order to access 30/30 resources)	Evidence: staff are able to enhance teaching in school and provides activities for Sports Crew to develop lunchtime provision.	This has not been used effectively. Some training is required to use to full potential.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£7505 45%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Additional achievements: Continue to develop Forest School provision in school.	• 2x members of staff to be level 2 and 3 trained (previously paid for in 2017-18 - £650 per staff member - £1,300) by June 2019, leading sessions to engage pupils further with active activities. • Pupil Voice to visit Alfreton Nursery to visit Forest School site and develop ideas for our own site. • Purchase equipment.	Staffing costs and release time for developmental training. £99	Evidence: Children are able to action plan ideas for the scheme in school and work alongside the adults leading provision. Children are able to access forest school teaching by fully trained adults.	Support for children's social and emotional needs are higher. Children enjoy the sessions and feel that they are developing life skills. These sessions are to continue.
Lunchtime play leaders and sports crew to enhance lunchtime provision and encourage children to take part in activity.	• Training is part of SSP package. Enhance intra-school competition opportunities through use of mini challenges and personal challenges and activities organized at lunch. • Use of Maths of the day activities to develop cross curricular work.	Training is part of SSP package.	Evidence: Children are confidently leading sessions which engage and include a larger proportion of pupils.	Children are confident when planning and leading sessions, continue to develop next year.

Ensure children are provided with additional sporting opportunities in school to develop and embed key/fundamental skills and widen the range of activities available.	- Rugger Eds – Autumn Term £720 (£45 per session and after school club) – (Rugby and Hockey with Multi Skills after school club) and Spring 1 - Express Coaching – Spring 2 @ £500 (Basketball sessions and after school club) - Pace Ball summer term - Provide on-going football coaching and after-school provision(T J Gascoyne) £2553 - £30 per session – infants & juniors 2 x sessions weekly. - Wheelchair basketball – Autumn term taster sessions.	£720 Autumn £315 Spring £500 basketball £500 Summer £200 ASC. £2553 Year £300.	Evidence: Children have weekly PE sessions which develop their skills in a variety of sports and develop an understanding of healthy lifestyles.	Staff feel that the children receive a high quality education and children enjoy these sessions. Staff feel their own knowledge for these skills are upskilled further.
Sports related staffing costs.	- Release time for staff training. - Additional staff in wrap around care to ensure the children have the chance to be active outdoors.	£2238	Evidence: children in wrap around care are provided with additional activities.	Each session, children are outside and able to play games due to additional staffing.
Identify sports which children have an interest in and would like additional opportunities to take part in.	- Zorbing and Lazer Tag – funded by lottery fund, offered free to WHPS and after school club (Autumn 2) - Pupil voice to identify interests of children and identify providers of these activities as required.	Free to WHPS through funding. Release time.	Evidence: Greater proportion of children take part in physical activity in and out of school. Children have a wider range of sporting activities available to them, which may engage them.	Pupil voice interviews and questionnaires identified that children would like more opportunities for less common school sports: archery, golf, curling etc. This will be looked at for the next academic year.

Ensure that facilities are appropriate to compete in and practice sporting skills.	Painting of sports pitch on community field – this may be used in PE sessions, training and football. Will provide an appropriate place for children to use out of school too.	£80	Evidence: Greater proportion of children take part in physical activity in and out of school and have appropriate facilities to use. Impact: opportunities to compete with other schools have increased.	Allowed more children to take part and for the children to use a suitable pitch for PE sessions when required. As this is burnt in, it will be available again next year, with little cost.
Develop cross curricular links which engage children in sport.	MT to attend sport story telling course to develop Literacy and active links. To implement during lunch times as part of play leader role.	Part of SSP package. Costings TBC for lunch cover?	Evidence: key children are taking part in session – these are identified by class teachers. Impact: this has begun to see children applying skills. To be embedded next year.	Attended and applied during lunch time clubs. Children report that they enjoy the sessions, but would prefer more variety. To continue next year, but on a half-termly rota.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£4260 25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Affiliation to Bolsover School Sports Partnership and to take the opportunities to participate in a range of competitive sports in intra school sport competitions.	Ensure a higher proportion of pupils are participating in school competitions and events.	£2798	Evidence: A higher proportion of children are given the opportunity to take part in competitive sport and access new activities/ training. Impact: see below.	This has ensured a higher proportion of children could take part in competitive games and has developed class-based sports teaching. Next year, additional children should be targeted to ensure they are given the opportunity to develop their sporting skills further.
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.	- Daily Challenges and Daily Mile to be organised and profile raised. - Wider proportion of pupils are active during the school day.	£1212	Evidence: A higher proportion of children are active during the day. The skills of mini leaders are further developed. Impact: see below.	See evaluation from Sports costs.

Develop activities for Sports Day competitions to develop team work ethos: trophies, flags, equipment etc.	• Purchase new trophies and medals. • Flags for teams • Equipment for games.	£250	Evidence: Children will engage in the events as a team, which will encourage more children to take part in competitive activities in and out of school. Impact: children have commented on the change of the format and that they enjoy. They enjoyed the celebration.	
5 pit partnership football league to develop links with other cluster schools and widen competitive opportunities.	• Ensure a higher proportion of pupils are participating in competitions. • Opportunities to apply skills developed in school sessions and clubs. • Ensure children and staff trained for inter- school competitions (Play leader) are actively encouraging children to participate – pupil voice, analysis of planning etc. • KS1 Multi skills festival and dance festival – transportation.	£0, linked to previous indicator payments Parental support to transport.	Evidence: A higher proportion of children are given the opportunity to take part in competitive sport. Some children are able to form the county team. Impact: a wider range of children – who usually do not participate – have taken part in competitive sports.	One child has made the county team as part of the league. More children (15) were given the opportunity to take part, with more children raising interest during the next academic year.
Maintain gold school award.	• Ensure high-levels of inter- and intra- school competition engagement is maintained. • Identify key pupils and guide to participate, using monitoring systems developed last academic year.	£0 – paid for via SSP affiliation.	Evidence: more children will take part in competitive sports and opportunities to be active will be embedded into school life. We will retain the Gold Award. Impact: children have been exposed to a wider range of sporting activities.	TBC

