

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
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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:
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.	Further increase participation in sport of focus children (identified through action planning in 2017/18 and 2018/19. 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. Ensure children consistently access high quality PE and active sessions throughout the day, building upon the Fundamentals of sport. Applying skills learnt via training in previous years.

Healthy schools award maintained in 2017/18, 2018/19 and Virtual award in 2020. 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 use 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 clubs.	
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Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

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: £1063.50	Date Updated: November 2020		
What Key indicator(s) are you going to focus on? 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			Total Carry Over Funding: £1063.50	
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	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?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
Develop children's key fundamental skills, especially balance and agility.	Purchase of balance equipment for playgrounds (and also for use in PE sessions). 2 x zig-zag benches 1 x circular bench	2 x £309.95 1 x 594.95 (Total: £1214.85 – there is a £100 discount from TTS so now £1114.85 - £1063.50 from previous year spend, £51.35 from this year).	Children have an improved spatial awareness (evidence in PE sessions and play times). Children are also confidently using the apparatus with balance and agility.	Children will have improved balance and agility – this will improve the children's progress, particularly in dance and gymnastics.

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.	
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?	84%
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: 2020/21	Total fund allocated: £16,660.00		Date Updated: May 2021	
			Current Spend: £16,660.00	
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:
				£5295.83 32%
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:
Play Leaders, Sports Crew and Mini Leaders to take an active role in physical activities at break and lunchtime.	- Fortnightly meetings with MT to develop children’s planning. - Continue to access BSSP offer of 5 hours training. - Children to continue writing reports for sports achievements web page.	See BSSP offer. See Sports Leader allocation (K14).	Evidence: - Website posts. - Meeting notes. Impact: - Children are more active during break and lunch times. - Children are taking on leading roles, encouraging others to be active.	Training to be delivered following lockdown in school (Y4/5 pupils ready for the next academic year) – impact to be re-assessed. This is to be booked in for September, to ensure children can begin leading sports again once bubbles are re-integrated.
Forest school	Children to be more active, and improve mental health by spending time outdoors, developing key life skills.	£1875.58	Evidence: - Website Impact: - Improved social skills for	Children have reported increased levels of enjoyment and creativity. Opportunities for all classes to be outdoors has had a positive impact on behaviour (see behaviour logs)

			children. Improved mental health and wellbeing.	
Purchase equipment to improve provision of Physical Activity in school.	- Dodgeballs - Golf balls - Tennis balls - Hockey sticks - Balance bikes EYFS	£443.90	Evidence: - Equipment in school is fit for purpose. Impact: - Children have appropriate equipment for lessons, which will enhance their experiences.	Increased equipment for PE sessions led to higher quality provision (especially dodgeball). EYFS pupils have opportunity to develop fine and gross motor skills which will impact handwriting and core strength.
Activall	- Children are regularly active during break and lunch time. - Equipment is up to date with programs. - Children have the chance to take part in intra-school competition.	£2750	Evidence: - Website posts. - Meeting notes. Impact: Children are more active during break and lunch times.	Final year payment – will not continue to servicing due to low usage of children. Will maintain equipment in house and further develop pupil usage through intra-school competition.
Safe, secure PE equipment.	PE equipment auditing.	£175	Evidence: - Audit documentation from DCC. Impact: - Children have safe and secure equipment to use in PE and sporting activities.	Children have safe and secure equipment for PE and play times.
Develop children's key fundamental skills, especially balance and agility.	Purchase of balance equipment for playgrounds (and also for use in PE sessions). 2 x zig-zag benches 1 x circular bench	(Total: £51.35 from this year, remainder from last academic year).	Evidence: - Pupil and staff voice. - Observation and work scrutiny of children's work with a focus on handwriting and presentation. Observation of use at break/ lunch time.	Children will have improved balance and agility – this will improve the children's progress, particularly in dance and gymnastics.

			Impact: Children have an improved spatial awareness (evidence in PE sessions and play times). Children are also confidently using the apparatus with balance and agility.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 2%
				£160
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:
Forest school	Children to be more active, and improve mental health by spending time outdoors, developing key life skills.	(See previous allocation in KI1).	Evidence: - Website Impact: - Improved social skills for children. - Improved mental health and wellbeing.	See previous evaluation.
Bike Ability	Y6 pupils will safely be able to travel using their bikes. Date TBC due to Covid.	Free – now fully funded by BSSP.	Evidence: - Children will complete the course. Impact: - Increased use of bikes to school. - Children report they feel safer in their bikes out of	Children have responded positively – they have raised the question of bike storage in school so they can cycle to school daily. This is to be looked into for the next two years.

			school.	
Purchase of sport equipment storage for easy access at break times.	- Equipment is safely stored. - Equipment available for all children during break times. - Wider range of activities available for self-selection.	£221.17	Evidence: - Repurposed Grit bins on playground. - More children playing games at break. Impact: - Wider range of activities on offer at break times which will encourage more children to be active.	Children have responded positively to the equipment storage. They like that it can be rotated more regularly, and that they can request a wider range of equipment.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Included in BSSP affiliation, so linked to KPI5
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 attend training INSET as organised by SSP to increase knowledge and confidence in key areas, as identified through questionnaires.	- Autumn focus: dance and gymnastics –see timetable. - Spring – activity in lessons (all staff) and fundamentals in KS1 (all staff).	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.	Training was cancelled due to COVID restrictions, this is to be restarted ASAP. KS1 training was received positively. Staff are beginning to embed aspects, such as traffic card systems, in PE sessions alongside active parts of other curriculum areas. KS2 have reinstated the daily mile for all pupils each morning – improved concentration reported by staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£8,395 50%
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:

Qualified Sports Coaches to lead PE sessions in school. Staff to observe and implement in ow lessons.	- Autumn Term: Paceball - Spring Term – lockdown. - Summer Term – staff led.	£550	Evidence: - Pupil voice Impact: - Children have enjoyed the sport and may continue out of school. - Children are excited by their PE sessions.	Children very positive about the session, and have asked about continuing a school club. This is to be looked into as a way to engage reluctant pupils to encourage them to take part in physical activity.
Develop opportunities for the children to be more active at break times.	- Playground markings linked to dance and sports. - See training above.	£2,500	Evidence: - Staff review and observation. - Pupil voice. Impact: - Pupils are more active at break times. - Developing teamwork skills further.	Children have visibly increased the use of the markings and have commented on the variety. They enjoy the cross curricular links too.
Continue to employ and develop the role of Play Leaders (KS1 and KS2) 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.	£5345	Evidence: - A higher proportion of children are active during the day. The skills of mini leaders are further developed Impact: - Children are more active. - Increased interest in different sports and linking children to other pathways.	Focussed tasks were targeted for pupils during lockdown, focussing on physical activity. Children are supported by staff and can support Mini Leaders (when they are in school) to lead high quality sessions.

Key indicator 5: Increased participation in competitive sport.				Percentage of total allocation:
				£2,728 16%
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:
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.	£2128	Evidence: - A higher proportion of children are given the opportunity to take part in competitive sport and access new activities/ training. Impact: - Children have wider opportunities for sport. - Children are aware of how to access a wider range of sports/ ways to apply skills from a variety of sports.	Opportunities to develop sports competitions for all pupils, especially SEND and GT pupils. Also provided excellent support for staff during home learning by providing 'at home' tasks.
Release time for staff to attend training and competitions in school time.	- Children have opportunity to compete in events. - Staff are confident when teaching unfamiliar units.	£600	Evidence: - A higher proportion of children are given the opportunity to take part in competitive sport and access new activities/ training. Impact: - Children have wider opportunities for sport.	See evaluations above. Monitoring next academic year to resume by subject lead to assess the quality and breadth of provision for all children.

Signed off by	
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Date:	
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Supported by:

