

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

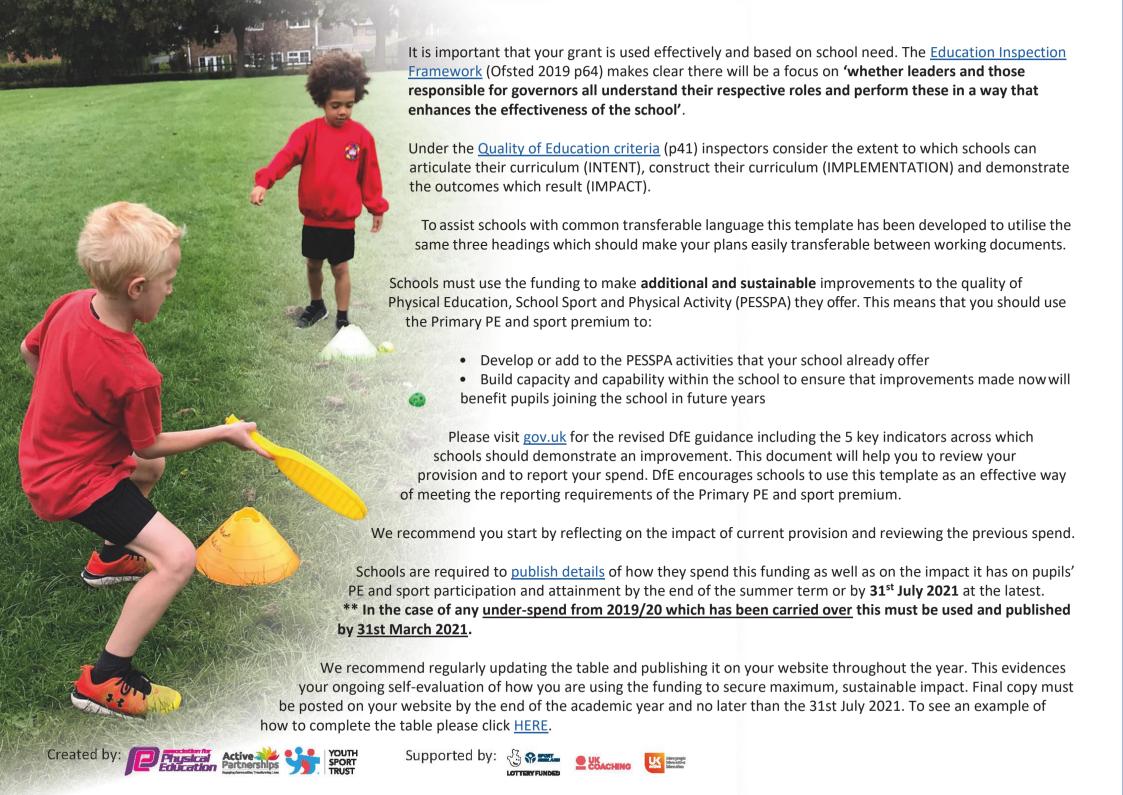


Department for Education

Created by







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:

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.

Areas for further improvement and baseline evidence of need:

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.

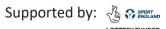
Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

If YES you must complete the following section

If NO, the following section is not applicable to you











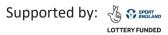
If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

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 Officer primary school pupils undertake at least 30 minutes of physical activity a day in school			ers guidelines recommend that	Total Carry Over Funding: £1063.50
Intent	Implemen	•	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.	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			
	all pupils in regular physical activity –		ficers guidelines recommend that	Percentage of total allocation
primary school pupils undertake at le	east 30 minutes of physical activity a c	ay in school		£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 (KI4).	Evidence:	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 booked in for September, to ensure children can begin leading sports again once bubbles are re-integrated.
Projection Active Created by: Physical Active Partnerships	Children to be more active, and improve mental health by spending time outdoors, developing key life skills. YOUTH SUPPORTED BY:	£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)

Purchase equipment to improve provision of Physical Activity in school.	 Dodgeballs Golf balls Tennis balls Hockey sticks Balance bikes EYFS 	£443.90	for purpose. Impact: • Children have appropriate equipment for lessons, which will	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. 		Evidence: • Website posts. • Meeting notes.	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		Children have safe and secure equipment for PE and play times.
Develop children's key fundamental skills, especially balance and agility. Created by: Physical Active Created by: Physical Created by: Physical Active Created by: Physical Created by	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).	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.





			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 PESSP	A being raised across the school as a	tool for whole scl	hool 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.		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	 Repurposed Grit bins on playground. More children playing games at break. 	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 s	port	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. Key indicator 4: Broader experience of the staff of the sta	 Autumn focus: dance and gymnastics —see timetable. Spring — activity in lessons (all staff) and fundamentals in KS! (all staff). 	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. Percentage of total allocation: £8,395
Intent	Implementation		Impact	50%
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:	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	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	on 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	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	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.
			to access a wider range of sports/ ways to apply skills from a variety of sports.	
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	 A higher proportion of children are given the opportunity to take part in competitive sport and access new activities/ training. 	See evaluations above. Monitoring next academic year to resume by subject lead to assess the quality and breadth of provision for all children.
Created by: Physical Active Active Education Partnerships	Supported by:	SPORT UK COACHING	Impact: • Children have wider opportunities for sport.	

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











