

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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 2020:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> Engagement of all pupils in regular physical activity <ul style="list-style-type: none"> Increased opportunities for physical activity throughout the day even more – purchase bolt ons through DCCT to access different year groups Used outside agencies (play innovate/premier play solutions) to quote on re development of playground, field etc with interactive games and activities that can be used throughout the day. Swimming booster groups for less able swimmers before they leave Year 6 planned and swimming qualification achieved by DL MW. Re introduced holiday clubs as a trial, which was successful. Continue Sport week initiatives, regular intra class competitions The profile of PE and sport has been raised across the school <ul style="list-style-type: none"> Retained Gold School Games Mark, plus achieved a Special Recognition Award by School Games. Offer our support and skills to DCCT (they have mentioned using us to help run workshops/festivals etc). Had a Deep Dive by OFSTED into PE, which came out as GOOD in the report. Increased confidence and skills of all staff in teaching PE <ul style="list-style-type: none"> Subject leaders offered a support network for all staff teaching PE Introduced PE Hub to assist with high quality lesson planning and assessment Accessed as many CPD training courses and workshops for staff eg swimming, Mental Health First Aid PE specialists carried out monitoring walks, with follow up sessions offered to staff for CPD opportunities. Broader experience of a range of sports and activities offered <ul style="list-style-type: none"> Took part in a wider range of festivals and competitions offered by the SSP including taking A and B teams, SEND and reluctant learners. Implemented Intervention Groups – physical literacy, mental resilience Used minibus to broaden opportunities outside of school facilities Increased the opportunities for extra curriculum clubs with a Pupil Premium focus Linked with the PSHE curriculum to develop lessons on Personal Development 	<ol style="list-style-type: none"> Engagement of all pupils in regular physical activity <ul style="list-style-type: none"> Continue to push for re development of playground using one of the 3 companies we have been quoted by. Feel this will increase activity levels massively as can be used at break/dinner but also lessons, intervention groups etc. Offer a wider variety of activities by utilising external companies and the products that they offer. Try and get all key stages having the opportunity to try a new sport/activity this year. Increased Physical Literacy testing and interventions implemented across Key Stage 1 and Lower Key Stage 2 to ensure pupils who have fell behind in physical development are picked up, worked with and then able to participate in all opportunities for physical activity. The profile of PE and Sport has been raised across the school <ul style="list-style-type: none"> Retain Gold Award by the School Games. Try and re build links with local community/sports clubs etc, which were lost or hindered during lockdown etc. Raise awareness of parents of the opportunities that are available for their children in the local area. Be the first school in the Midlands to use Play Innovate, who offer patented equipment, on our playground re development. Increased confidence and skills of all staff in teaching PE <ul style="list-style-type: none"> Offer continued support, including a more in depth monitoring system (termly) to ensure high quality PE is being delivered at all times, especially with the lost time our pupils have suffered. Utilise the expertise of our Level 3 qualified TA as a main source of support in delivering PE. Any available CPD courses/workshops email out termly to all staff to have opportunity to access. Broader experience of a range of sports and activities offered <ul style="list-style-type: none"> Utilise the Virtual challenges and tasks supplied by the DCCT and Your School Games, to allow pupils the opportunity to try different activities. Use of external companies to provide activity days that offer sports/activities different to what we can provide within normal PE. Continue with Holiday Clubs when safe to do so. Finalise the playground redevelopment project.

<p>5. Increased participation in competitive sport</p> <ul style="list-style-type: none"> • Began taking B teams to the competitions run by the SSP • Ran more intra school comps (every half term 1 per year group), sports weeks/days • Pushed for more success in our flag ship sports – SP H Athletics (qualified for County Finals) football (qualified for County Finals and lost in the final of the Regional Qualifiers) 	<p>5. Increased participation in competitive sport</p> <ul style="list-style-type: none"> • Compete as a school in the Virtual Challenges set by DCCT and Your School Games. • When safe to do so, participate in the local Football, Rugby and Netball leagues. • Run half termly Intra Class competitions, including a new format of Sports Day.
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Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	65%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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?	Yes

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: £30,967 (inc carry forward from 19/20		Date Updated: 09/07/21	
Key indicator 1: The engagement of all 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:
					44%
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?:
Opportunities to be active throughout the school day through participating in competitions, challenges, external company programs and in general day to day school life.		Participate in virtual challenges and activities provided by DCCT in conjunction with School Games		£1500 affiliation fee to DCCT	Signed up to Play waze, DCCT’s platform where schools can compete in virtual challenges. Meant we were able to compete against other local schools, push intra class competition.
		Provide 2 hours of quality PE for each class during the school week			
		Break and lunchtime activities – weekly invasion games competition, multi skills games ran by leaders.			
		Push through the playground re design project. 3 quotes have been submitted to Governors.		£11,500 (carry forward)	

<p>Create opportunities for physical activity for all children across the school by purchasing a range of scooters and protective equipment. Timetable to be implemented ensuring all children In all key stages have access.</p>	<p>Buy into external packages to offer a range of activities across all year groups. (ScootFit, Dynamic Dance and Mike Mullin BMX)</p> <p>Increase Physical Literacy Testing, Intervention and Assessment across KS1 and lower KS2. Ensure any who have fallen behind in their physical development through lockdown etc are identified and worked with, so that they are able to then access any of the opportunities provided for physical activity.</p>	<p>£800 (experience day)</p> <p>£5860 (purchasing of all scooters and equipment)</p>	<p>Scoot-fit day went ahead as planned over a two day period and was offered to all children across the school who enjoyed and benefitted from the experience. Dynamic dance and Mike Mullin BMX POSTPONED UNTIL 2021-22 ACADEMIC YEAR.</p> <p>Time table implemented providing all year groups with an additional 30-40 minutes of physical activity per week for the time being due to COVID 19.</p> <p>All year group's base line tested, in line with their milestones. A target group from each year identified who failed to meet the milestones. A staff member from each year group trained up in Physical Literacy intervention delivered the program to them over the 6 weeks. 90% of pupils able to pass their milestones after 6-12 weeks of intervention.</p>	<p>of school hours.</p> <p>Following event and feedback from children and staff involved it was agreed that the activities were enjoyable and beneficial to all children so it would be appropriate to invest in purchasing the equipment to continue the development across the school.</p> <p>Plan to offer same opportunity once a week to all children on a weekly rota once COVID-19 restrictions drop. Also to implemented into curriculum after training has been provided.</p> <p>Additional staff training offered for next academic year to ensure testing and monitoring continues across the curriculum.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				Inc in Key Indicator 1 %
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:
Retain our Gold School Games Mark, as a reflection of the opportunities to be physically active that we provide for pupils at our school.	Evidencing any and all physical activity provision, curricular and extra-curricular, offered by the school. Enter first and second teams into competitive events, virtual for the time being. Increase and expand on the number of and types of events entered on the SSP sports calendar.		Most if not all children are engaged in at least 30 minutes of physical activity a day despite the COVID-19 restrictions. Opportunities available in new playground refurbishment, up scaled PE equipment and buy in to scooter schemes.	
Building links with local community clubs/sessions and increasing parental engagement so they are aware of successes of their child and the opportunities available to them.	Promote child's successes through termly newsletters, class dojo posts etc. signpost pupils to opportunities available outside of school.		Children who have participated in school clubs and teams are asking for out of school clubs to be sourced so they can continue to develop and build on interest out of school.	Make contact with local sports clubs and create links so that children can take part further in sports of interest, competitively out of school. These links to be advertised in school sports newsletter.
Use the new playground development project to provide extra opportunities for pupils both during the school day and outside of school time.	We would be the first school in the Midlands to have the specific design we are looking at. Potentially look at opening up to the local community/parents and kids workshops etc.	£12,590 (final quote)	Project installed over Easter half term break. Use with children was limited due to COVID-19 Government guidance in terms of bubble crossing. So was used by specific teams only.	All equipment to be accessible following drop in restrictions for academic year 2021-22. Will be available at break times under supervision of staff, mid-day supervisors and mini leaders, following relevant training.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
Subscription to the online PE planning and assessment program: www.thePEhub.com . Program offers complete sets of resources for all year groups across the curriculum. Content is constantly updated. Single login and easy access for all staff. Broad range of subject matter meeting all expectations and criteria of the national curriculum. Developing assessment tool to be adapted by PE subject leaders to be consistent and accessible for all staff to update throughout the academic year.	Contact PE hub admin and subscribe for 20/21 Academic year. Twilight staff training to be held by subject lead to train staff for program use. Retain membership with Afpe – provide staff with resources that are provided.	£500 £115	Pupils becoming familiar with the structure of lessons as all staff following the PE Hub planning. Means that consistency is evident across the school allowing for better progress. Staff are becoming more confident with their delivery as they continue to work through the different subject areas. Informal observations carried out and informal feedback offered where required. Support offered to staff who require improved subject knowledge.	Continue to subscribe to the program as it is regularly being updated with more planning that offers more experience and opportunity to children. Also is a familiar program now to all staff ensuring consistency in the quality of delivery across the school. Continue staff monitoring and working particularly closely with newer staff member is school to ensure consistency in delivery and quality of PE across school.

<p>Access as many CPD training courses as possible for subject leaders and all school staff to upscale subject knowledge and open more opportunity for children and further boost the delivery of high quality PE and PA across the school. In addition encourage staff to use training as a baseline to offering extra-curricular opportunities in the form of after school and lunchtime clubs. Line up activities with Super Schools yearly event calendar so children can go on to compete in competitive sport against other schools.</p> <p>Use of equipment</p>	<p>Make early contact with school staff to gauge interest levels on CPD and in what subject areas.</p> <p>So pupils have opportunities to participate in as near to normal PE lessons and cover all areas of the curriculum, ensure each Year Group bubble has their own set of equipment linked to the basics so there is no need to share. Eg beanbags, cones, bibs, range of balls etc</p>	<p>£375</p>	<p>Staff feed back shows a high interest in CPD training for subjects such as</p> <ul style="list-style-type: none"> - Scooter training - PE and Mental Health courses - Swimming qualifications - Dance training - Balance Bikes training (EYFS) <p>Due to Covid, many courses were cancelled due to not being offered virtually. This will be picked up next academic year.</p> <p>Ensured all staff were equipped with all the basics in terms of equipment which therefore meant there was no cross contamination of COVID-19 through having to share equipment with other year groups.</p>	<p>Staff identified and enrolled on relevant courses for 2021/2022 academic year</p> <ul style="list-style-type: none"> - HC Enrolled on Sports Mental health course Level 4 - EYS staff all appointed to balance bike training program. - Scooter training for 2 staff per team across school. - Swimming qualifications for subject leads MW and DL. <p>Team boxes to remain in place moving forward until all restrictions are dropped on moving forwards.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				37%
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:
Enter virtual based competitions offered by Derby City SSP. Inclusive of all school year groups.	<ul style="list-style-type: none"> - Book onto all competitions through SSP website. Record and collate scores and results across school and submit to organisers. 	Included in Affiliation fee		
Bringing in external organisations to offer wider range of opportunities.	<ul style="list-style-type: none"> - Buy into Scoot fit program (Whole School) - Dynamic Dance (Years 5/6) - Mike Mullins BMX (Key stage 2) - Cycle Derby – bikeability 	£8400	<p>Scoot-fit day went ahead as planned over a two day period and was offered to all children across the school who enjoyed and benefitted from the experience.</p> <p>Dynamic dance and Mike Mullin BMX POSTPONED UNTIL 2021-22 ACADEMIC YEAR.</p>	<p>Following event and feedback from children and staff involved it was agreed that the activities were enjoyable and beneficial to all children so it would be appropriate to invest in purchasing the equipment to continue the development across the school. Scooters and balance bikes purchased.</p> <p>Plan to offer same opportunity once a week to all children on a weekly rota once COVID-19 restrictions drop.</p>
Swimming Boosters – Due to Covid current Year 6 cohort have missed a years worth of swimming – aim to implement a 6 week intense booster with these children to maximise the	Plan and run small group sessions that are suitable for the ability of the participants. Work against the milestones that should be	£1800	Sessions are currently underway, groups have been sorted. Assessment data is being completed and groups revised if	Next year, after curriculum sessions have been completed, judge if booster groups would be worthwhile with a select group

number who can swim 25m, perform water rescue and self safety before they leave.	achieved and consistently assess and move groups if required.		necessary. Pupils are showing progress and moved up groups after a few sessions.	who have not made the progress required to meet the Year 6 expectations.
Access some DCCT programs to assist with increasing participation of reluctant learners.	Rammies Little Movers Healthy Heroes Matchday Maths	£1550	Selected intervention group of 16 pupils accessed the programs. Positive response from both pupils and assisting TA on the impact it had – increased enthusiasm and resilience to learning.	Purchase similar programs next academic year, ensuring they meet the needs of the intervention groups.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>Entrance into Derby City school leagues.</p> <ul style="list-style-type: none"> - Tag Rugby - Football - Netball <p>Entrance into Derby SSP events calendar and competitions.</p> <p>Olympic themed sports day. Use Olympic year to revamp school sports day.</p>	<ul style="list-style-type: none"> - Football fixtures organised externally. Played in conjunction with Government Guidelines. - Express interest to enter Netball league in summer terms. - Book all relevant competitions, source staff to create after school clubs geared towards competitions. <p>Organise and hire specialised equipment to give children opportunities to sample sports such as cycling and rowing.</p> <p>Source local sports heroes to help create and opening and closing ceremony.</p>	<p>£ Free</p> <p>£ Free</p> <p>£ Part of affiliation fee</p> <p>£500 allocated</p>	<p>Tag Rugby competitions cancelled due to COVID-19</p> <p>Football competitions cancelled due to COVID-19</p> <p>Netball competitions cancelled due to COVID-19</p> <p>Event cancelled due to COVID-19. However scaled down bubble based provisions implemented to ensure children still take part in a school sports day.</p>	<p>Re-enter all competitions when restrictions drop. Ensure all clubs and teams are running in due course to prepare children for competition dates.</p> <p>Event to be planned into future academic years subject to COVID restrictions dropping.</p>

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15% of this years Sports Premium will be carried forward into next academic year – this money had been allocated for teacher CPD and specialised lesson delivery for dance and balance bikes. Due to Covid these experiences didn't go ahead and have therefore been postponed to the next academic year.

Signed off by	
Head Teacher:	H Weston
Date:	09/07/2021
Subject Leader:	D.Langford M.Woodhouse
Date:	06/07/2021
Governor:	Kieran Dwyer
Date:	09/07/2021