

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 0.00
Total amount allocated for 2020/21	£ 17324.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0.00
Total amount allocated for 2021/22	£ 17280.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17280.00

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	N/A
<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> <p>Please see note above</p>	N/A
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<p>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?</p>	N/A

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.

Financial Year: 2021 - 22		Total fund allocated: £17280		Date Updated: May 2022	
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: 40% (£6912 allocated) Actual Spend = £9600
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>Improve pupil's physical health and wellbeing through regular physical activity.</p> <p>Use physical activity to improve emotional and mental health and wellbeing.</p> <p>Pupils understand the importance and benefits of an active, healthy lifestyle.</p> <p>Provide an environment where pupils can be active, and have opportunity to create and participate in active learning.</p>	<p>Develop and communicate to all staff strategies to increase whole class physical activity with the aim of achieving 30 active minutes a day.</p> <p>The importance of regular active breaks and the use of outdoor spaces for learning has been identified and communicated to all staff.</p> <p>Use of the outdoor environment for physical activity and learning (playground, MUGA, outdoor areas).</p> <p>Each class has been assigned a PE day where the children come dressed 'PE Ready'. On this day the class has access to all PE resources / MUGA / Hall in order to deliver the PE curriculum. This is in addition to all children having trainers and wellies kept in school for daily physical learning opportunities.</p>		<p>Play Leader £4850</p> <p>HLTA staffing £2300</p> <p>Playground Resources £230</p> <p>IPad resources & software £120</p> <p>SEN provision £450 – resources</p> <p>£1650 - staffing</p>	<p>Participation in physical activity is increasing across the whole school. The need for regular physical activity breaks and the use of the outdoor space has contributed greatly to this key indicator.</p> <p>Teaching and Lunchtime Staff are using the playground and MUGA daily with class / bubbles. Children are enjoying having this all-weather space and it is being utilised well.</p> <p>MDS linked to one class has led to strong relationships with the children and the ability to meet the specific needs and interests of the children, meaning more quality outdoor physical activity is taking place.</p> <p>All staff model active participation</p>	<p>Use of AfPE scorecard and dashboard and Derbyshire ASP resources to monitor time spent in physical activity.</p> <p>Provide CPD for MDS to facilitate whole school play and outdoor learning.</p> <p>Investigate Outdoor and Adventurous Activity opportunity for the playground to be accessed independently.</p> <p>Identify opportunities to increase engagement and involvement of all stakeholders with open days.</p>

	<p>Use outdoor areas for KS1 for gross / fine motor skills and active play-based learning. Each class has been supplied with a box of outdoor resources for their own use.</p> <p>Not all class's outdoor areas are suitable for all-weather use.</p> <p>Equipment and opportunities have been tailored to make the best of the situation.</p> <p>MDS to promote games and physical activities over the lunch time. As MDS are linked to one class/bubble, they are building good relationships with the children and are able to promote outdoor physical activity.</p> <p>From the Spring Term, moved to whole school on the playground for lunchtime, further promoting active play and the social importance of wellbeing.</p> <p>All staff are skilled in the provision of active learning.</p> <p>All TAs have had access to quality CPD to enable the inclusive provision of physical activity throughout the day.</p> <p>Ensure vulnerable children don't miss active sessions through interventions.</p> <p>As interventions have been re-structured owing to no assemblies and a focus on whole class teaching, vulnerable children are not missing active sessions.</p> <p>Communicate with all stakeholders a commitment to the positive impact of</p>		<p>and TAs continue to provide high quality active learning opportunities.</p> <p>The use of iPads in PE lessons promote engagement for all children</p> <p>The opportunity for physical activity with, and alongside their friends in year group bubbles supported the children's emotional and mental wellbeing and allowed them to move towards whole school integration in the Spring Term.</p> <p>The provision of trained staff at all levels to ensure all children, including vulnerable and SEND, can access and participate in physical activity alongside their peers to build physical, social and emotional skills and to promote wellbeing.</p>	
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	<p>physical activity on the Health and Wellbeing of children, their families and the staff. PE and Active opportunities are included on the termly homework map for all children.</p> <p>On their re-start, promote Breakfast and After-School clubs to encourage as many children as possible to engage with additional opportunities for Physical Activity.</p> <p>Review with staff the range of lunchtime clubs we could offer, subject to them re-starting, so that they include more physical activities.</p> <p>Breakfast Club is very popular across all ages, including disadvantaged and vulnerable groups.</p> <p>Active Extra-Curricular Clubs, are offered after school on 3 nights to all year groups, and take-up is good. Each PP child has free access to a club for a whole term.</p> <p>Lunchtime clubs to be reviewed again after Easter for the new financial year.</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: 45% (£7776 allocated)
Intent	Implementation		Impact	Actual Spend = £7305
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>Improve characteristics of effective learning by:</p> <ul style="list-style-type: none"> improving the general fitness of all children in school increasing the confidence of all children in PE increasing knowledge and understanding of benefits of PE for all children Promote star standards through REAL PE Increase emotional mental health and well-being of all stakeholders. <p>Promote social skills, emotional intelligence and resilience through PE and Physical Activity.</p> <p>Use reading and vocabulary opportunities through text / flashcards in PE to raise literacy standards to support school SIP focus.</p> <p>Promote opportunities to embed key mathematical and scientific thinking skills within PESSPA.</p>	<p>PE Lead to continue to attend national and regional training and CPD to ensure best practice for MIS</p> <p>Virtual Training Attended through the DSSP & Create Development (Real PE): Findings from all of this have been implemented in both current practice and future planning.</p> <p>Premier Sport to deliver active sessions for all children to target Team Games, Fun Fitness, Social and Communication Skills and Personal Best. In addition to this, classroom based learning to cover health and wellbeing knowledge.</p> <p>All children received these sessions through the Autumn and Spring terms, and it will continue to the end of the academic year.</p> <p>Sports Week 2021 was cancelled due to Covid-19 lock-down - Plan for Sports Week in 2022 Summer to raise the profile of sport in school.</p> <p>Communicate with all stakeholders a commitment to the positive impact of physical activity on the Health and Wellbeing of children, their families and</p>	<p>TLR plus Cover for PE lead £2000</p> <p>AfPE membership £95</p> <p>South Derbyshire SSP £1290</p> <p>Premier Sport £3920</p>	<p>Improvement in gross motor skills is evident in classroom behaviour.</p> <p>Pupil's engagement in Play and Lunchtime activities has improved behaviour and given opportunity to practice, embed and build PE skills as well as the MIS Star Standards.</p> <p>The use of speaking and listening, reading, maths and science skills through PE and other whole class active learning has engaged otherwise reluctant pupils.</p> <p>The increase in understanding of all staff and children on the importance and benefits of a healthy lifestyle has increased the participation levels of all children in physical activity throughout the day.</p>	<p>Continue to use the support and resources provided by AfPE / DSSP / Real PE to ensure up-to-date and best practice.</p> <p>Liaise with Premier Sport to develop offer of sports.</p> <p>Increase range of sports offered via Sports Week through external experts (cricket, tennis etc.).</p> <p>Identify opportunities to increase the link between home and school to promote the positive impact of PESSPA for all stakeholders.</p>

	<p>the staff. Involve parents / carers in physical activity through home learning challenges and PACES. PE and Physical Activity opportunities are included on the termly Homework Map.</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: 8% (£1383 allocated)	
Intent	Implementation	Impact	Actual Spend = £495	
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:	Sustainability and suggested next steps:	
<p>All staff are valuable in terms of delivery of PESSPA – CPD to be offered to all Teachers / HLTA / TA / MDS.</p> <p>All pupils will benefit from the same ambitious curriculum delivered by confident, skilled and knowledgeable staff.</p> <p>Improved Staff wellbeing through up-skilling.</p>	<p>Subject Lead to attend relevant briefings and training to ensure best practice is communicated to staff. Virtual Training Attended through the DSSP & Create Development (Real PE): Findings from all of this have been implemented in both current practice and future planning.</p> <p>Use of full Real PE scheme to include Real Foundations, Real Dance and Real Gym. Real Foundations has been delivered to all children to ensure coverage and assessment of fundamental skills, allowing all staff to embed their knowledge and understanding in the delivery of the REAL PE scheme.</p> <p>Premier Sports to run PE / School Sport / Health & Wellbeing sessions for all classes to provide pupil learning opportunity and staff CPD. All children received these sessions through the Autumn and Spring terms, and it will continue to the end of the academic year.</p>	<p>Real PE £495</p> <p>Premier Sports Included in KI.2</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>PE lead has attended a wide range of training in order to gather best practice as well as latest guidance.</p> <p>The delivery of quality PE lessons and the fundamental skills has enabled children to become more proficient and staff more confident in their knowledge and skills.</p> <p>There has been an significant impact of ongoing CPD for all TAs increasing confidence, skill and knowledge.</p> <p>Having Year Group Bubbles through the Autumn term has allowed more staff (teaching, TA and midday) to participate in physical activity sessions which has been beneficial in terms of upskilling as well as confidence and wellbeing.</p>	<p>As increased staff confidence, skills and knowledge improves staff wellbeing as well as impacting pupil’s access to an ambitious curriculum, the next steps include:</p> <p>Staff questionnaire to benchmark opinion, then to address CPD needs in-house through staff meeting, observation and team teaching.</p> <p>The development of a range of CDP to provide play training for all midday supervisors to ensure all children have access to quality active play.</p> <p>The use of the Real PE assessment tools to reduce workload and increase knowledge of staff.</p> <p>Review staff opinion after CPD.</p>

	During these session TAs have received CPD to upskill and build confidence to deliver a range of PE / PA opportunities.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: N/A - Included as part of other key indicators
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>As part of an ambitious curriculum, pupils will experience a wide range of sports and activities that allow them to meet all the objectives as set out in the National Curriculum.</p> <p>A wide range of sporting groups are invited to provide Extra-Curricular clubs as well as enhancement days and learning opportunities.</p> <p>The local curriculum is used to effect unique opportunities for our pupils.</p>	<p>Use of the full Jasmine Active / Real PE scheme to broaden pupil's experiences. Delivery of the scheme extended to include Foundations / Dance / Gym</p> <p>External enhancement sessions to provide learning opportunities for pupils and CPD for staff in a range on additional physical skills for EYFS</p> <p>Premier Sports delivered a wide ranging programme of Fundamentals as well as Health & Wellbeing sessions for all children</p> <p>The use of the local community to broaden children's access to physical activity and promote the ongoing love of an active life.</p> <p>All children have been on walking trips around the local community and to the local parks to engage children in physical activity that can continue outside of school.</p>	<p>N/A</p> <p>Included as part of other key indicator allocations.</p>	<p>All children know and can do more following the implementation of the REAL PE scheme of work across the school.</p> <p>There is clear progression and the children build skills and knowledge as they journey through the academic year and through the school.</p> <p>They are ready for their next stage of learning and they have the skills and motivation to continue learning and participating in physical activity.</p>	<p>In order for all pupils to experience a broad and ambitious curriculum, next steps include:</p> <p>Extend the range of Extra-Curricular Clubs offered to include new sports.</p> <p>Look at possibility of extending the orienteering course onsite to improve OAA (Outdoor Adventurous Activities) offer.</p> <p>Plan for Sports Week or one-off enhancement days to raise the profile of sport in school and to introduce new sports and activities.</p> <p>To take part in current events in either the community or nationally.</p> <p>Review possibility of holding a Race for Life in 2022/23.</p>

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>Increase the amount of intra-school sport in school.</p> <p>Increase the amount of inter-school sport.</p> <p>Improve pupil growth mindset and embed MIS Star Standards through competitive activities.</p>	<p>- Arrange competitions within school. Sports Day</p> <p>- Identify and take part in more festivals and to raise the profile of these festivals. There have not been any SSP competitions that we are eligible for due to the age of our children.</p> <p>- Attend the majority of EYFS and key stage 1 events offered by South Derbyshire Active Schools Partnership. There have not been any SSP competitions that we are eligible for due to the age of our children.</p> <p>- Take part in current events in either the community or nationally. Non-identified</p>	N / A – part of the other KIs		<p>Identify through the school sports partnership age appropriate external sport competition.</p> <p>Look at establishing personal best throughout the curriculum.</p> <p>Increase competitive elements of intra-school activities beyond the annual sports day.</p> <p>Look at developing a calendar of sporting events nationally and globally that we can refer to and find ways to promote participation in physical activity.</p>

Signed off by			
Head Teacher:	C. Gibbs	Governor:	F. Bonner
Subject Leader:	L. Fletcher	Date:	July 2022

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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