



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by

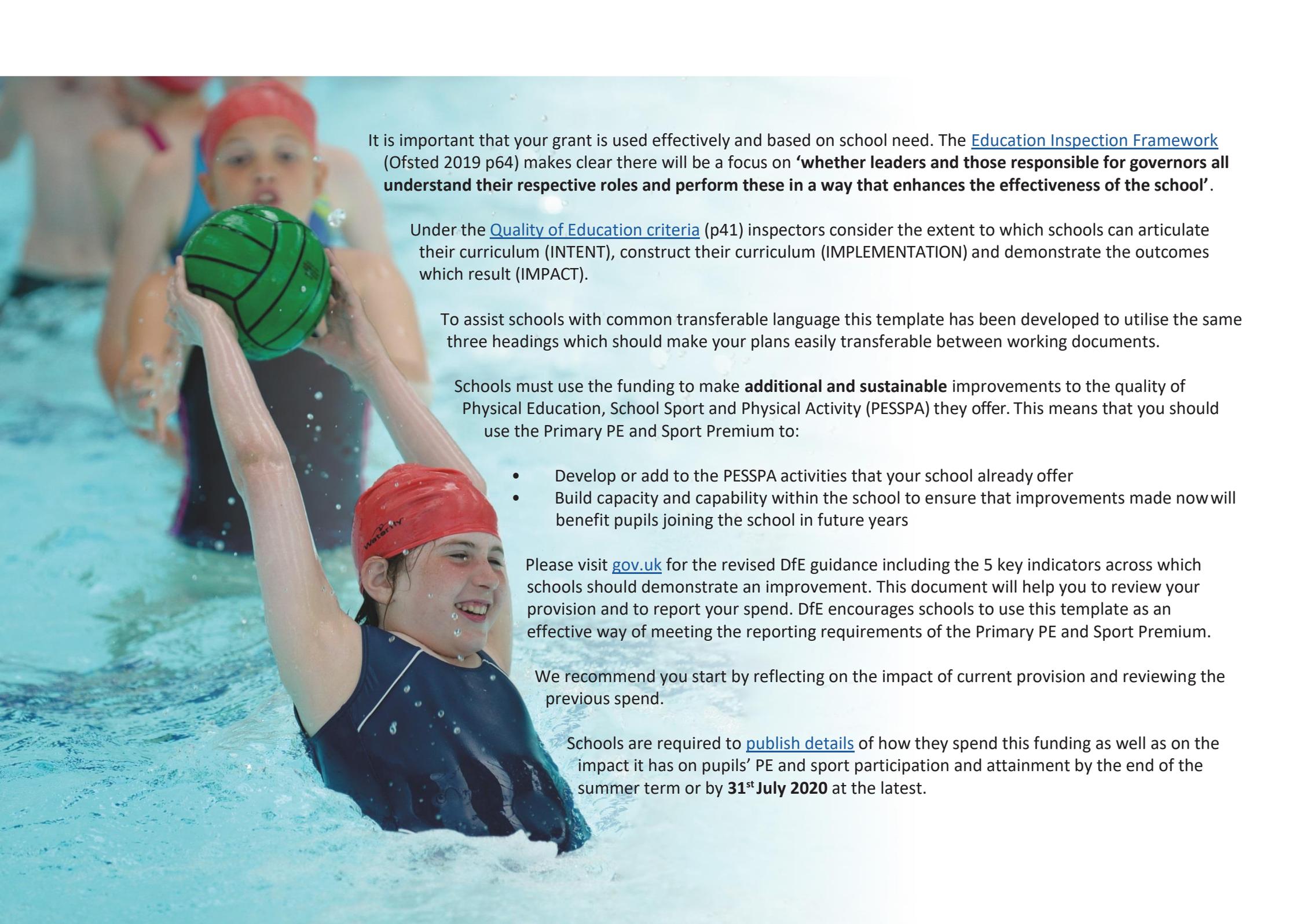


Department  
for Education

Created by



YOUTH  
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](http://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 **31<sup>st</sup> 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 2019:	Areas for further improvement and baseline evidence of need:
<p>1. The engagement of all pupils in regular physical activity</p> <ul style="list-style-type: none"> <li>• New school – Only 1 class of FS2 and 1 class of Year 3 – 47 pupils in total. First year of funding.</li> <li>• We have 2 hours of PE curriculum time for all year groups</li> <li>• The majority of pupils bring their PE kit for lessons spare kits provided for those that don't.</li> <li>• Regular after school clubs enable pupils to participate in a range of sports and learn about healthy eating and food preparation</li> <li>• Reception class engage in weekly yoga sessions</li> <li>• Y3 class complete the daily mile 3 x weekly</li> <li>• Equipment purchased to be used at lunchtimes to ensure active playtime</li> </ul> <p>2. The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <ul style="list-style-type: none"> <li>• PE Policy currently under development</li> </ul> <p>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> <li>• PPA PE delivered by qualified sports coaches.</li> <li>• Experienced coaches have provided mentoring and team teaching support for less experienced members of staff</li> </ul> <p>4. Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> <li>• Range of after school clubs on offer to pupils led by qualified sports coaches</li> <li>• Qualified Sports Coach running a multi-sports club during breakfast club and lunchtimes</li> <li>• Quality PE equipment purchased to facilitate delivery of a range of sports.</li> </ul> <p>5. Increased participation in competitive sport</p> <ul style="list-style-type: none"> <li>• Attendance at multi school sporting events through the Trust. Year 3 pupils competed in events with other Trust schools.</li> </ul>	<p>1. The engagement of all pupils in regular physical activity</p> <ul style="list-style-type: none"> <li>• Monitor engagement in physical activity throughout school day</li> <li>• Ensure daily physical activity is built into every school day for all pupils – national recommendation for 30 minutes every day. Introduce and embed physical activity such as 10 minutes of “wake and shake” type activity or yoga during the day</li> <li>• Source and book training for pupils to be mini leaders to help develop active lunchtimes</li> </ul> <p>2. The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <ul style="list-style-type: none"> <li>• Introduced half termly assembly celebrating sporting success both in and out of school.</li> <li>• School Sports display – internal and external achievements.</li> <li>• Twitter account promoting PE sessions undertaken.</li> </ul> <p>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> <li>• CPD training needs identified</li> <li>• Schemes of work to be purchased – Dance, gymnastics and games with a view to purchasing OAA also.</li> <li>• Coaching opportunities/modelled sessions from experienced sports coaches from Derby County Community Trust</li> </ul> <p>4. Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> <li>• Opportunities for different types of sports to be experienced, planned into the curriculum for PE</li> <li>• After school clubs created – a selection of different types of sports available – DCCT.</li> <li>• Explore options for developing grounds to enable participation in forests schools, orienteering and gardening</li> <li>• DRUMBA sessions to be offered to Y1 and Y4</li> </ul>

- Y3 pupils ran a sporting event for Reception pupils
- Staff, pupils and community members participated in virtual sports day and 2.6 challenge event

- Purchase equipment such as bikes, scooters and plans to increase physical activity

5. Increased participation in competitive sport
  - Increase participation in inter Trust festivals and events.
  - Participate in multi school festivals run by DCCT

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: £16000		Date Updated: April 2021	
<p><b>Key indicator 1:</b> The engagement of <u>all</u> 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</p>					Percentage of total allocation:
					14.25%
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?:	
<p>To promote physical activity throughout the school day.</p> <p>To provide '30 daily minutes' of moderate to vigorous physical activity per day</p> <p>To provide fun alternatives to PE to give all pupils a chance to improve fitness and coordination.</p> <p>Make trim trail and sports equipment available at break and lunchtimes</p>	<p>Continuation of Daily Mile – Introduce daily mile to increase engagement and enthusiasm. To ensure that this is still done regularly.</p> <p>Continue to develop active lunchtime activities for KS1 and KS2. This will include: - Training mini leaders - Training play leaders to run more specific games - Purchase new equipment to be used during playtimes and lunchtimes - DCCT coaches from enhanced package</p>		<p>DRUMBA sessions (£2280)</p>	<p>Pupil's fitness has improved through the daily mile. Teachers report that the pupil's concentration has improved after running the 'mile.'</p> <p>Pupils engage in PA games at lunchtimes. This helps to promote PA and inspires the children to be active. Mini leaders and play leaders have developed leadership skills.</p> <p>The evidence from this is from pupil voice sessions in which pupils have expressed increased confidence and enthusiasm for organising activities</p>	
				<p>Ensure timetable allows adequate time for daily mile and other PA activities</p> <p>CPD for staff to highlight importance of PA and to increase knowledge of how to implement</p> <p>Celebration assemblies to recognise the work of mini leaders</p> <p>Develop role on student council with a PA/sports focus</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9%
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:
To promote and celebrate sporting achievements of pupils throughout the school to try and inspire other pupils to partake in sporting activities.	Celebrate sporting achievements of pupils in celebration assemblies: - Any certificates/medals/trophies chn have received outside of school (e.g. swimming certificates) - Certificates from inter-school competitions and festivals - Results from intra-sport competitions shared in assembly Display in school hall celebrating achievements from festivals and competitions 'Chellaston champions'. Share photographs/videos and results from festivals and competitions on the school website. Share information regarding sporting activities on school newsletters.	Affiliation to SSP/DCCT (£500) and bolt on package £1000)	Photographs displayed in the school hall and in the celebration book held in the entrance hall.  More pupils will be inspired to take part in sporting events both linked to school and outside of school.	Ensure displays/dojo stories continue to promote and value participation in events and sporting successes and achievements. Use social media and Class Dojo to communicate this to parents and community. Make links with local sporting clubs.
To increase the pupils knowledge of the importance of physical activity to lead a healthy and active lifestyle.	Continuation of (Rammie's) Daily Mile and other daily physical exercise.		Teachers notice an improved level of fitness of the children in their class and improved concentration levels in class. The pupils also notice that their fitness has improved and will understand the importance of being active to remain fit and healthy.	
To engage pupils in the development of physical activity and school sport.	Meet half-termly representatives from the school council to discuss further		Through these meetings the profile of physical activity and sport is	

	<p>ways in which we could increase physical activity in the school day.</p> <p>Run activities and promote school sport through a themed Olympic sports Day or week.</p>		<p>raised as pupils are encouraged to share their views on how we could increase physical activity in the school day.</p> <p>School assembly celebrates achievements and participation in events</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:
				23.85%
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>To increase the confidence and competence of staff to deliver PE lessons and activities to improve physical literacy.</p> <p>To ensure that the PE planning used throughout school meets the requirements of the National Curriculum. To broaden the PE curriculum within school.</p> <p>To continually support staff with their delivery of PE and promote a sense of enjoyment and appreciation of the benefits of physical health</p>	<ul style="list-style-type: none"> <li>PE provided by expert sports coach</li> <li>Investigate range of schemes and select most suitable for CFSA</li> <li>INSET day to introduce new scheme.</li> <li>Improve the quality of curriculum plans to ensure that they: <ul style="list-style-type: none"> <li>Provide appropriate breadth and balance</li> <li>Ensure appropriate progression of skills</li> <li>Support from external provider to review PE and Physical Literacy offer</li> </ul> </li> </ul> <p>PE lead will informally drop-in on a selection of PE lessons throughout the year. This will be to ensure that teaching is of a high standard and to address any issues that teachers are having. Provide feedback to staff, commenting on positive practise seen and any specific areas for development.</p>	<p>£1500 for cover throughout the year from enhanced package.</p> <p>Scheme of work £1525</p> <p>Support from SDSP to introduce Physical Literacy £690.</p>	<p>Evidenced through CPD feedback forms. Identified staff feel more confident in the delivering PE and their subject knowledge is improved.</p> <p>Evidence through drop-ins demonstrates that teaching is of a high quality.</p> <p>Staff will be using the new planning resources in their teaching of PE.</p> <p>Pupils receiving a broader PE curriculum. This provides more opportunities for pupils to experience different sporting activities and hopefully further inspire them to be active outside of school.</p> <p>PE teaching throughout the school of a high-quality and the pupils continue to make excellent progress. Assessment levels at the end of the year remain high, with 90% or more of a year group meeting age related expectations. Pupils will be able to talk about their learning in PE lessons, in relation to social and tactical skills, not just physical skills.</p>	<p>Ongoing CPD for staff</p> <p>Review and refine scheme of work</p> <p>Pupil voice to ascertain attitudes towards sports and PA</p> <p>Baseline to be carried out at start of year and repeated at end of each term to track progress and development of fitness levels</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				56%
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>Additional achievements:</p> <p>To offer a broader range of activities that promote physical exercise and promote positive wellbeing.</p> <p>Embed physical movement across the curriculum. Invest in equipment to create and provide immersive experiences that encourage movement</p>	<p>Lunchtime and after school clubs to offer a wide range of activities</p> <p>Mental wellbeing sessions throughout the week</p> <p>Audit of outdoor environment facilitated by outside provider to identify how grounds can be developed to facilitate Forest School and gardening activities. Prepare grounds for installation of raised beds and bug hotel.</p> <p>Bikes and scooters and equipment to promote core strength and cycling skills in KS1.</p> <p>Yogabugs in the Autumn term as part of transition for KS1 and EYFs. Introduce mindfulness and physical relaxation and improve body awareness, core control, coordination and balance</p>	<p>Opal Play £2500 outside deliverer £800 raised beds and gardening equipment</p> <p>£1000 bikes, prams, scooters equipment, and storage.</p> <p>Now Press Play £1800</p> <p>Yoga bugs £3000</p>	<p>Through offering a variety of extra-curricular clubs, high proportion of children attend sporting clubs. The number of children attending clubs evidenced on a spreadsheet.</p> <p>Increased fitness and coordination. Children have an opportunity to participate in an enjoyable fitness activity.</p> <p>Children develop understanding of natural world e.g. where food comes from and it's part in promoting a healthy lifestyle. Activities such as gardening to provide an alternative source of physical activity and develop life skills.</p> <p>Children develop good core strength and balance to give them a firm foundation for developing the life skill of cycling.</p>	<p>Review participation and take up of clubs each term.</p> <p>Use pupil voice to select clubs that will have high rates of attendance and participation.</p> <p>Survey children in KS2 to identify how many can cycle and own bikes.</p> <p>Cycling proficiency for KS2.</p>

	Now Press Play equipment and CPD			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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>To offer pupils extra-curricular activities to broaden their experience in a wide range of sports.</p> <p>To provide opportunities for all children throughout the school to try alternative sports.</p> <p>Participate in inter Trust competitions taking part in alternative sports.</p> <p>Participate in sports festivals run by DCCT</p>	<p>Organise extra-curricular clubs that run throughout the year. To organise DCCT coaches to run a selection of sport clubs leading to SSP competitions.</p> <p>These will be during lunchtimes to encourage more children to attend.</p> <p>Work with DCCT to organise a selection of intra-sport events. Results will be shared in a celebration assembly. To organise KS1 and KS2 Physical activity days (working with the DCCT).</p> <p>Track children attending competitions to ensure that as many children as possible have the opportunity to attend a competition.</p> <p>Focus on encouraging 'less active' pupils to attend festivals and competitions.</p> <p>Purchase of medals and house cup and sports day equipment</p>	<p>£1000 (Included in £3500 enhanced package)</p> <p>Medals and trophies £50</p>	<p>High proportion of children participate in competitive events – evidenced on a spreadsheet</p> <p>Children will be inspired to try more sporting activities outside of school after trying a variety of sports in school.</p>	<p>Purchase club kits for children representing school</p> <p>Continued participation in inter school and Trust competitions</p>