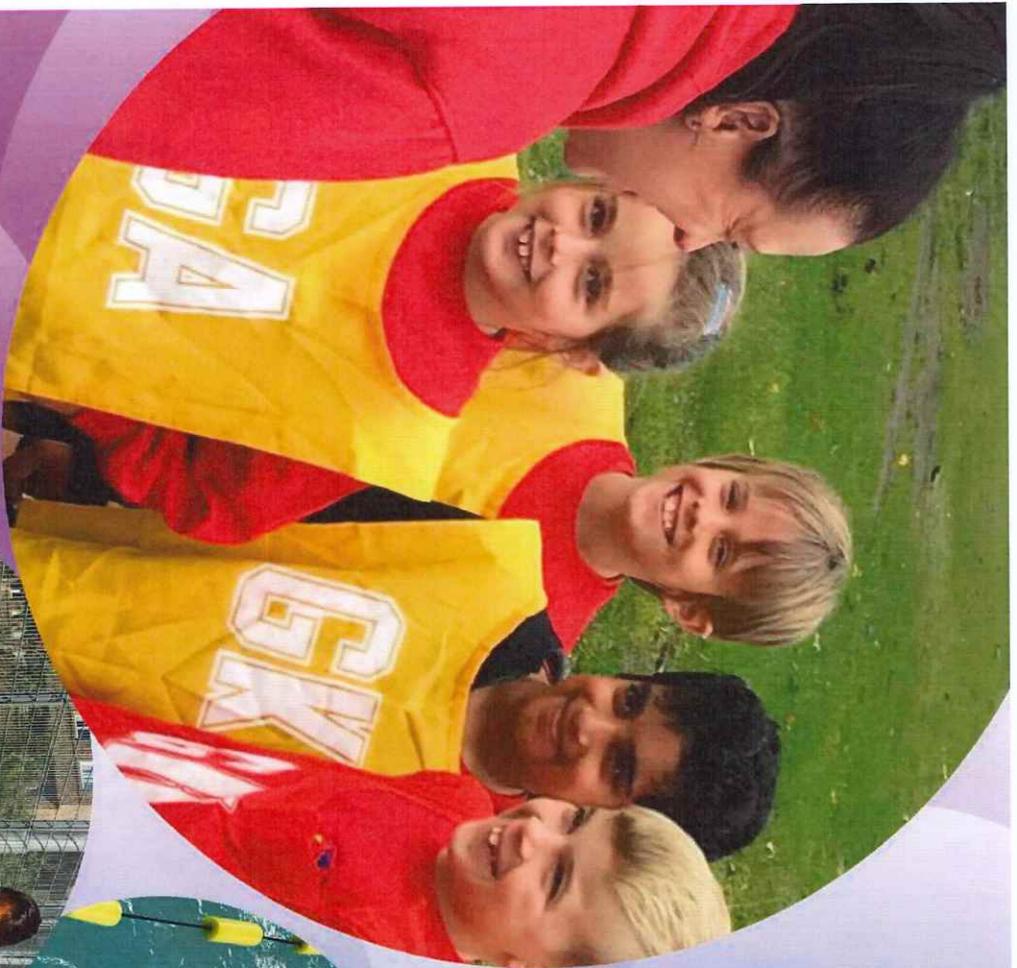


Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by

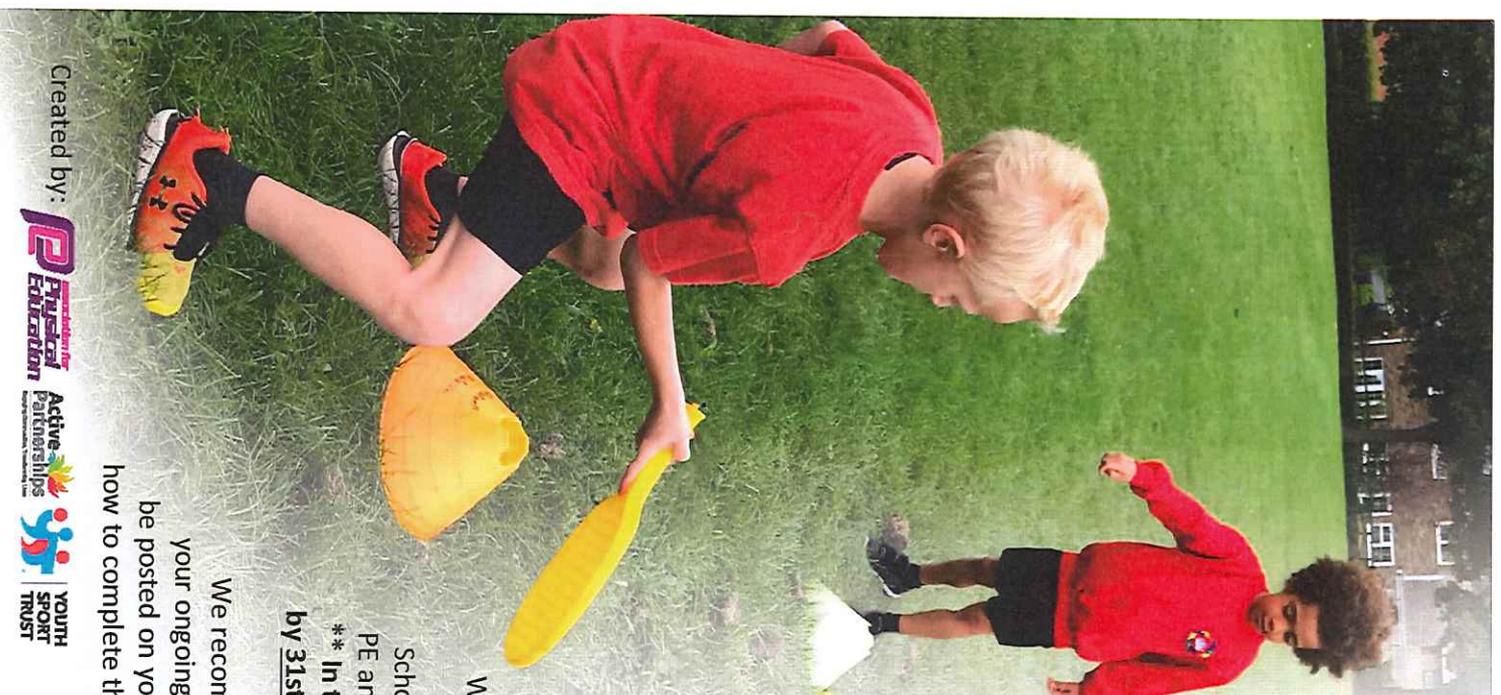


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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their 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.

<p>Key achievements to date until July 2020:</p> <p>Youth Sports Trust Quality Mark We are delighted to announce that we have continued to achieve Youth Sport Trust Quality Mark. With a fragmented year due to coronavirus, our goal is to continue to work towards Gold.</p> <p>Derbyshire Schools PE and School Sport Kite Mark We have achieved the Bronze Kite Mark. With a fragmented year due to coronavirus, our aim is to continue to achieve silver.</p> <p>SEND support PE funding has been used to employ a member of staff to enable all pupils with SEND to effectively access the PE curriculum.</p> <p>New Enrichment We have been able to offer pupils the opportunity to take part in Cricket enrichment sessions which have been delivered by specialists. Staff can now use this CPD opportunity to enhance PE lessons and lunchtimes.</p> <p>Staff CPD The PE lead has been working with staff to identify CPD needs and these needs have been addressed through PE support to ensure that all children are receiving high-quality PE opportunities.</p> <p>Play leader We have continued the play leaders' employment. They have worked with and received the challenge cards from the PE co-ordinator through the SSP. Pupils are more active and focused at lunchtime taking part in the Golden Mile and Growth Mindset Challenges.</p> <p>Governor reports The PE co-ordinator provided the impact reports to the governing body throughout the year.</p> <p>Assessment In line with the school's assessment system pupil's attainment in PE is effective. Pupil's identified as needing extra support are targeted through the play leaders and/or PE staff at lunchtimes.</p> <p>Raising aspirations All pupils took part in the event with Amy Hillyard which was enjoyed by all.</p>	<p>Areas for further improvement and baseline evidence of need:</p> <p>PE display Continue to monitor and update</p> <p>Enrichment sessions Feedback indicates positive impact. Enrichment sessions booked for Summer 2022.</p> <p>Resource audit Check and update resources by the end of the year.</p> <p>Quality assure teaching of High-Quality PE Review the policy in line with PVA (Infants and Juniors working collaboratively)</p> <p>Quality Marks Maintain the quality marks</p>
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<p>School competitions and events 20/21</p> <p><u>Boccia Festival / Boccia Competition</u> Pupils in Year 1/2 took part in a Boccia festival.</p> <p><u>Infant Agility</u> Pupils in Year 1/2 took part in a Infant Agility festival.</p> <p><u>Fun Run</u> All Year 2 pupils took part in the competitive fun run event at KJA winning medals for 1st, 2nd and 3rd.</p> <p><u>Athletics event – FHT</u> Year 2 children took part in a competitive athletics event with the FHT.</p> <p><u>FHT Virtual Sports week</u> All children in school took part in various events during the FHT virtual sports week.</p> <p><u>SSP Summer festival</u> All children took part in the SSP school summer festival, taking part in a range of events to develop confidence, team building etc.</p>	
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Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

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: £4003.17	Date Updated:1/9/2021			
<p>What Key indicator(s) are you going to focus on? providing targeted activities or support to involve and encourage the least active children</p>	<p>Total Carry Over Funding: £0</p>	Intent	Implementation	Impact	
		<p>We wanted to provide the children with enrichment opportunities following lockdown.</p>	<p>The action we took to achieve our intention was to book cricket coaching for the summer term. All children in Key Stage 1 benefited from the enrichment provision opening up new opportunities to join clubs and raise aspiration in PE and sport. As well as this, we had a local athlete come and do an athletics event with us to raise aspirations and encourage all children to take part in sport.</p>	<p>Carry over funding allocated: We allocated £2000 of the carry over funding to cover the costs of the cricket coaches. We also allocated £1000 to cover the costs of Amy Hilliard and the resources needed to run the event in the best possible way for the children. We allocated £1000 of the funding to help run our own PVA Olympics.</p>	<p>We carried out some pupil interviews which highlighted that the children have really enjoyed the enrichment provision. As well as this, all children can be seen actively engaging with the cricket sessions. The impact of this has been that many children are keen to take part in cricket sessions outside of school and we have directed them to local opportunities. By having Amy Hilliard come in, the children were able to broaden their knowledge of sport and exercise. This was enhanced through our enquiry and English curriculum where we learned about the Olympics, Olympic medalists, different sports and we even held our own PVA Olympics.</p>

Meeting national curriculum requirements for swimming and water safety.	n/a
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/a
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 2021.	
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 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: £7,400	Date Updated: 1/7/2021	Percentage of total allocation:	
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			20%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:	£7,400 to invest in long term outdoor equipment specially designed to develop pupil's fine and gross motor skills	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Children are more competent with the outside equipment and will regularly use the scooters, bikes, boards, hoppers, balls etc. They have built much more resilience and confidence in PE and sport.	Regularly topping up outside equipment is sustainable with the sports premium funding. We need to continue to consider the resources that will be most beneficial to pupils' physical development and regularly change the outside equipment.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation	Funding allocated:	Impact	Percentage of total allocation:
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:	£7,400	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	20%
Sustainability and suggested next steps:				

<p>We wanted to raise the profile of PE and sport across the school especially following lockdown where a lot of time was spent on screens and children lacked opportunities to take part in sport and exercise.</p>	<p>We adapted our enquiry curriculum to raise the profile of PE and sport within school.</p>	<p>To organise events, whole school assemblies etc</p>	<p>Children are much more aware of the wider world of sport and exercise and where it can take you. Children's aspirations have been raised and the language that they are using has changed.</p>	<p>Raising the profile of PE and school sport is sustainable with the sports premium funding. We will continue to look into opportunities to get a wider variety of sports personalities in school to raise aspirations and knowledge of the wider sporting community.</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:

20%

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
We wanted all staff to feel competent and confident teaching PE so that all children benefit from high quality PE teaching.	At the beginning of the year we completed a staff questionnaire which highlighted some CPD needs within PE. We addressed these needs through opportunities for team teaching, lesson observations and professional dialogues to ensure that all staff are confident with delivering high quality PE lessons.	£7,400 – CPD training, resources, additional staff specialists	Now staff feel more confident with delivering PE and the children are receiving high quality PE teaching.	We need to continue to develop staff expertise by attending regular CPD opportunities. This will be sustainable with the sports premium funding.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

20%

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Additional achievements: We wanted to try to engage children in a wide variety of sports and activities to raise aspirations, knowledge around sport and to enable children to find their passion.	Due to lockdown and the limitations with coronavirus, we haven't been able to expose children to as many sports as we would have hoped. However, we have taken action with the Bolsover SSP and we have successfully engaged children in	£7,400 – events, staff, equipment etc	Children are much more aware of different sports. Some children have found a passion for dance / gymnastics and have joined local clubs. Others enjoyed the orienteering as they had never experienced this before. In turn, this has raised enjoyment and participation in sport.	We need to consider what other sports and activities that we can offer to the children so that they get a wide variety.

	Boccia, orienteering, cricket, football, dance, gymnastics and athletics.			
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Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:

20%

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:	£7,400 –	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
We wanted children to increase their participation in competitive sport as this is an important component in sport. Children rarely got the opportunity to compete due to coronavirus restrictions.	We wanted to organise our own competitive sporting event. The children took part in a competitive sports afternoon placing 1 st , 2 nd or 3 rd .	stickers, awards, events, planning and organisation	Children are much more resilient and understand the importance of taking part in competitive sport. Children are more willing to compete against others and understand that sporting events like the Olympics have a competitive thread throughout.	We need to look for more opportunities for children to take part in competitive sports. We want to provide pupils with the opportunity to compete against local schools and in wider tournaments.

Signed off by: C. Neville

Head Teacher:	
Date:	17/2021 16/7/21
Subject Leader:	Christiane Neville
Date:	1/7/2021
Governor:	
Date:	16/7/21

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Active Partnerships



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