



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date: Aug 2020-2021	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • To raise the profile of sport and physical activity, we have planned for inspirational days e.g. Our Whole School Sports Activity Day, Whole School Outdoor Activity day, annual visit to Lea Green and Sports afternoon. • PE coordinator has provided opportunities for staff to observe lessons for professional development- whole school activity days, PE lessons etc • Breakfast & after school clubs promoting healthy eating & exercise • Teaching assistant support provided in PE lessons to ensure engagement and progression of all pupils • Time given to PE coordinator to observe lessons throughout the school 3 times a year-constructive feedback given and actions decided to move forward • PE Report written 3 times a year and shared with staff and governors • Staff Needs audit completed and used to feed into action plan for the year • Progression map for Gymnastics, Games and dance shared and edited • PE policy reviewed and updated • Fit and Fun trolley equipped with resources chosen by the children on a termly basis • Wellyboot Wednesday (FS1), Garden time (FS2 and Year 1) and allotment time (Year 2) has promoted active lifestyle and healthy eating • Good level of attainment in PE across school 	<ul style="list-style-type: none"> • Build stamina of Key Stage 1 pupils by devising a programme of fitness for the year ahead. For example, by the end of the year, Year 1 children will be able to run around the field in intervals and Year 2 to run around the field without stopping. • Teaching Assistants to be utilized to promote physical education at lunchtimes through planned activities • Provide opportunities for both Year 1 and Year 2 to have allotment time to promote healthy eating and active lifestyle • PE coordinator to plan PE lessons for Key Stage 1 teachers to ensure progression • Support of ECT in PE- ECT's action point • Use of tapestry throughout Key Stage 1 to assess and record pupil progress- parent engagement of PE • Scrapbooks to be started in each class to document PE skills taught and progression made • PE superstars to be celebrated on school newsletter each week • To continue to support Pupil Premium children in joining after school clubs free of charge. • Teachers to continue to plan times in the day to encourage physical activity through Cosmic Yoga, Go Noodle and Jump start Johnny. • Key Stage 1 outdoor provision to encourage active lifestyle • Key Stage 1 indoor provision to promote healthy eating

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	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 over and above the national curriculum requirements. Have you used it in this way?	n/a

*Schools may wish to provide this information in April, just before the publication deadline.

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 students today and for the future.

Academic Year: 2020-2021		Total fund allocated: 16,861		Date Updated: July 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To ensure children participate in at least 30 minutes of physical exercise a day, promoting an active lifestyle	<p>Key Stage 1 teachers committed to plan and teach 2 hours of PE a week to all children.</p> <p>Teachers plan short sharp bursts of fitness into the timetable in between lessons. For example, GoNoodle, Cosmic Yoga, Jump Start Johnny.</p> <p>Teachers to plan more opportunities for children to be active in the school day and develop a healthy lifestyle. For example, walking down to the allotment, walking on the Five pits trail, using the fit and fun trolley, climbing frames and trye park during time on outside.</p> <p>Teaching assistants to be planned to support SEND children, lower attaining pupils and Pupil Premium children.</p>	£2,000	<p>x2 1 hour PE sessions a week for children in Year 1 and Year 2.E- Planning and timetable</p> <p>The vast majority of children regularly participate in physical activities during the school day. E-Planning, timetable and photo evidence of children.</p> <p>Through observing the children and speaking with them, it is evident that they have a healthy attitude to physical activity in school. Comments from parents and children about these activities are of a positive nature and are seen as their favourite times of the school week.</p> <p>As a school we plan for other opportunities for children to be active with days such as Whole school Outdoor learning day and the Whole School Birthday Party Day. E- planning</p> <p>Children are being supported and targeted through the use of Teaching assistants in lessons (Children who find it difficult to participate are planned and supported for according to their needs.</p> <p>Observations written from PE lessons. PE coordinator identified ways in which teachers can ensure 90% activity in lessons (shared with staff individually and in staff meetings)</p>	<p>Plan for more focused PE skills to be practiced during lunchtimes with Teaching assistants.</p> <p>To evidence enjoyment and participation in PE scrapbooks for each class.</p> <p>To evidence individual children’s learning in PE using Tapestry.</p> <p>Provide opportunities for both Year 1 and Year 2 to have allotment time to promote healthy eating and active lifestyle.</p> <p>Build stamina of Key Stage 1 pupils by devising a programme of fitness for the year ahead. For example, by the end of the year, Year 1 children will be able to run around the field in intervals and Year 2 to run around the field without stopping.</p> <p>Continue to provide support in lessons by utilising TA support</p> <p>Continue to observe PE lessons and provide feedback to teachers.</p>	
To ensure children are 90% active in PE lessons	PE coordinator to observe PE lessons to ensure high percentage of engagement and activity.				

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				58%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To raise the standard of PE across school and to ensure the quality of PE in Key Stage One is of a high standard</p>	<p>Observe the PE taught across school; write a report and then feedback to the teachers, staff and governors to ensure stakeholders are aware of good practice in PE.</p> <p>Allocate a teaching assistant to each PE lesson to allow support for the children where necessary.</p> <p>Discuss ways to improve the teaching and support provided by teaching assistants through staff meeting.</p> <p>Employment of PE specialist to lead KS1 Games for the year. Provide time for Teachers and Teaching assistants to observe this teaching to upskill themselves.</p> <p>Staff who are more experienced in Dance to plan for dance for the year in Year 1 and 2.</p> <p>PE coordinator to attend PE policy course online. PE policy to be created with staff to ensure they have a clear understanding of expectations in PE.</p>	£9630	<p>Lessons are enjoyed by all pupils. Lessons provide challenge to most pupils and support for lower attaining pupils.</p> <p>Teachers differentiate lessons to stretch and support children.</p> <p>Children are over 85% active in lessons.</p> <p>Teachers and teaching assistants are more aware of how to support and engage children in sports during lessons and out on the playground. Children are supported well by the teaching assistants and teachers in lessons; they are improving the learning and fitness of all children including the lower attaining, SEN and disadvantaged pupils.</p> <p>Less confident members of the school are more confident in teaching dance this year using pre planned lessons.</p> <p>Staff aware of what the PE curriculum entails. Discussions and actions decided with staff to move PE forward in school.</p> <p>PE coordinator's understanding has been deepened by attending course. Used staff meeting to discuss with the teachers.</p>	<p>Teaching assistants to teach PE at lunchtimes to all children.</p> <p>To raise the percentage of activity in lessons to 90%.</p> <p>To ensure all children are supported and challenged in lessons using STEP consistently.</p> <p>Teaching assistants to continue to support children in PE lessons to ensure support and participation.</p> <p>Teachers to continue to plan times in the day to encourage physical activity through Cosmic Yoga, Go Noodle and Jump start Johnny.</p> <p>Scrapbooks to be started in each class to document PE skills taught and progression made</p> <p>To continue to support Pupil Premium children in joining after school clubs free of charge.</p> <p>Key Stage 1 outdoor provision to encourage active lifestyle</p> <p>Key Stage 1 indoor provision to promote healthy eating</p>
<p>Raise the profile of SEND in school so that children and staff have a deeper understanding of different needs.</p>	<p>Invite a range of sports men and women from a range of Olympic and Paralympic sports to attend Whole School Sports Activity Day to raise the profile of SEND in sport.</p> <p>Film crew to film the day for Bolsover Sports TV</p> <p>Children's efforts are rewarded in assemblies.</p>		<p>Staff and children's understanding of SEND in sport is deepened and developed through observations and participation. Children were inspired by the sportsmen and women (WR)</p> <p>Video footage and photos of the day. This footage to be shared across the cluster as inspiration for other schools</p>	<p>Continue to plan for similar opportunities next year.</p> <p>To continue to provide these opportunities next year.</p>

To celebrate children's achievements in Sport across the school	Photos of children are displayed in the hall with certificate/ medal.		Children feel special and celebrated. Other children are inspired to be like them and want to try something new. E- Photos of children.	Teachers to choose 2 children from their class each week for PE superstar award. These children's names to be on the weekly newsletter. Use of Tapestry for PE observations in school to raise the profile of PE with parents
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To gain a deeper understanding of the needs of staff across school in terms of PE skills and knowledge</p> <p>Staff to have a deeper understanding of the PE Curriculum and progression throughout school</p>	<p>Completed a staff audit in Autumn 1 to gain an understanding of the needs of teachers and teaching assistants.</p> <p>Staff meeting to discuss the needs of the teachers and to devise a plan to move forward.</p> <p>PE coordinator to discuss plans for the year and beyond in terms of the teaching of PE based on these results.</p> <p>PE coordinator to plan a staff meeting to discuss progression of skills in dance, gymnastics and games across school.</p> <p>PE Coordinator to deliver a staff meeting around the PE policy.</p> <p>PE coordinator to feedback to staff after each observation.</p> <p>Employment of specialist coaches to plan and deliver PE curriculum.</p> <p>Time for teachers to observe PE each term.</p> <p>Training available to be shared with staff.</p>	£500	<p>Audits completed by staff have highlighted that games is the subject in which staff are most confident with and dance and gymnastics being the least confident subjects. It also highlighted the teachers' desires to teach their own class PE to up-skill themselves (no need for coaches).</p> <p>Staff made aware of the progression of skills in each area and staff confident to teach next year.</p> <p>Staff who are new to the Key Stage and ECT aware of how PE is delivered in school. By feeding back from observations, staff made aware of the positive aspects of a lesson and ways in which the lesson could be improved. See observations and staff meeting minutes.</p> <p>Feedback from all staff who have observed the coach. Used this to plan for PE next year.</p>	<p>PE Coordinator to offer any training to teachers and teaching assistants</p> <p>Teachers to teach PE to class next year using PE coordinator's planning</p> <p>PE Coordinator to support ECT in the teaching of PE (identified as an area for development)</p> <p>To update the progression maps throughout the year</p>
<p>To provide professional development opportunities for staff throughout school (including Governors) on how to be inclusive in sport</p>	<p>Plan a Whole School Sports Activity Day inviting sports men and women from a range of Olympic and Paralympic sports.</p> <p>PE coordinator to observe the day and provide feedback to staff and outside agencies on the quality of teaching and support provided.</p>		<p>Positive feedback from governors and staff through questionnaires. Children's comments are extremely positive and inspired all children.</p> <p>Teachers, teaching assistants and Governors are more aware of how to support and engage children in sports during lessons and</p>	<p>Plan for similar events next year.</p>

			<p>out on the playground.</p> <p>Teachers, teaching assistants and Governors are aware of how to ensure inclusivity across school.</p> <p>PE coordinator reports great involvement and participation of all pupils throughout the day.</p> <p>Photos of the day showing great enthusiasm for a range of sports.</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To raise awareness of ability & disability through the Olympics and Paralympics.	To organise a Whole School Sports Activity Day inviting a range of athletes from Olympic and Paralympic sports.	£3000	<p>Positive feedback from the parents, governors and staff through questionnaires.</p> <p>Photos of the day showing great enthusiasm for a range of sports.</p> <p>Teachers, teaching assistants and Governors are more aware of how to support and engage children in sports with differing needs.</p> <p>Teachers, teaching assistants and Governors are aware of how to ensure inclusivity across school.</p>	<p>Film crew to film the day and distribute to other schools.</p> <p>Raise the profile of this day in the local newspaper.</p> <p>Plan for similar events next year.</p>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Plan for opportunities for all children to compete in sport</p>	<p>All children, including SEND to participate in two races against children of similar ability on Sports day.</p> <p>Medals and stickers to be given out to encourage participation.</p> <p>School Sports Partnership membership Fee paid.</p> <p>Attend PLT cluster meetings to discuss events and arrange dates for competitions.</p> <p>Attend competitions- provide support from teaching assistants to accompany teachers to events.</p>	<p>£1,626</p>	<p>All children to take part in sports day. Staff to provide support for SEND children to ensure inclusivity. Alterations to races to be made by teachers. Photos of the afternoon.</p> <p>Year 1 children participated in the dance festival virtually.</p> <p>Raised profile of these sports in school.</p> <p>Due to COVID children have not participated in many more competitions.</p>	<p>Hire the field for the foreseeable</p> <p>Extend this membership to ensure intra school competition.</p>
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