

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](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.

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](#).



Created by:



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16,861
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16872
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16872

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	n/a
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	n/a
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	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?	Yes/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: 2021/22		Total fund allocated:16872	Date Updated: July 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:
				48%
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:
Engage all pupils in physical activity for 30 minutes+ every day	Teachers to plan opportunities for children to be active in the school day and develop a healthy lifestyle <ul style="list-style-type: none"> - X1 hour weekly PE lesson taught by class teachers - Lunchtime activities taught by Teaching assistants every day to ALL key stage 1 to practice and apply skills - Allotment time planned for all Key Stage One children weekly - Additional opportunities such as walking on the Five pits trail, using the fit and fun trolley, climbing frames and trye park during playtimes and continuous provision across Key Stage 1 - Teachers plan short sharp bursts of fitness in between lessons. For example, Go noodle, Cosmic yoga or Jumpstart Johnny, daily mile - Whole school opportunities for children to be active with days such as Whole school Outdoor learning day, extra PE sessions delivered by outside agencies e.g. cricket, African dance workshops 	Teaching assistants £6608.00	100% of children in KS1 participate in physical activities during the school day. Children have developed agility, balance and coordination from structured planning and delivery- Year 1 children <ul style="list-style-type: none"> - 94% of children working AT and in GREATER DEPTH in Games - 90 % of children working AT and in GREATER DEPTH in Dance - 90 % of children working AT and in GREATER DEPTH in Gymnastics Year 2 children <ul style="list-style-type: none"> - 87.5% of children working AT and in GREATER DEPTH in Games - 85 % of children working AT and in GREATER DEPTH in Dance - 85% of children working AT and in GREATER DEPTH in Gymnastics Through observing the children and speaking with them, it is evident that they have a healthy attitude to physical activity	Continue to practice skills during lunchtimes with Teaching assistants. Year 1 and 2 to plan 'Get up and go' sessions throughout the week To continue evidencing enjoyment and participation in PE in scrapbooks for each year group. Plus, Year 2 children to add learning in PE to individual Learning Journals. Continue to provide support in lessons by utilising TA support Provide opportunities for both Year 1 and Year 2 to have allotment time to promote healthy eating and active lifestyle.

			<p>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>A range of sports clubs are full every week. A quarter of children attending these clubs are PP children which attend free of charge.</p>	<p>Develop mini leaders in Year 2 at lunchtime</p> <p>At least one assembly termly to promote exercise and healthy eating</p>
To ensure children are 90% active in PE lessons	<p>PE coordinator observed PE lessons to ensure high percentage of engagement and activity. PE coordinator identified ways in which teachers can ensure 90% activity in lessons (shared with staff individually and in staff meetings) – cover needed</p> <p>Teaching assistants to be planned to support SEND children, lower attaining pupils and Pupil Premium children in lessons.</p>	<p>Cover –£500.00</p> <p>Teaching assistants-see point above</p>	<p>Children understand how they can keep themselves active when waiting for equipment. Chn understand that they need to be active for 90% of the lesson and what their body feels like when they are exercising. Teachers understand the importance of the 1 hour active PE.</p> <p>Children are being supported, included and targeted through the use of Teaching assistants in lessons. Children who find it difficult to participate, SEND or PP are planned and supported for according to their needs</p> <ul style="list-style-type: none"> - Year 1 SEND children- 100% AT or working in GREATER DEPTH in games, gymnastics and dance - Year 1 PP children- 88% AT or working in GREATER DEPTH in games, gymnastics and dance - Year 2 SEND children-66 % AT or working in GREATER DEPTH in games, gymnastics and dance - Year 2 PP children- 83% AT or working in GREATER DEPTH in games, gymnastics and dance 	<p>Continue to observe PE lessons and provide feedback to teachers.</p> <p>Teaching assistants to be planned in to support in PE lessons next year.</p>

Continue to provide a wider range of after school provision for ALL children (PP children no cost incurred)	To utilise outside specialist coaches to introduce new skills to all children and offer sporting opportunities to all outside of school- karate, multi-sports, outdoor learning club, ball skills, performing arts, dance, football	Subsidising PP children £1000.00	By increasing participation, this will help to improve the health and well-being of ALL young people within the school. 1/4 of chn are PP who go to clubs throughout the year Year 1 PP children- 88% of chn AT or working in GREATER DEPTH in games, gymnastics and dance Year 2 PP children- 83% of chn AT or working in GREATER DEPTH in games, gymnastics and dance	Children will continue their engagement in the new sports into later life.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6%
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:
Sport focus at lunchtimes, with the aim to increase and maintain pupils' activity level	Active inclusive playground <ul style="list-style-type: none"> - Range of equipment purchased for children to be active at lunchtimes and playtimes - Fit and fun trolley resourced for Key Stage 1 continuous provision - Lunchtime activities ran by Teaching assistants every day for Key stage 1 pupils. 	New equipment costs-see KI 4 TA support- see KI 1	All children are active at lunchtimes through either structured planning and delivery at lunchtimes by a Teaching assistants or accessing the range of PE equipment on offer on the playground. Children have developed agility, balance and coordination Year 1 children 94% of children working AT and in GREATER DEPTH in Games Year 2 children 87.5% of children working AT and in GREATER DEPTH in Games	Develop mini leaders at lunchtime with Teaching assistants Equip fit and fun trolley with new resources

Raise the profile of sporting activities through sharing of information for all stakeholders.	Continue to promote physical activity and club links through newsletters, Club flyers/posters sent out to parents, PE, assemblies, Tapestry, PE superstars and social media.	Tapestry fee £100.00	<p>Parents are aware of where they can access resources about physical activity if they need it.</p> <p>Parents and children are aware of all that is happening in school and are encouraging and supportive of the school and their teaching of sport.</p> <p>Sporting superstars are rewarded and celebrated across school. Children feel special and celebrated. Other children are inspired to be like them and want to try something new.</p>	To continue working promoting the children's social and emotional literacy through sport.
Raise the standard of PE across school and to ensure the quality of PE in Key Stage 1 is of a high standard.	<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 and challenge for the children where necessary.</p> <p>Discuss ways to improve the teaching and support provided by teaching assistants in staff meetings.</p> <p>PE coordinator to plan PE lessons for Key Stage One classes- Provide time for Teachers and Teaching assistants to observe coordinator deliver lessons to upskill themselves.</p>	£1050 .00	<p>Lessons are inclusive, over 90% active, challenging and competitive and therefore enjoyed by pupils. Teachers alter planning to ensure the children's needs are met, children are challenged and supported.</p> <p>Year 1 children</p> <ul style="list-style-type: none"> - 94% of children working AT and in GREATER DEPTH in Games - 90 % of children working AT and in GREATER DEPTH in Dance - 90 % of children working AT and in GREATER DEPTH in Gymnastics - Year 1 PP children- 88% of chn AT or working in GREATER DEPTH in games, gymnastics and dance - Year 1 SEND children- 100% AT or working in GREATER DEPTH in games, gymnastics and dance <p>Year 2 children</p> <ul style="list-style-type: none"> - 87.5% of children working AT and in GREATER DEPTH in Games - 85 % of children working AT and in GREATER DEPTH in Dance - 85% of children working AT and in GREATER DEPTH in Gymnastics - Year 2 PP children- 88% of chn AT or working in GREATER DEPTH in games, gymnastics and dance - Year 2 SEND children-66 % AT or working in GREATER DEPTH in 	Continue to be covered to observe PE lessons across the s school.

			<p>games, gymnastics and dance</p> <p>Governors are fully informed on how PE is delivered.</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, SEND and children who are in receipt of Pupil Premium funding.</p> <p>Less confident members of the school are more confident in teaching PE this year using planned lessons.</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:
				6%
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:
Development of PE coordinator and staff in teaching active, challenging and competitive PE lessons	<p>To gain a deeper understanding of the needs of staff across school in terms of PE skills and knowledge-</p> <ul style="list-style-type: none"> - Completed a staff audit in Autumn 1 to gain an understanding of the needs of teachers and teaching assistants. - PE coordinator to discuss plans for the year and beyond in terms of the teaching of PE based on these results - Staff meeting to discuss the needs of the teachers and to devise a plan to move forward. - PE coordinator to plan a staff meeting to discuss progression of skills in 	See KI 1 and 2	Lessons are inclusive, over 90% active challenging and competitive and therefore enjoyed by pupils. Teachers alter planning to ensure the children's needs are met, children are challenged and supported. 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. 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	<p>PE Coordinator to offer any training to teachers and teaching assistants-ECT</p> <p>To update the progression maps throughout the year in line with Junior school</p>

	<p>dance, gymnastics and games across school.</p> <ul style="list-style-type: none"> - PE coordinator to observe and provide constructive feedback to staff after each observation - Time for teachers to observe PE each term <p>Support Junior PE coordinator- Observation by Junior school</p> <p>-</p>		<p>supported well by the teaching assistants and teachers in lessons; they are improving the learning and fitness of all children including the lower attaining, SEND and children who are in receipt of Pupil Premium funding</p>	
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Contribution to the Arts Mark to celebrate and recognise the broad range of extra-curricular arts activities we offer to our pupils	<ul style="list-style-type: none"> - Bema- African dancing workshops - Samba Bamba workshops 	£500.00	Children have enjoyed learning about different cultures through creativity of dance	To organize dates for Samba Bamba and Bema for the next academic year.
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<p>CPD</p> <ul style="list-style-type: none"> - Staff to have a deeper understanding of the PE Curriculum and progression throughout school- - To provide professional development opportunities for staff throughout school (including Governors) on how to be inclusive in sport 	<p>Training</p> <ul style="list-style-type: none"> - Coach from Derbyshire cricket to deliver sessions across schools - Fundamentals FS2- SENSport - Well-being Yoga, exercise INSET - CPD on offer through SSP- Yoga - Plan a Whole School Sports Activity Day inviting sports men and women from a range of Olympic and Paralympic sports. PE coordinator to observe the day and provide feedback to staff and outside agencies on the quality of teaching and support provided. 	<p>£450.00</p>	<p>Positive feedback from all staff who have observed the coach. Used these notes to plan for PE next year.</p> <p>Positive feedback about Whole School Sports Activity Day from governors and staff through questionnaires. Children's comments are extremely positive and inspired all children.</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>	<p>Plan for cricket sessions next year</p> <p>Work with a small group of parents to make further links and connections with sporting men and women, particularly in inclusive sports</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:
				28%
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:
New and replaced equipment for lessons, lunchtimes and playtimes	<ul style="list-style-type: none"> - Tennis balls - Plastic perforated balls - Tags for rugby - Basketball - Visual balls - Peanut balls 	£130.00	<p>Increased physical activity at lunchtimes, playtimes and lessons.</p> <p>High percentage of children meeting expected standard at the end of the year</p> <p>Year 1 children</p> <ul style="list-style-type: none"> - 94% of children working AT and in GREATER DEPTH in Games - 90 % of children working AT and in GREATER DEPTH in Dance - 90 % of children working AT and in GREATER DEPTH in Gymnastics <p>Year 2 children</p> <ul style="list-style-type: none"> - 87.5% of children working AT and in GREATER DEPTH in Games - 85 % of children working AT and in GREATER DEPTH in Dance - 85% of children working AT and in GREATER DEPTH in Gymnastics 	<p>Ensure equipment is being replaced when needed.</p> <p>Keep up to date with new ideas and resources</p>

To raise awareness of ability and disability through the Olympics and Paralympics.	<p>To organise a Whole School Sports Activity Day inviting a range of athletes from Olympic and Paralympic sports (wheelchair basketball, boccia, blind football, sitting volleyball etc)</p> <p>Links with Women's Euros- AH to deliver football tournament with KS1 Girls</p> <p>Links with Commonwealth Games - each year given a country to research to present at Sports Afternoon</p>	£3000.00	<p>CPD for staff</p> <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>Children will have experienced different sports to continue their active lifestyle. Additional links will be made with other organisations</p> <p>Work with a small group of parents to make further links and connections with sporting men and women, particularly in inclusive sports</p> <p>World Cup-Autumn 2</p>
Provide outdoor adventurous experiences	Lea Green trip subsidised to ensure inclusivity of all children in KS1	£1500.00	Increased confidence, communication and teamwork skills. Children developing skills in taking risks.	Plan for and subsidise something similar next year

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
Bolsover District active schools network for competitions to increase the number of children participating in sport. Pupils take part in new intra/inter sports competitions.	<p>School Sports Partnership membership Fee paid.</p> <p>Bolsover District active schools network for competitions</p> <ul style="list-style-type: none"> - Reception Fun morning with Year 6's and sports partnership - Dance festival - Infant agility - Mini Leaders - Cricket session <p>Transport to the competitions</p> <p>Provide support from teaching assistants to accompany teachers to events</p>	<p>£1,184.00</p> <p>£400.00</p>	<p>Children participated enthusiastically with a range of competitions available through the partnership</p> <p>Increased SEND and PP children entering competitions</p> <ul style="list-style-type: none"> - Reception Fun morning with Year 6's and sports partnership PP- 100% SEND- 100% - Infant agility PP- 100% SEND- 100 % - Cricket PP- 100% SEND- 100% 	<p>Children will have experience of sporting venues locally and will know where to travel to continue their active lifestyle. Additional links will be made with other organisations.</p> <p>Enter all competitions next year.</p>
Whole school inclusive participation across a range of track/field/multi- skill events.	<p>Inclusive Sports Day - All children, including SEND to participate in two/three races against children of similar ability on Sports day.</p> <ul style="list-style-type: none"> - Medals and stickers to be given out to encourage participation. - Markings on the field - PE superstar awards - Assembly mentions - Newsletters 	£450.00	<p>Opportunities for celebration and recognition of sporting achievements. Chance for pupils to shine. Promotion and learning of Olympic and commonwealth values.</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.</p>	Continue to raise the profile of sporting achievements in school in assemblies/newsletters/lessons

Signed off by	
Head Teacher:	Zoe Andrews
Date:	20.7.22
Subject Leader:	Hannah Austin
Date:	20.7.22
Governor:	Zoe Farrow
Date:	31.7.22