

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by



Department
for Education

Created by



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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 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 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:	Areas for further improvement and baseline evidence of need:
<p>The school's ongoing commitment to the provision of active outdoor learning which is embedded in the ethos of the school. (Continued investment in school grounds as a learning resource, use of the local environment e.g. Carsington & provision of annual residential to White Hall for all KS2 pupils.)</p> <p>Investment in track around field enables access all year round (Field Friday & Track challenge).</p> <p>Added investment of a trim trail & traversing wall to support gross motor skills & balance.</p> <p>Improvement in surfacing / markings & equipment for 'Junior' playground – all year outdoor play & PE provision.</p> <p>Improvement in surfacing & installation of 'The Brig' to encourage physical play.</p> <p>Provision of school Sport's Kit invests pride in representing the school.</p> <p>Wide range of sports clubs that are provided & uptake by pupils. Increased success by pupils at Sports Partnership events, especially cross-country, tag rugby, hockey, sports hall athletics and dance. Active involvement in partnership sport opportunities across all Key Stages.</p> <p>Use of a range of providers e.g. Derby County in the Community & QEGS Dance Teachers to support quality delivery.</p> <p>Swimming provision extended to include Year 2 pupils.</p> <p>Role of the Sports Leader introduced to children in Year 4 & 5.</p> <p>Introduction of outdoor learning / Forest schools</p>	<p>To provide staff (teachers / TAs with professional development, mentoring and training to help them teach PE and sport more effectively to all pupils, and embed physical activity across school more securely;</p> <p>To provide lunchtime staff training to help them to deliver structured playground games at lunchtime;</p> <p>To provide opportunity for pupils to try a range of different sports / Develop links with local sports clubs to inspire pupils</p> <p>Extend provision & target specific children for Outdoor Learning / Forest Schools.</p> <p>Extend sporting opportunities for younger children & children with SEND</p> <p>School to achieve a Sports Quality Award.</p> <p>Improvement in quality of school hall to support all year-round sporting activity.</p>

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? 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.	100 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100 %
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 - extended provision to include Year 2

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: £16,200	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 pupils undertake at least 30 minutes of physical activity a day in school				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:
To inspire the pupils to be more active during break time, lunch time and during After School Clubs and PE lessons.	Audit & replenish break time and lunch time active play equipment and purchase further sports resources to support after School Club and PE lessons.	£400 equipment purchased	Increased activity on the playground during break/lunch time for all pupils for longer periods. Activities zoned to enable all children to participate. Improved quality of after School Club sessions with use of requested resources.	Use of quality sports coaches to support PE / After-school delivery. HLTA to support PE delivery & extend to quality lunchtime activity. Continue support from DCIT.
To ensure pupils have access to regular physical activity.	Organisation of resources to ease access. New storage (Asgard metal sheds)	£3,000		Continue to develop role.
	Activity breaks within lessons e.g. track challenge. Active Maths lessons etc.	Cost of staffing (HLTA) 3 sessions / week	All pupils involved / engaged. Raised profile of identified children. Children actively invited to game to ensure no child is left out.	Invest in mid-day supervisor training to support.
	Sports leaders identified & trained with support from RSSP. Timetable of activities to be developed & planned by sports leaders to involve small groups of children.		Improved core strength of pupils involved. Greater confidence within PE sessions; improved motor skills.	Identify target group for further support.
Implement the Physical Literacy programme for targeted individuals to help develop their core muscles.				

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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>To ensure easy access to training, advice, quality equipment checks</p> <p>To encourage pupils to take on 'Sports Leader' roles that support sport and physical activity at break and lunch times.</p> <p>All KS2 pupils to achieve the National Curriculum requirements for swimming & water safety.</p> <p>Swimming provision to be extended to Year 2</p> <p>Ensure QEGS Sports Partnership events are attended with a practiced team</p>	<p>To ensure easy access to training, advice, quality equipment checks;</p> <p>Identified staff to support children in development of role linked to child led anti-bullying policy.</p> <p>Swimming lessons for all children in Year 3,4,5 & 6 for minimum of 3 terms / year to enable end of KS2 outcomes to be achieved. Additional sessions provided for children who lack confidence or are unlikely to achieve outcome.</p> <p>Provision in place for Spring Term.</p> <p>LP to continue to coordinate PE lessons to work towards an event on the Sports Calendar so all skills & techniques are practiced.</p> <p>School to provide an ongoing range of Sports clubs to engage & provide opportunities for all children.</p> <p>For KS2 children to participate & perform in the QEGS Dance Festival</p>	<p>£2,500 including transport</p> <p>£2000 SSP + £1,000 RSSP</p> <p>£200 Dance specialist</p> <p>£200 Dance Festival transport.</p>	<p>Quality reassurance of equipment safety. Access to training and advice</p> <p>Sports Leaders have been appointed and are very active in leading physical activities at lunch time.</p> <p>Increased water confidence & enjoyment</p> <p>Year 2 participating confidently in weekly session.</p> <p>RW to maintain a register of attendance at clubs.</p> <p>RW / WU to maintain a register of qualification events for RSSP</p> <p>Specialist dance teacher to work with KS2 pupils.</p> <p>Specialist dance teacher to provide a workshop of lessons for EYFS / KS1.</p>	<p>Hire qualified sports coaches to work alongside Sports Leaders to further inspire and train the pupils in their role.</p>

<p>Raise awareness to increase the profile of sporting opportunities.</p>	<p>KS2 participation in arts day to try new aspects of drama & genre of dance.</p> <p>All sporting activities to be shared on school website & within Hlland Herald. Sports teams to be celebrated weekly in Golden Worship. Children also encouraged to celebrate personal achievements from home.</p>	<p>£100</p> <p>£100</p>	<p>Feedback from pupils & parents to show confidence improved due to performance.</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:
				%
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:
Increased confidence, knowledge and skills of lunchtime staff in organising physical activities during lunch times.	Training for lunchtime staff to promote the 'Sports Leaders' role.	Included in the RDSSP subscription	A timetable of physical activities has been devised and 'Sports Leaders' appointed to lead daily activities at lunchtime.	Hire qualified sports coaches to work alongside Play Leader / Lunchtime Supervisor to enhance and extend current opportunities Change for Life
To further improve the teaching of healthy lifestyles including sport & mental well-being.	Derby County in the Community to support provision & further staff expertise; Football Fundamentals (Class 1), Sport, Move, Learn programme (Year 3 & 4), Resilient Rammie (Year 5 & 6) Transition programme for Year 6.	£500	Increased insight into personal feelings. Discussions linked to motivation & resilience. Identification of children who may require further support. Further knowledge / refresher for staff.	Undertake programme with future Year 6 cohorts.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
To allow the pupils to understand that there is a wide choice of sporting activities which may enable them to maintain a healthy, active lifestyle	<p>Themed week June to have sport as a focus 'Sports Week' which allows the children to experience new sporting activities.</p> <p>Costs to include transport.</p> <p>Activities to include;</p> <p>Carsington Whole school walk</p> <p>Visit to velodrome / Pride Park to inspire.</p> <p>Yoga bugs</p> <p>Water sports at Carsington</p> <p>Sports Day</p> <p>Trampolining at QEGS</p> <p>Day visit to Lea Green for KS1</p> <p>Archery</p> <p>Organise: Y6 Bikeability Levels 1 & 2 achieved; Rec / Y1 Balanceability</p>	<p>£500</p> <p>Included in the RDSSP subscription</p>	<p>For the majority of pupils to try a new sport. Number of pupils who wish to continue.</p> <p>Audit numbers.</p> <p>Raised awareness of road safety.</p> <p>100% participation; enjoyment</p>	<p>Sports week to be a theme for subsequent years – link to Health & well-being.</p> <p>Sign post children to out of school sports clubs.</p> <p>Explore opportunity for outdoor & adventurous activities for KS1.</p> <p>Organise and offer both bikeability and balanceability next year</p> <p>Further investment in balance bikes / scooters.</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>To provide competitive opportunities for pupils;</p> <p>To provide opportunities which will foster an eagerness to participate in competitive sport and develop a sense of achievement.</p>	<p>Subscription to Rural Derbyshire School Sports Partnership to allow participation in a Primary Inter-Schools Sports Calendar of Events and Tournaments for KS1 and KS2.</p> <p>Organise and offer local cluster tournaments within curriculum time – no option to opt out.</p> <p>Fund the transport to the competitive events to be inclusive to all.</p> <p>KS2 children to participate in QEGS Dance Festival & experience range of Dance genre.</p> <p>Sports Day – intra competition</p> <p>DCIC Inter schools challenge</p> <p>Dove Valley swimming gala / Splash kids event</p> <p>ACE cluster / Friendly matches & events</p>	<p>£1,000</p> <p>£2,000</p>	<p>100% of KS2 pupils participated in local cluster tournaments;</p> <p>Y6 Pupils qualified for National Cross-country championships. Teams qualified for Rural finals in Tag rugby & Sports Hall athletics.</p> <p>An increased eagerness of participation, good sportsmanship, sense of pride and achievement.</p>	<p>Increase opportunities for KS1 & EYFS.</p> <p>Liaise with QEGS to create a bespoke package to access further competitive sporting opportunities.</p> <p>Continue to identify able pupils and sign post to next steps.</p>

