

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020



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](#) 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 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](#)

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

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.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £ 2572.40</b>	<b>Date Updated:</b>	
What Key indicator(s) are you going to focus on?			Total Carry Over Funding:
			£
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:
			Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>All staff are to work alongside Central Soccer Coaches in order to refresh and broaden the teaching of skills for a variety of different sport and exercises.</p>		<ul style="list-style-type: none"> <li>• Pupils will make progress and be confident in performing and talking about the skills they have developed during PE sessions.</li> <li>• Staff will feel an increase in their confidence which will be captured through a questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>• PE coordinator to take feedback from teacher's questionnaire and provide additional support for those who need it.</li> <li>• PE coordinator to observe and support all teachers in the teaching of PE to ensure all staff are able to deliver high quality PE lessons.</li> </ul>
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<p><b>For 2020-2021 cohort:</b> Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	
<p>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 2021.</p>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	93%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	93%
<p>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?</p>	No
<p><b>For 2019-2020 Y6 cohort:</b> Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	
<p>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 2021.</p>	83%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	79%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	79%
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: £ £17,780 (20-21 allocation) + carry over	Date Updated: 08/12/20		
<p><b>Key indicator 1:</b> 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</p>				
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>• Make children aware of the importance of regular daily exercise (both physical and mental wellbeing)</li> <li>• Encourage children to be active during their break and lunch times.</li> <li>• To foster a love of sport and exercise within the school.</li> </ul>	<ul style="list-style-type: none"> <li>• During science and PSHE lessons children will be advised on the advantages of a healthy lifestyle.</li> <li>• Children to have one wet theory PE session per year explaining the benefits of sport, exercise and healthy living.</li> <li>• Lunchtime supervisors to be trained in delivering games which require physical activity to encourage children to be active during break and lunch times,</li> <li>• Coaches and teachers to passionately promote a variety of sport and exercises to the children.</li> </ul>	<p>Contact Corrina Lea to discuss possibility of delivering games and outdoor session training to mid days.</p>	<ul style="list-style-type: none"> <li>• Allowing children to understand the benefits of exercise and having a healthy lifestyle.</li> <li>• Allowing children to develop their skills during break and lunch times.</li> <li>• Children are more likely to engage in physical activity during break time and lunch times.</li> <li>• To raise the profile of sport and exercise within the school. Allowing children to speak positively about sport and exercise.</li> </ul>	<p>Post-COVID: to increase the opportunity for extracurricular activities and further promote a lifelong love of sport and exercise.</p>

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

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 raise the profile of PE throughout the school.	<ul style="list-style-type: none"> <li>• Guest speakers and visitors to discuss their journeys and how children can get into sport and exercise.</li> <li>• Contact links at The University of Derby Sports Science department regarding what can be done.</li> <li>• Interschool (and interclass) competition between houses.</li> <li>• Monthly sports challenges for all classes.</li> </ul>		<ul style="list-style-type: none"> <li>• Children are more aware of their need to be active and of the positives this can come with sport and exercises.</li> <li>• To inspire children and create possible career paths.</li> </ul>	Post-COVID: try to create links with Derby County, Belper Town and The University of Deby to educate children on their possible sporting futures.



**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

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:
<ul style="list-style-type: none"> <li>To increase confidence, knowledge and skills of all staff in teaching PE and sport</li> <li>Update teachers knowledge of the fundamentals of sport and exercise</li> <li>To update the assessment policy for PE and ensure all teachers are confident and understand the assessment tool.</li> </ul>	<ul style="list-style-type: none"> <li>All staff are to work alongside Central Soccer Coaches in order to refresh and broaden the teaching of skills for a variety of different sport and exercises.</li> <li>2 annual staff meetings to collect feedback and share the schools vision for PE.</li> <li>Sport and exercise professionals to provide information sessions on the fundamentals behind sport and exercise.</li> </ul>	Coaching costs to date for academic year 20-21 £6064.18 to date	<ul style="list-style-type: none"> <li>To raise the standard of the teaching of PE across the school. For children to have access to specialist teachers/coaches to make best progress.</li> <li>Teachers to be confident and well equipped with the correct knowledge required to successfully teach PE.</li> <li>To create a more assured results system that can accurately determine a child's assessment level.</li> </ul>	<ul style="list-style-type: none"> <li>More confident teachers to be encouraged to share practise with staff members to enhance PE within the school to enable pupils to make best progress.</li> </ul>

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

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	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:

consolidate through practice:				
To allow children to experience a range of different sports and activities.	To invite trained coaches and sports professionals to broaden children's sporting knowledge and abilities.	Big on Bikes £909  Cost of future sessions TBC	<ul style="list-style-type: none"> <li>• For children to experience different sporting activities.</li> <li>• Make children aware of different sports they can continue outside of school</li> </ul>	<ul style="list-style-type: none"> <li>• Contact different coaches and athletes to provide a new service.</li> <li>• PE coach has contacted Trinity Warriors dance academy for a potential break dancing day.</li> <li>• New equipment may be required to allow the children to immerse themselves within the sport.</li> </ul>

**Key indicator 5: Increased participation in competitive sport**

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:
<ul style="list-style-type: none"> <li>To develop healthy competition throughout the school.</li> <li>To engage children in wider competitions outside of school (post-COVID)</li> </ul>	<ul style="list-style-type: none"> <li>Interschool (and interclass) competition between houses.</li> <li>Monthly sports challenges for all classes.</li> </ul>	<p>Funding for travel and registration fees TBC (post-COVID)</p>	<ul style="list-style-type: none"> <li>To allow children to understand healthy competition whilst spreading a love a sport throughout the school.</li> <li>Allowing children to participate in wider competitions and showcase their skillset.</li> </ul>	Post-COVID: contribute to tournaments within the MAT schools.

Signed off by	
Head Teacher:	AJ Clemens
Date:	9.9.2020
Subject Leader:	J Arthur
Date:	8.9.2020
Governor:	Marie-Jo Booth
Date:	9.9.2020