

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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 2022. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£4,349
Total amount allocated for 2020/21	£17,440 = £21,789
How much (if any) do you intend to carry over from this total fund into 2021/22?	£12,672
Total amount allocated for 2021/22	£17,271
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£29,943

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:£29,943	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: %
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:
All children to be active for longer.	New gymnastics equipment bought to develop gym skills.	£11,467 £2,791	Less issues at playtime and during outside provision as children are busy.	Each pupil spends longer being active each day. Pupil voice/Parental feedback.
Active breaks and bursts to be developed in classrooms/outside and during continuous provision.	Equipment to be used outside during continuous provision and lunchtimes. Bikes and outdoor equipment purchased for EYFS.	£450	Less first aid cases as they develop their balance, coordination and agility and have more spatial awareness.	
(Foundation Stage children had poor balance, co-ordination and fine motor skills. KS1 children – poor balance and core strength.)	Fundamentals and balance ability CPD training for staff Foundation teachers. Fundamentals CPD training for KS1 staff.	Part of Bolsover School Sports Partnership See KI 5	PE lessons are better equipped and resourced. A wider variety of physical activity can be offered. PE lessons are more accessible for all and staff have been upskilled.	

Enhance the provision of Forest Schools to increase physical activity and mental wellbeing.	Purchase a wider range of resources to enhance the Forest School experience. Develop planning and timetabling for Forest School. Provide delivery support to all teachers.	£350	The holistic education and transferable skills developed should transfer into the classroom and positively engage the children in learning and physical activity.	Targeting and ensuring a positive mental health will support children in having good social interactions, teamwork and creativity to be used in all areas of learning.
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:
Our children are competent and confident to take part in different areas of the PE curriculum. They have a good understanding of a healthy and active lifestyle.	The curriculum is broad and balanced with lots of cross curricular links. Progression of skills documents have been shared with staff so they know the skills needed to cover in each year group. Delivery of the Health and Wellbeing Project to all pupils	£560	Children are talking about Healthy Lifestyles and they understand about the basic needs of humans and a balanced diet.	Whole school attainment improves. School community understands the importance of high-quality PE.
Fully utilise the SSP package to provide school sport and achieve the best outcomes for the children.	Access the activities for KS1 children. E.g Boccia, Wheelchair basketball, Cricket, Whole school team building day.	Part of SSP see KI 5	Children have a range of sporting experiences.	Build on experiences for children.

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	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
To offer a broad and balanced curriculum helping to raise achievement and attainment in PE.	<p>To work in partnership with SSP to ensure key elements are in place and effective.</p> <p>We have produced progression of skills documents to support progress throughout PE. Rotation of units has been provided to ensure all areas of PE are covered.</p> <p>Real PE subscription renewed.</p>	<p>See KI 5</p> <p>£550</p>	<p>Staff can now see where children are and what they need to do for each year group.</p> <p>Children are experiencing different activities and are developing core strength and fitness.</p>	<p>Children can be introduced to new skills and develop new ones rather than repeating from previous year.</p> <p>Staff can access lots of activities and can complete them at different times to deliver brain breaks and active bursts to increase our active minutes.</p>
To use a sports coach to deliver quality sessions and work alongside class teachers to develop core strength and help to improve staff confidence for delivering PE sessions	<p>High quality teaching/coaching provided. Discussions with class teacher about skills and development. Provide plans for future reference.</p>		<p>Children are moving more during PE sessions rather than waiting in a line for their turn. Staff are being upskilled and are feeling more confident in teaching P.E.</p>	<p>Staff can observe and team teach ready to deliver independent lessons by themselves. Children will become more active during PE sessions and develop fitness.</p>
PE co-ordinator completed SEMH health course from Nottingham University.	<p>To ensure children are happy and settled within their P.E lessons so that they are engaged and ready to learn.</p>	<p>£350</p>	<p>Children are achieving better overall not just in P.E but across the curriculum due to improved SEMH.</p>	<p>There will be increased knowledge and understanding embedded throughout the staff team about SEMH.</p>
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:
<p>For all pupils to access a range of PE activities and find out about different sports.</p> <p>Additional achievements:</p>	<p>Use Real PE package.</p> <p>Equipment purchased to enhance the delivery of a different range of sports</p>	<p>See KI 3 above</p> <p>£2,200</p>	<p>Children more involved and engaged.</p> <p>Photographic evidence and through talking to staff and pupils.</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:
SSP Membership Shirebrook Affiliation	<p>PE lead to be kept up to date with competitions coming up by having meetings within the cluster.</p> <p>Continue to celebrate competitive sporting success during celebration assemblies.</p> <p>Ensure that small intra competition take place as part of teaching and additional activity. All children are supported to take part.</p> <p>Attend KS1 competition events where appropriate.</p> <p>Provide competition sports at school including that provided by an external provider using a new sports activity</p>	<p>£5220</p> <p>£1300</p> <p>Dance £890</p> <p>Samba Sports Coaching £2185</p> <p>Boccia £330</p> <p>Basketball £500</p> <p>Wheelchair Basketball £600</p> <p>Cricket £200</p>	<p>Children feel more positive and proud of their achievements.</p> <p>The number of PP and SEN children accessing competitive sport has increased. This will enable all children to be active.</p> <p>Due to COVID-19 it has not been possible to arrange competitive events with other schools or attend out of school competitions. This will hopefully re-commence in 2022/23</p> <p>Within school we have arranged competitive events e.g. whole school team building day included class competitive events. School sports day held to encourage whole school engagement.</p> <p>A variety of after-school sports clubs have taken place e.g. Samba, Dance, Ball skills. The least active children have had opportunities to engage</p>	<p>Increase the number of opportunities over a period of time.</p> <p>Monitor those events that are successful and provide extended opportunities.</p> <p>Recommence competitive events within the cluster</p> <p>Build links with the junior school to run competition and pass data on regarding pupil participation and competition success.</p>

Signed off by	
Head Teacher:	A Dodd
Date:	20.07.22
Subject Leader:	B Woods
Date:	20.07.22
Governor:	S Wilmot
Date:	22.07.22