

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 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](#).



Details with regard to funding

Please complete the table below.

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| Total amount carried over from 2019/20 | £ 1,400 |
| Total amount allocated for 2020/21 | £ 18,675 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ 481.10 |
| Total amount allocated for 2021/22 | £ 17,412.90 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 17,894 |

Swimming Data

Please report on your Swimming Data below.

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| 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 2021. 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 | N/A |

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.

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| Academic Year: 2021/2022 | | Total fund allocated: £17,894 | | Date Updated: 5/7/2022 | | |
| 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: 66% | |
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | | |
| <ul style="list-style-type: none"> To encourage all pupils to be active at lunchtimes and engage in a variety of physical activity and sports. To develop the children’s skills in team games and gross motor skills in key stage one. | | <ul style="list-style-type: none"> Employ a Play Leader for lunchtimes to lead sport activities and games. Play Leader to work with targeted groups and individuals 4 afternoons a week to support the development of the children’s team game and gross motor skills. Removal of old playground markings and installation of new markings that encourage physical activity (football pitch markings, action spots, balance lines, targets etc) Installation of gate to make access to the “Trim Trail” much easier for all KS1 | | Funding allocated: Play Leader – £ 6,016 Outdoor resources - £1,611.20 Playground Markings - £2,998.80 Installation of gate - £1,026 Storage boxes - £209.50 | | £11,861.50 Sustainability and suggested next steps: |
| | | | | <ul style="list-style-type: none"> More children seen to be physically active at lunchtimes. Approximately 60 children taking part in sports activities throughout each lunchtime with the Play Leader. Other children being independently active using purchased resources. All key stage one children have 90 minutes of taught PE lessons with the class teacher plus 45 minutes of physical activity with the play leader. Along with daily bursts of physical activity, this | | <ul style="list-style-type: none"> Continue to employ Play Leader to engage pupils in sports and activities at lunchtimes and target times Access training for all Midday Supervisors through ESSP to enable them to support and organise more activities at lunchtime. Look into additional playground markings and try to make use of our markings on the front playground (road markings – look into using the scooters or balance bikes on there). Look into additional |

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| | <p>children.</p> <ul style="list-style-type: none"> Storage boxes purchased to enable children to access equipment easily and to keep equipment safely stored. | | <p>equates to approximately 2 hours and 40 minutes of adult-led physical activity during the week.</p> <ul style="list-style-type: none"> In addition to adult-led activity, all children are able to access outdoor physical activity every day at playtimes and lunchtimes – 15 minutes playtime and approximately 30 minutes at lunchtime. This equates to 45 minutes per day or 3 hours and 45 minutes per week. Activities include – balancing, climbing, swinging, throwing and catching, basketball, football, bat and ball skills, skipping, team games, running, jumping. | <p>equipment for the “Trim Trail”</p> |
| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | | | | <p>Percentage of total allocation:</p> |
| | | | | <p>8%</p> |
| <p>Intent</p> | <p>Implementation</p> | | <p>Impact</p> | <p>£1,372.50</p> |
| <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> |

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| <ul style="list-style-type: none"> • PE and Sport to be high profile within school and an integral part of school life. • Staff, Pupils, Governors and Parents are aware of up to date information about PE and Sport within school | <ul style="list-style-type: none"> • Physical and mental wellbeing of pupils and staff has continued to be a priority following the pandemic. We employed a Relax Kids Coach to deliver extra-curricular clubs that involved yoga, dance and movement, relaxation techniques and mindfulness. These clubs were offered to all pupils and ran throughout the summer of 2021 and three terms during 2021/2022. • PE noticeboard created in the hall to promote sporting achievements and PE vocabulary. • Sports Council formed in September 2021. Pupils were voted for by their peers and meet PE lead termly to discuss PE and sport in school and deal with any issues with equipment or behaviour at playtimes and lunchtimes. Sports Council Members work alongside the Play Leader to deliver and support lunchtime physical activity. They also help to ensure the equipment is being looked after and is tidied away at the end of playtimes and lunchtimes. | <p>Relax Kids Coach - £1,372.50</p> <p>Sports Council - £0</p> | <ul style="list-style-type: none"> • Pupils are aware that physical and mental wellbeing is important. • Teachers and pupils able to use techniques taught in Relax Kids sessions in class and PE lessons. • PE noticeboard in a prominent place in school – seen by all staff and pupils every day. • PE and physical activity continue to be a priority whatever the weather – early years have outdoor learning at all times and KS1 use the outdoor for learning whenever possible. Our imoves PE scheme also ensures that, if the weather is to bad to go outside, PE can be delivered in the classroom. | <ul style="list-style-type: none"> • Continue sports council in 2022/23 and develop the role of sports council members. • Look into training for sports council members from ESSP • Continue to access outside coaches to promote the importance of a healthy and physical lifestyle • In the event of the need for home learning, we will continue to post links to PE and physical activity on Class Dojo for the children to access at home. |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: 20% |
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| Intent | Implementation | | Impact | £3,506.85 |
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| 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"> To continue to provide high quality teaching and learning in PE and outdoor physical learning. | <ul style="list-style-type: none"> Affiliation to Erewash School Sports Partnership has enabled the school to access PE news, online CPD and curriculum support. Identify training needs and offer CPD to staff us needed. Balance bike training for all reception children – staff worked alongside coaches to enable them to continue to work on balance and core strength after these sessions. Accessed through ESSP affiliation. Balanceability training for an Early Years Teacher enables JH to deliver balance bike training with | <ul style="list-style-type: none"> Affiliation to ESSP - £1,750 Extra balance bike sessions - £200 Balanceability training - £350 Cycling helmets - £209.85 Imoves PE scheme - £997 | <ul style="list-style-type: none"> Staff are confident in teaching PE and children are receiving a high-quality PE curriculum that has a clear progression throughout year groups. Pupils enjoy PE and are making good or better progress. Early years staff have noticed a improvement in the core strength and balance of pupils. | <ul style="list-style-type: none"> Renew Imoves subscription for 2022/23. We are more familiar with the scheme now and mainly use the PE sections so will renew to PE only this year. Look into how we can introduce balance bike training into the Early Years Curriculum for our Reception pupils – JH to lead after training and pass on training to other YR teachers/TAs. Continue to affiliate with ESSP and use CPD training. Ask staff to request support or |

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| | <p>all reception children.</p> <ul style="list-style-type: none"> • Purchased cycling helmets for Early Years classes to use while accessing balance bikes. • Year band discussions show that staff are confident with the use of the imoves scheme to deliver PE. • SF developed a bank of resources from imoves to make planning for Early Years PE easier to access. SM used this to develop a similar bank of resources for year 2. | | | <p>offer CPD following monitoring.</p> <ul style="list-style-type: none"> • Access CPD through imoves as necessary. • Continue to access curriculum support through ESSP or work with independent coaches. • PE lead to attend cluster meetings to keep up to date. • Make a bank of imoves resources for Year 1 PE in line with YR and Y2. |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 6%

| Intent | Implementation | | Impact | £907.84 |
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| 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"> • To enable all pupils to take part in a variety of sports and PE activities. • To improve the amount and variety of PE and sports clubs on offer to the pupils. • To improve the balance and co-ordination skills of | <ul style="list-style-type: none"> • Relax Kids coach delivered after school clubs and class sessions • Physical activity made a priority for extra-curricular clubs offered internally by staff – these included dance, yoga, Zumba, keep fit and mini-sports | <p>Spare kit - £182.40</p> <p>PE resources - £725.44</p> <p>Extra-curricular clubs - £0</p> <p>Relax Kids, imoves, balance</p> | <ul style="list-style-type: none"> • All children had access to a variety of sports and activities. • All children could access PE wearing appropriate clothing. • All children had access to good quality and safe PE resources. | <ul style="list-style-type: none"> • Move to wearing PE kit on PE days to make more time for delivering PE – purchase a PE shirt for all pupils. • Renew Imoves subscription to ensure the continuation of |

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| <p>Reception children.</p> | <ul style="list-style-type: none"> • Moves PE scheme was renewed and implemented 2021/22. It offers a range of sports and activities and gives a clear progression through year bands. • Two balance bikes sessions were accessed through ESSP for all Reception children. JH also attended balanceability training to enable her to deliver to all reception children. • Spare PE kit was purchased to give to the children who don't have their own PE kit in school. • PE resources updated and replaced. | <p>bikes - Funding allocated in other indicators</p> | <ul style="list-style-type: none"> • Improved balance and co-ordination skills from Reception pupils. | <p>high quality teaching and learning in PE and a variety of sports and activities.</p> <ul style="list-style-type: none"> • Update PE resources as required. • Offer a variety of sports and activities in after school and lunchtime clubs. • Purchase 2 extra sessions of curriculum support and after-school clubs from ESSP to enable all staff and pupils to access training from a qualified coach. |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 0% |
| 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"> To encourage healthy competition in our school. Pupils to take part in a variety of inter school festivals in a range of sporting activities. Children to develop team sports skills through target sessions with Play Leader | <ul style="list-style-type: none"> Whole school Sports Day 23/6/2022 encouraged healthy competition and involvement in a variety of sport for all pupils. Parents were invited to watch and support for the first time since 2019. Play Leader worked with target groups during the afternoon to improve team game skills and “sportsmanship” skills. Sports Council promote healthy competition during lunchtimes by leading small team games alongside the Play Leader. | Funding allocated in other indicators | <ul style="list-style-type: none"> Whole school Sports Day was well received by all pupils, staff and parents. The children showed resilience and determination when participating in a variety of sports and activities. Children were proud of their achievements and received a certificate at the end. Children are observed to have improved “good sportsmanship” skills Children observed to be creating their own competitions and games during Imoves PE lessons. | <ul style="list-style-type: none"> Attend festival and competitions organised by ESSP 2022/23 Renew Imoves subscription and continue to include games progression and healthy competition in lessons. Look into the introduction of a “Daily Mile” or “Weekly Mile” on the playground or field where children can compete against themselves and peers to improve their times. |

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| Signed off by | |
| Head Teacher: | |
| Date: | |

Created by:



Supported by:



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| Subject Leader: | Shelly Meer |
| Date: | 05/07/2022 |
| Governor: | |
| Date: | |