

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 2023.**

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](#).

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Details with regard to funding

Please complete the table below.

Total amount allocated for 2021/22	£ 19,299
Total amount allocated for 2022/23	£ 19,850

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	
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 2022. Please see note above	86%
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	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%
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?	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: 2022/23	Total fund allocated:	Date Updated:	
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: 100%
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?:
<ul style="list-style-type: none"> To promote physical activity throughout the school day, including swimming for Year 4, as well as catchup swimming for Year 5 and 6 due to Covid To create a positive attitude towards physical activity. Extend pupil development through mind, body and soul as part of schools aims for children. 	<ul style="list-style-type: none"> Daily running activity. Develop active lunchtimes-provision or equipment, play leader support. Swimming afternoons provided for intended year groups 	£10,125 on Soccerstars £9,662 on Premier £1,500 on School Sports Partnership affiliation fee £2400 on Swimming Total spend= £24,687	<ul style="list-style-type: none"> Pupils' endurance and general fitness will improve. Concentration will be focused within classroom, as children are more alert following physical exercise.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation: 100%
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 ensure that pupils view health and physical activity as an important aspect of their lives. To increase levels of pupils knowledge of importance of physical activity to lead a healthy and active life, Links with Healthy Lifestyle work and PSHE wellbeing strand of SIP (Jigsaw) Identified children for targeted physical activity programme. Links to Mental Health and Wellbeing through practical and physical lessons, including PE activities such as Yoga. 	<ul style="list-style-type: none"> Use of National Sport Week/school outdoor week to raise the profile of physical activity, wellbeing and health. Links to diabetes, stroke and heart awareness raising events. 	£	<ul style="list-style-type: none"> Active participation in exercise within school and beyond. Pupil questionnaire reports positive attitudes to exercise and personal targets for physical competence. Mental Health and Wellbeing Whole School audit. 	<ul style="list-style-type: none"> Develop recognition awards for participation. Use children's targets more for encouragement and termly review of 'training'

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

Percentage of total allocation:

5%

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"> Use of specialist support staff to devise high quality PE lessons supported by school teachers thus increasing their expertise and confidence in teaching sport and PE. Help staff foster positive 	<ul style="list-style-type: none"> Timetable to give full coverage of specialist provision. Staff CPD twilight sessions. Staff to run/support a range of extra-curricular clubs/interschool 	No cost	<ul style="list-style-type: none"> All PE lessons to be good with strong links between skills, tactics as well as 75% + of lesson time being engaged in physical activity. Staff led lessons show greater skill level and competence 	<ul style="list-style-type: none"> Develop specific skills of teachers through recognised CPD and/or coaching qualifications. PE subject leaders to develop expertise in strands of PE curriculum

attitudes towards PE being an important aspect of the curriculum.	competition.		resulting in more active time within lessons.	increasing schools capacity and reeving use of SP funding for specific work by Soccer Stars.
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:
Additional achievements: To offer and encourage children to take part in a range of extra-curricular activities to broaden their experience and promote interest in sport and exercise.	<ul style="list-style-type: none"> Develop range of extra-curricular sporting clubs across all age ranges. Targeted children to be offered funded participation (G & T, vulnerable groups and individuals) Support beyond school provision for vulnerable groups. Increased support in school from Cycle Derby etc within curriculum time. 	£	<ul style="list-style-type: none"> Increased range of activities/clubs across age phases. Provision map children's participation. Questionnaire – barriers to participation and children's preferences. Targeted work with families. Vulnerable families to be able to attend activity days to encourage family support for exercise and sport. 	<ul style="list-style-type: none"> Refine extra-curricular clubs in light of provision/participation review leading to a target of 60% of children participating in some form of extra-curricular sport (whole school) Bring in health promoting activities to family groups. Develop whole school 'Try It Day' of OOA and leisure/sport activities.

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:
<ul style="list-style-type: none"> To offer children the experience and opportunity to attend tournaments/matches in competitive environments against other schools within Derby. Take part in netball league, football league, gymnastics festival, cycle events, triathlon. Signpost talented children to specialist provision. 	<ul style="list-style-type: none"> PE co-ordinator to book/co-ordinate events based on SSP calendar. Co-ordinate in school clubs. Track children attending competitions aiming to increase numbers to compete/represent school. 	£ 1500 on DCSSP	<ul style="list-style-type: none"> Co-ordinator to evidence children attending sporting competition. Through attending competitive sport, children will develop their enjoyment of sport and access out of school specialist provision as a result. Develop teamwork, individual skill. Success within DCC leagues. 	<ul style="list-style-type: none"> Increase staff/school resource to facilitate even greater participation in SSP competitive events. Develop TLR responsibility for competitive sport/consider specialist PE coach employed by school.

Signed off by	
Head Teacher:	Alex Buckley
Date:	December 2022
Subject Leader:	Grace Pitt
Date:	December 2022
Governor:	Simon Chilvers
Date:	December 2022