

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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 2022** 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 2022. 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 until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Most pupils are engaged in PE lessons. ● Pupils are timetabled for at least 2 hours of PE a week. ● There are extra-curricular opportunities for pupils. ● School football team is established and competing in a local league. ● Pupils have a good understanding of what constitutes a healthy lifestyle and healthy eating. ● Playground markings have been updated and are used by the children at playtime and lunchtime. ● Trim trail is in place and is used constantly at playtime and lunchtime. ● All classes have their own activity boxes to use at playtime and lunchtime. ● Teaching staff are more confident in the delivery of PE. 	<ul style="list-style-type: none"> ● Specific staff training through Derby County Community Trust ● Develop the amount of physical activity the children can take part in during the school day. ● Enhance the profile/vision of PE and Sport within the school ● To increase the number and variety of clubs and activities available to the children. ● To develop the skills of Midday supervisors so that they can increase the amount of activities that are on offer at lunchtime. ● To increase the range of sports on offer to the children during PE sessions, such as badminton and table tennis. ● To increase the amount of time the children can learn outside. ● To develop dance lessons / dance club to make it more enjoyable for the children.

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Active People
Active Places
Active Lives

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.	
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.	43.24%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	43.24%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	10.8%
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: £17790		Date Updated: September 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: 2.7 %
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?:
To attend the Celebration of Dance with a group of Key Stage 2 children		<ul style="list-style-type: none"> To pay for the transport of the children to and from the venue. To pay for costumes for each of the children. To provide supply cover for class teachers, if required. 		£300	Due to staffing issues, the celebration of dance festival was not a possibility this academic year.
Year 5 and Year 6 to complete Bikeability Level 1 and 2 including hire of the bikes		<ul style="list-style-type: none"> Year 5 and Year 6 to complete Bikeability Level 1 and 2 including hire of the bikes 		£200	Pupils took part in bikeability in the Autumn term in Year 5 for Level 1 and Level 2 is scheduled for July 2023. All pupils were able to successfully ride a bike after Level 1
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?:
<p>To pay for Super Schools enhanced affiliation.</p> <p>To attend Super Schools Breakfast Briefings to keep up to date with new initiatives.</p> <p>To use SSP to support PE Co-ordinator with their role.</p> <p>To develop a new Curriculum Map for PE</p> <p>To look into achieving the School Games Mark within the next two years</p> <p>A wider range of activities are provided for children to experience in PE lessons</p>	<ul style="list-style-type: none"> Enhanced affiliation will give us access to staff training and an after school club PE coordinator / HoS to attend Breakfast Briefings. Supply cover for PE coordinators class, (2.5 days across the year) Buy in half day support from the SSP to develop PE in the school Supply cover for PE coordinators class, if required. PE coordinator to investigate what is required to achieve School Games Mark. Greater range of clubs / teams to be introduced Money allocated to subsidise costs to allow more children 	<p>£3500</p> <p>Part of Super Schools affiliation</p> <p>£600</p> <p>£100</p> <p>£500</p> <p>£200</p> <p>£800</p>	<p>CPD for staff has enabled all teachers to have a better understanding of the PE curriculum and what a good lesson looks like.</p> <p>PE coordinator role changed so this was not possible.</p> <p>New PE curriculum map has been developed over the year and will begin in the September start of 2023-2024 academic year.</p> <p>PE coordinator role changed so this was not possible.</p> <p>New PE curriculum map has been developed over the year and will begin in the September start of</p>	<p>Sustainability and suggested next steps:</p> <p>Continue with this affiliation package but look into more of the competitive games across schools.</p> <p>Investment into a new PE lead for next academic year who will attend sessions to support own CPD and leading of the subject.</p> <p>New PE map to be followed and PE coordinator to monitor the impact of this against the subject skills and pupil enjoyment.</p> <p>Investment into a new PE lead for next academic year who will ensure that the academy works towards this games mark.</p> <p>New PE map to be followed and PE coordinator to monitor the impact of this against the</p>

	to participate in these clubs		2023-2024 academic year.	subject skills and pupil enjoyment.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17 %
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 use the Mentoring/ Teacher Training from Derby County Community Trust to improve teacher confidence and subject knowledge.	<ul style="list-style-type: none"> Derby County Community Trust support to be given to all staff All teachers to be consulted on areas of PE in which they need support Each teacher to be given support in at least one indoor and one outdoor unit. 	Part of Super Schools affiliation	CPD for staff has enabled all teachers to have a better understanding of the PE curriculum and what a good lesson looks like.	Continue with this support for teachers across the academy but paying more attention to areas that they feel they need the extra support in. Baselining this knowledge at the start of the academic year will support this.
Premier Sports to provide teacher coaching for a range of PE activities.	<ul style="list-style-type: none"> Premier Sports to support staff to develop confidence. Teachers to be consulted on what areas of PE they require support for. 	£3060	CPD for staff improved over the year and enabled teachers to have a better understanding of different subject areas.	Continue to support staff CPD with less focus on coach support and more emphasis on modelling the CPD support that has been provided already.
To develop teacher knowledge of core muscles/sport and the impact on other curriculum areas	<ul style="list-style-type: none"> Physical Literacy Training 	£200	Particular staff trained in physical literacy and bespoke curriculums factor this area of the curriculum in for those pupils who need this.	Continue to identify pupils who would benefit from this strategy to ensure that a full curriculum is accessible for all pupils.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				37.1 %
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 attend the Celebration of Dance with a group of Key Stage 2 children</p> <p>Equipment purchased for children to be able to participate in a wider range of activities.</p> <p>Develop forest schools so that all children can take part on school grounds.</p>	<ul style="list-style-type: none"> To pay for the transport of the children to and from the venue. To pay for costumes for each of the children. To provide supply cover for class teachers, if required. Children have access to a wider range of sports and experiences within the PE curriculum Training for two members of staff Equipment for forest schools Outdoor learning area so that children can attend even when the weather is inclement 	<p>See KI1</p> <p>£1000</p> <p>£2180</p> <p>£1000</p> <p>£2500</p>	<p>See KI1</p> <p>Equipment was purchased for the content of the curriculum based on the current curriculum map.</p> <p>Forest schools is successfully being delivered to EYFS pupils and Forest School's lead is able to promote this area of the curriculum successfully.</p>	<p>See KI1</p> <p>New curriculum mapping will require more development of resources. A key focus on lunchtime clubs and lunch time games boxes to be had in the new academic year.</p> <p>To promote Forest School's to another year group to ensure that more pupils are receiving access to a Forest School element of the curriculum.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.1 %
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 take part in the local football league	<ul style="list-style-type: none"> Pay the entrance fee for the league £25 Organise transport to and from fixtures to allow a wide range of children to take part. £500 		Local football league was successfully attended and pupils enjoyed the competitive sessions as well as developing their football skills.	Continue to take part in the football league, taking careful consideration to how to develop the game further and ensure that pupils have a high quality level of coaching.
To develop School Sports Day	<ul style="list-style-type: none"> Buy in help from SSP to run a successful school sports day. £200 		Sports day successful for a second year running, with pupils across the academy engaged.	Continue to deliver and develop the Sports Day offer so that all pupils are engaged and families attend to support.
To paint a new netball and basketball court to allow us to enter the local leagues	<ul style="list-style-type: none"> Courts painted to allow for matches to be played at Ash Croft. £200 		Successful painting has enabled high quality games in these areas to be taken part in.	Encourage pupils to enjoy these areas of the curriculum during free time and lunch times. Engage with more inter school competitions so that the courts can be used successfully.

Signed off by

Head Teacher:	Miss Emma Luff
Date:	18.6.2023
Subject Leader:	Mrs Faith Scott
Date:	18.6.2023
Governor:	
Date:	