



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> Engaging children in regular physical activity was a big area for EPS in 2018-19. A wide variety of lunchtime sessions were provided, including specific opportunities for different key stages and genders. The profile of PE and sport has never been higher in school. A trophy cabinet has been purchased to display sporting success more prominently and sporting success regularly features in our achievement assemblies. Further to this, 'sportsmanship' is one of our 8 core values and is regularly mentioned in values assemblies. Staff have been given access to a wide variety of PE based CPD opportunities this year in order to increase confidence, knowledge and skills in the subject. After school clubs have been used to introduce a number of different sports, from orienteering to fencing to parkour. PE lessons have included orienteering for the first time and competitive sports that we have participated in this year include boccia, goalball and golf. The school has increased participation in competitive sports across all key stages. We have worked with South Derbyshire ASP, Derby County Ladies FC and The Brownlee Foundation to provide a wide variety of competitive opportunities for all. | <ul style="list-style-type: none"> Lunchtime clubs need some refinement, including registers of who participates in order to more accurately gauge impact. More opportunities for KS1 coaching need putting in place. Work needs to be done on the sports displays around school to increase the profile of PE still further. Further CPD will be required next year to ensure quality delivery of the newly purchased PE scheme of work. Continued focus on 'new' sporting opportunities needs to continue in order to further enhance the school's offering. Continue to promote the importance of competitive sport and look for more opportunities to get children of all ages involved. |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 2017-18: 82.5% 2018-19: 83.7% |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 2017-18: 82.5% 2018-19: 83.7% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 2016-17: 82.5% 2018-19: 83.7% |
| 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 in the academic year 2018-19, however it was in the previous academic year. |

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 students today and for the future.

| Financial Year: 2019/20 | Total fund allocated: £20,406 | Date Updated: 01-04-20 | | |
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| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: 25.7% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Continue to develop lunchtime activity clubs to get a wider range of pupils participating in regular activity Introduce the daily mile to get all pupils undertaking at least 15 minutes of additional activity per day. Continue to promote after school activities to increase participation in a wider range of activities Look into the possibility of introducing a gifted and talented and/or SEND sports session during golden time on Fridays to develop sports provision for specific groups | <ul style="list-style-type: none"> Maintain dialogue with Progressive Sports and increase their role in school activities through a pre-planned calendar of activities. Identify a course for the daily mile and a method of recording. Look into the possibility of taster days in order to promote the forthcoming term's activities. Discuss provision with sports activity providers | <ul style="list-style-type: none"> 140hrs @ 4x1hr per wk for 35 wks = £4,180 £0 27hrs @ 6x4.5hrs (30mins per class) = £640 17.5hrs @ 0.5hrs per wk for 35 wks = £420 Total: £5,240 | <ul style="list-style-type: none"> 240 children have participated in lunchtime clubs. This is broken down as follows: EYFS & KS1 - 80 KS2 - 160 TGC Y1/2 - 12 TGC Y3/4 - 16 TGC Y5/6 – 8 n/a children participating in the daily mile 80 children participating in taster activities n/a children participating in additional activities, broken down as follows: SEND – n/a G&T – n/a | <ul style="list-style-type: none"> Aim to increase numbers through better 'marketing' of activities e.g. letters home etc. Daily mile regularly embedded in school day Aim to increase take up of ASCs through taster days Provide a core group of 'go to' athletes for competitive events and broaden the offering provided for SEND pupils |

| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|---|--|---|---|
| | | | | 1.0% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> • Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. • Extra notice boards in hall to raise the profile of PE and Sport | <ul style="list-style-type: none"> • Achievements celebrated in assembly (match results & notable achievements in lessons etc.) • General sprucing up of PE displays and noticeboards | <ul style="list-style-type: none"> • £0 • £200 • Total: £200 | <ul style="list-style-type: none"> • 120 pupils have had achievements recognized in an assembly • The notice boards are full of information about matches/clubs/results and pupils are keen to get involved | <ul style="list-style-type: none"> • Continued recognition of sporting achievements within school and externally • Continued improvement of information available on noticeboards |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|---|--|---|
| | | | | 26.6% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Continued usage of the DCC CPD package to develop staff confidence and quality of delivery to pupils Cover for CPD to allow staff to attend training Train a member of staff form Key Stage 1 in Forest Schools | <ul style="list-style-type: none"> Ensure all staff are a) aware and b) actively involved in CPD Ensure that cover is provided to allow staff to attend training courses Staff member to liaise with Outdoor Learning Lead to get course booked. Cover required for training days | <ul style="list-style-type: none"> £1,000 22hrs @ 2hrs x 11 staff = £393 Training costs = £900 Payment of staff member for attendance = £2,000 HLTA cover for 'practice group' 3hrs x 25wks = £1,125 Total: £5,418 | <ul style="list-style-type: none"> 12 staff members have attended a total of 24 hrs of PE based CPD Cover is arranged appropriately to allow staff to attend required training Successful roll out of Forest Schools to KS1 | <ul style="list-style-type: none"> Continued recognition of the need to develop staff in order to build confidence, knowledge and skills Continued use of Sports Funding to free up staff and improve sustainability of PE provision Follow programme as per successful KS2 roll out |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|--|---|---|---|
| | | | | 45.0% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> • See Key indicator 1 for information on lunchtime and ASC activities • Develop use of mini leaders to allow peer-led engagement in sports • Outdoor Learning Lead to further develop Forest Skills to engage children in OAA on a regular basis • Continue to part fund Outdoor Nurture activities to engage children with social and emotional issues in OAA activities • Purchase new outdoor gym equipment to develop children's overall fitness • Ensure take up of additional opportunities such as Balanceability, Bikeability, Five 60 etc | <ul style="list-style-type: none"> • See Key indicator 1 for information on lunchtime and ASC activities • Liaise with South Derbyshire ASP to provide training • Link Performance Management targets of Outdoor Learning Lead to this key indicator • Liaise with SEND Lead to maintain current provision • Purchase appropriate equipment and train staff in safe usage • Maintain dialogue with SDASP to ensure that we are signed up to additional opportunities | <ul style="list-style-type: none"> • See Key indicator 1 for info on lunch/ASCs • £100 • 3hrs x 38wks = £1710 • £150 x 37 weeks (50% overall cost) = £2,775 • £1,200 • £600 • Total: £9,185 | <ul style="list-style-type: none"> • See Key indicator 1 for information on lunchtime and ASC activities • 40 fully trained mini leaders who engage children with a range of activities • Rolling out of Forest Schools programme across school so that a FS session happens every Friday afternoon. • 24 children receiving continued provision of outdoor nurture having a positive impact on those with social and emotional difficulties • New equipment provided, n/a staff fully trained and children using it appropriately • 120 children have undertaken additional opportunities, broken down as follows: KS1 Balanceability - 40 Y6 Bikeability - 40 Y5 Five 60 - 40 | <ul style="list-style-type: none"> • See Key indicator 1 for information on lunchtime and ASC activities • Training completed in September to provide full opportunity to use • Second staff member to be trained up to spread workload, responsibility and increase participation • Continued monitoring of children undertaking the outdoor nurture programme to evaluate impact • Ensure regular maintenance and training • Continue to liaise with SDASP to underline the importance of the additional offering |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|--|--|---|
| | | | | 15.3% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> • Continue to sign up to the South Derbyshire ASP affiliation package to provide a wide variety of competitive opportunities for all year groups • Continue to look for other opportunities to promote competitive sport such as DCLFC tournaments, Brownlee Foundation triathlon, National Swimming Championships etc • Staff cover for sporting events | <ul style="list-style-type: none"> • Sign up to package when documentation arrives • Maintain links with local sporting organisations in order to keep abreast of any forthcoming competitions • Ensure HLTA cover for any upcoming events | <ul style="list-style-type: none"> • £2,200 • £100 • £820 • Total: £3,120 | <ul style="list-style-type: none"> • 50 children have participated in competitive sport with the school finishing in 6th place in the South Derbyshire School Games Championship • 30 children have participated in external sporting competitions • Continued success at county events | <ul style="list-style-type: none"> • Maintain dialogue with SDASP in order to ensure appropriate provision for pupils • Continue to develop links with external providers • Continue liaison with SDASP to ensure quality events are participated in |

Anticipated Wider Impact as a Result of the Above

- ✓ Pupils are more active in PE lessons - take part without stopping to rest
- ✓ Standards achieved in PE NC are improving with over 95% achieving end. of KS attainment target
- ✓ Attitudes to learning improved - better concentration in lessons
- ✓ SATs results improved
- ✓ Pupils are very proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self esteem
- ✓ Increased pupil numbers attending clubs in the community which is complimenting activities in school and in the curriculum
- ✓ Increased self esteem/confidence are having an impact on learning across the curriculum
- ✓ Skills, knowledge and understanding of pupils are increased significantly
- ✓ Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve
- ✓ Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons
- ✓ Very few instances of pupils not bring kit to school and as a result progress and achievement in curriculum PE is good
- ✓ More pupils say they enjoy PE and Sport and want to get involved in more activities
- ✓ Improved standards in invasion games in curriculum time
- ✓ More girls are keen to take part with a noticeable difference in attitudes to PE and sport