



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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

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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 2020** 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 2020. 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 2020:	Areas for further improvement and baseline evidence of need:
<p>K1 Professional Sports Coaching. Prior to the lockdown, through outside coaching (ESSP and Progressive Sports), children experienced a wide variety of new sports and improved their fitness. Class teachers were mentored to increase confidence in delivering new skills and being able to maintain pupils increased enthusiasm for PE. These activities are incorporated into playtimes and lunchtimes eg netball, badminton, dodgeball etc</p> <p>Whilst children were working from home, coaches continued to deliver online lessons and videos which were easily accessible.</p> <p>K5 Erewash School Partnership Children have learned to work in small teams and this is followed into class to support group work and supported their growth mindset. Prior to the lockdown 65% of Y5 pupils gained certificates for road safety awareness on a bike up to level 2. Most children learned to ride a bike or became competent on the road and can ride safely. Prior to the lockdown children entered more local competitions and experienced a wide variety of different sport festivals and events during the year, for example tag rugby, gymnastics and football festivals. Friendly football and dodgeball matches between us and local primary schools were introduced.</p> <p>K3 & 5 Sports Mark We were delighted to receive a special sports mark due to the vast majority of our children taking part in sports activities whilst working at home during the lockdown period.</p>	<p>To continue to access professional sports coaching. This year all year groups will benefit from coaching either from ESSP or Progressive Sports coaching. Class teachers will learn by observing and taking part in these lessons and transferring their skills into their own PE lessons.</p> <p>To attend virtual events during the Autumn term, with the expectation that children will be able to attend events in person during the Summer term.</p> <p>Work towards gaining the Gold Sports Mark.</p>

<p>K2 & 3</p> <p>Sport Ambassadors and ‘This Girl Can’ participants Children are encouraged to take leadership or volunteer roles that support sport and physical activity within lunchtimes. An introduction of new sport and physical activities throughout school has been achieved. A number of girls in years 4-6 took part in ‘This Girl Can’ training and attended a celebration and training event.</p> <p>“Smiles for miles” On a weekly basis, a large group of KS2 children walk a mile around our school field. This has been successful for three years and children have a great sense of pride in celebration assembly when they reach different miles and destinations.</p>	<p>Increase participants at training events such as This Girl Can.</p> <p>Plan for whole school events, hopefully to take place during the Summer term.</p>
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<p>Meeting national curriculum requirements for swimming and water safety.</p>	
<p>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.</p>	<p>75%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>65%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>75%</p>

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: 2020/21		Total fund allocated: £17,700		Date Updated: June 2021 - Final Update for academic year 2020-2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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 disadvantaged children to spend at least 1 half term attending extra PE sessions (30 mins per week)		ESSP coach, PS coach to run extra sessions for disadvantaged children Analyse Student council questionnaire and attendance registers at clubs on a regular basis	Included in cost to employ 2 sports coaches (ESSP and PS) (Cost indicated below)	<i>Unable to happen due to Covid. PP children have attended after school clubs. See % below.</i>	<i>In September 2021 we will be re-introducing the extra PE for disadvantaged pupils on a rolling timetable per half term. This will be with the ESSP coach on Tuesday mornings from 9-930.</i>
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:

<p>ESSP Coach - PE Teacher Beth Grainger</p> <p>Children participate in high impact physical activity in their PE lessons. Children are encouraged to take leadership or volunteer roles that support physical activity within the school every day. Tuesday from 9-4.15</p>	<ul style="list-style-type: none"> - PH (Sep 20') To have meeting with GS to organize a timetable for the day and promote Yr 6 to apply to be mini leaders. <p>Sports Teacher to come into school every Tuesday and deliver 2 infant class and 1 junior class PE Lessons (Supported by the teacher and TA's). A weekly lunchtime club for the whole school.</p> <ul style="list-style-type: none"> - Leads meetings with the Sports Ambassadors and mini leaders to develop lunch time active play. - Encourage Pupil Premium and SEN to participate. <p>School council questionnaire on children's favourite sports</p>	<p>£8500.00</p>	<p><i>See assessment grid for post lockdown lesson assessment.</i></p> <p><i>Whilst in school the children have taken part in a variety of sports.</i></p> <p><i>During lockdown and remote learning all children were invited to take part in a virtual PE lesson from ESSP. Videos were also posted on Google Classroom for all children. (Videos from ESSP that promote exercise through a variety of sports.)</i></p> <p><i>Lunchtime Clubs - Year 5 (Thursday) and Year 6 (Tuesday) have benefitted from a lunchtime club provided PS/ESSP coach.</i></p>	<p><i>Presently, we employ two coaches (ESSP for a full day and Progressive Sports for half a day), however for the next academic year we are considering only employing a coach from ESSP.</i></p>
<p>Progressive Sports Company</p> <p>Sports coach to come into school and deliver lunch time club for the whole school, 2 x PE sessions and an afterschool club, open to all of the infants and juniors for this academic year (18-19). Thursday from 12-4.15</p>	<p>As above</p>	<p>£3610.00</p>	<p><i>Increase in PE - We have increased the amount of PE that each class is benefiting from. Year 1-6 have a lesson with a coach from ESSP or from Progressive Sports and each class teacher is teaching an extra PE lesson each week. This is in response to the needs of the pupils upon their return to school in March.</i></p>	
<p>Identify sports coaches/leaders of the future</p> <p>This will impact on school improvement through increased engagement of children and an improvement in the standing of the school in the local community</p>	<p>When training opportunities are put into place (online or in person) identified children to attend sports ambassador training and This Girl Can training</p> <p>Analyse Student council questionnaire and attendance registers at clubs on a</p>	<p>Included in cost of subscription to ESSP (cost indicated below)</p>	<p><i>10 girls attended virtual This Girl</i></p>	

	regular basis		<i>Can training post lockdown.</i>	
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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 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>PE Leader Release Time PH, JS (HLTA) release time for PE leadership meetings, CPD and ESSP meetings. This will have an impact on the pupils being involved and participating in more out of school sports/ competitions and local friendly matches with our local primary schools.</p> <p>Coaches to team teach with staff</p>	<p>Identify areas and skills to develop for the PE leader and Teacher/ TA's</p> <p>Identify courses suitable on S4S</p> <p>Attend cluster meetings</p> <p>Attend ESSP meetings/briefings and feedback.</p> <p>PH to engage in P.E Learning Walks to share good practice.</p> <p>Target pupil premium and SEN children to engage in ASC activities or interventions.</p> <p>ESSP coach and PS coach to model effective PE lessons and team teach with staff members</p>	<p>HLTA release time - 8 hours over school year £145.00</p> <p>Included in costs to employ both coaches (indicated above)</p>	<p><i>JS attended Autumn PE meeting</i></p> <p><i>Network Meetings - During the Spring term, PH attended a PE network meeting hosted by ESSP and also a PE network meeting hosted by DDAT.</i></p> <p><i>Attendance at clubs - Autumn 1, 2, Summer 1</i></p> <p><i>% of PP, % of SEN</i></p> <p><i>Teachers observe and learn from ESSP and PS coaches.</i></p> <p><i>Spring 2 and Summer terms - extra PE</i></p>	<p><i>JS/PH to continue attending network meetings for DDAT and ESSP.</i></p> <p><i>Presently, we employ two coaches (ESSP for a full day and Progressive Sports for half a day), however for the next academic year we are only employing a coach from ESSP. This is to ensure our staff teach PE and use the</i></p>

			<i>lessons timetabled post lockdown. Teachers putting into practice learning from observing throughout the year.</i>	<i>skills they have gained from observing and working alongside coaches over the past 3 years. We will be using the extra money to improve the external sports facilities at the school.</i>
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>ESSP coach and Progressive sports coaches to broaden activities/sports taught during lessons and at after school clubs</p> <p>ESSP and Progressive sports coaches to teach a range of activities to disadvantaged children attending extra sessions each week</p> <p><i>This will be impacted by restrictions in place due to Covid 19</i></p>	<p>Pupil premium and Send children given priority if apply to attend KS2 after school clubs.</p> <p>ESSP to provide after school clubs such as: Tri Golf & Frisbee</p> <p>Identify children's favourite sports clubs.</p> <p>(Links to K15) PH to encourage children in a wider range of after-school clubs for chn to attend.</p> <p>Support and involve the least active children by providing targeted activities and after school clubs they enjoy.</p>	Included in costs to employ both coaches (indicated above)	<p><i>Hockey, Tennis festivals</i></p> <p><i>Extra provision activities - Fencing and Archery - year 2, 5 and 6</i></p> <p><i>Unable due to Covid.</i></p> <p><i>Sport Festivals - Since we have returned to school, ESSP have hosted a hockey and tennis festival for different year groups. We also took the opportunity to invite into school the 'Cricket in the community' team from Derbyshire County Cricket Club. They held an all day event which each class benefited from.</i></p>	<i>We have signed up to be part of a new competition for local primary schools. Throughout the next academic year, there will be a series of competitions taking place at Long Eaton United in a variety of sports and for all year groups. This will give the children a chance to compete against other local primary schools and to practise their skills in lots of different sports. In addition to this, ESSP hopes to be able to hold their regular competitions in person starting from September.</i>

<p>Book in bike ability training with ESSP. <i>When able to –impacted due to Covid 19.</i></p> <p>Purchase new equipment for use during PE lessons and at lunchtimes.</p>	<p>Level 1 to be offered to children in Y4,5&6. Level 2 to be offered to all Y5 pupils (plus any yr6 that did not pass last year). Send out letters/Liaise with ESSP staff.</p>	<p>Cost included in Silver Package from ESSP (see below for cost)</p> <p>£500.00</p>	<p><i>Children that have benefited: Greece Class, Jamaica Class Year 4s Singapore Class -Year 5s</i></p> <p><i>Bikeability - 31 children in Years 4 and 5 have completed level 1 and 12 children in Year 5 have completed level 2.</i></p> <p><i>New sports equipment purchased for a variety of sports.</i></p> <p><i>Javelins, tennis equipment, air flow balls, tennis balls.</i></p>	<p>We will increase the amount of spending on external PE equipment next year. The funding that is remains after employing ESSP coach will be put towards a Multi Use Games Area to support staff when teaching PE.</p>
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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:
<p>Subscription to Erewash School Sports Partnership (ESSP) (Silver package) Membership to the partnership allows for children attending all Erewash sports festivals and competitions. They provide CPD sessions throughout the year.</p> <p>To give children the opportunity to take part in inter school competitions</p> <p>Competitions due to begin January 2021 – there will be virtual competitions before that point</p>	<p>To attend online CPD courses organised by ESSP</p> <p>GS to organise and provide inter school competitions and festivals and children across school.</p>	£1800.00	<p><i>Extra festivals have taken place post lockdown.</i></p> <p><i>Hockey Festival, Tennis Festival. Cricket Day for all year groups through DCCC Community.</i></p>	<p><i>Sports Premium funding for 2021-2022 - Presently, we employ two coaches (ESSP for a full day and Progressive Sports for half a day), however for the next academic year we are only employing a coach from ESSP. This is to ensure our staff teach PE and use the skills they have gained from observing and working alongside coaches over the past 3 years. We will be using the extra money to improve the external sports facilities at the school.</i></p>
		<p>Total Spend:</p> <p>£14,555.00</p> <p>(Surplus: £3145.00)</p>		

Signed off by:	
Head Teacher:	Ronni Barker

Date:	21.06.21
Subject Leader:	Peter Hallam
Date:	21.06.21
Governor:	Rachel Wright
Date:	21.06.21