

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

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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.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£ 35480
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 35440
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 35440

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	% 95
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	% 95
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% 100
<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?</p>	Not applicable this 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 pupils today and for the future.

Academic Year: 2021/2022		Total fund allocated: £35440		Date Updated: 22/07/22	
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: 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:
<p>Invest in playground equipment at both sites (goal posts/ equipment boxes).</p> <p>Review playground and PE equipment and invest accordingly.</p> <p>PE Leads train up Year 5 and Year 6 playtime leaders to run games and playtimes.</p> <p>Current playtime leaders in Year 2 and Year 6 train up new playtime leaders to run games in the next academic year.</p> <p>All children to run the active mile weekly.</p>	<p>Playgrounds at both schools have good quality equipment to play with at playtimes.</p> <p>Children choosing to play active and competitive games at playtimes. Playgrounds at both schools have good quality equipment to play with at playtimes.</p> <p>Children choosing to play active and competitive games at playtimes. Play leaders organising games at playtimes.</p> <p>Less confident children choosing to play sports games and being supported by their peers.</p> <p>Children choosing to play active and competitive games at playtimes.</p>		£1808	<p>Sports equipment for PE and lunch time.</p> <p>Benches for the playground</p> <p>Scooters for infants and juniors</p> <p>Small pedal bikes</p> <p>Y5 and Y6 children trained up as sports leaders to deliver lunch time activities. These are running well 3 times per week.</p> <p>Daily Mile is having a great impact, children love taking part and it has definitely increased engagement in exercise across school.</p>	<p>Continue to update equipment for PE and lunch time.</p> <p>Lunch time activities running well with sports leaders. Current Y5's to train up current Y4's in September.</p> <p>Daily Mile will continue to keep engagement up.</p>

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				68.5%
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:
<p>Encourage children to travel to school in an active way by providing bike sheds and storage for walking shoes.</p> <p>Balanceability interventions in place for EYFS and Year 1 children. Trained instructors to deliver bikeability sessions to children.</p> <p>Add key skills to the progressive curriculum.</p> <p>Buy small pedal bikes for children to use.</p> <p>Invest in Forest School equipment to support the introduction of Forest Schools to all year groups.</p>	<p>Most children travel to school by walking/ scooting/ cycling</p> <p>Easy storage for parents and children to use to enable them to travel actively.</p> <p>Children with poor gross motor skills developing and progressing.</p> <p>Frequent sessions on balance bikes Inhouse training for bike riding. All classes able to take part in Forest schools</p> <p>Waterproofs Tools</p>	£24261	<p>Scooters and storage purchased for juniors and infants.</p> <p>Infant children enjoy balanceability sessions monitored by Diane Beech.</p> <p>Big on Bikes purchased to deliver bikeability sessions to Y4 and Y6. All children enjoyed the sessions.</p> <p>Forest school equipment has been regularly updated and Forest school cover has been ongoing.</p>	<p>Encourage children to travel to school in an active way.</p> <p>Balanceability and bikeability will continue to give children more opportunities.</p> <p>Forest school will continue to be delivered across the school with equipment regularly updated.</p>

Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8.9%
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	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:

consolidate through practice:				
Staff use PE hub to inform planning. Staff PE kit for promoting culture of togetherness in school and for out of school sports competitions. Review the long-term PE plan and planning format. Develop and trial a PE assessment with some classes. Introduce and train staff on new PE assessment tool.	Teachers able to deliver high quality PE sessions to children using PE hub. A PE plan that is adapted to meet the needs to teachers and pupils. Planning proforma that is simple to use. PE assessment in place. All staff assessing children and using previous learning to plan new PE lessons.	£3169	PE hub is being used effectively to inform planning and to deliver quality PE sessions. PE planning is monitored continuously. PE assessment has been introduced but not fully incorporated yet by all staff. PE assessment has been introduced but not fully incorporated yet by all staff.	PE hub will be used for planning. New staff will get PE kit. PE planning will continue to be monitored. PE assessment to be implemented properly in September and monitored half termly.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
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:
Shelley Fairey (governor) to run a 'Running Club' each half term. Teachers to run a wide range of sports clubs for children to attend. Survey for children to identify their interests and wants for sports clubs.	Sports clubs are largely ran in house. Children have a wide range of sports clubs to choose from. Half yearly sports club survey High participation in sports clubs A wide range of different clubs available	£0	Children have been given lots of sporting opportunities – bikeability, football, cricket, athletics, swimming, running club. Surveys have not been conducted – will review this in September.	Surveys have not been conducted – will review this in September.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% 11
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:
Buy into Highfields Cluster Buy into Rural Derbyshire School Sports Partnership Maintain and update the Sports Participation Record and identify children to be encouraged in competitive sport. Run interhouse sport competitions half termly.	Children have access to different sporting events at Highfields School Children have access to different sporting events at RDSSP. All children are able to attend at least one event a year/ or a sports club. All children taking part in competitive sport every half term. Increase competitive spirit between school houses.	£3891	Children have benefitted from and enjoyed the Highfields events. Children have benefitted from and enjoyed the DSSP events. Over 120 different children have represented the school in external competitions and all children have participated in daily mile and PE Children have benefitted and enjoyed all interhouse competitions.	Children will continue to benefit from external events and competitions. Children will continue to take part in interhouse competitions.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Connor Green
Date:	22/07/22

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Governor:	
Date:	