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Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019


Commissioned by



Department
for Education

Created by





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 2021:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> We have formed a strong link with Primary Stars <ul style="list-style-type: none"> Primary Stars come into school for meeting about curriculum We are going to start an after school Primary Stars club in September All children have 2 hours of high quality PE each week <ul style="list-style-type: none"> KS2 children have 2 hours of high quality PE delivered by Primary Stars KS1 children have 2 hours of high quality PE each week delivered by their class teacher All PE lesson are COVID safe and follow the COVID risk assessment <ul style="list-style-type: none"> We have followed all the COVID guidelines and all members of staff are up to date with health and safety policy Spent time discussing how to deliver lessons safely on site or at the leisure entre 	<ol style="list-style-type: none"> Ensure children year 2, 3, and 4 each have a term of swimming lessons Arrange a sports after school club linked with Primary Stars Work alongside QEGS and Primary stars to offer primary sports events for ks1 and ks2

<p>We have been unable to take Year 6 children swimming this year due to the coronavirus restrictions, so we are not able to publish accurate data</p> <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?</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 2020.</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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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>	Yes/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: £17,520		
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:
To provide sporting opportunities for children at lunchtime	Employ and train a play activity leader at lunchtimes. Offer a range of different sporting activities throughout the week.	£2,486	<ul style="list-style-type: none"> Increased numbers of children participating in sporting activities Vast improvement in fundamental movement skills 	Invest in some new sports equipment to support the play activity leader in delivering a variety of sports.
To provide sporting opportunities for children at lunchtime	New equipment brought to facilitate different sports.	£1,000	<ul style="list-style-type: none"> More children able to participate Increased activity levels during the school day 	Discuss with pupils the range of activities on offer. Introduce new sports dependent of student interests.
All ks2 children receive 2 hours of high quality PE lessons each week	Hire the leisure center sport hall for 4 hours each Wednesday. This will provide adequate space for all children to be activity for the entire lesson. <i>Due to COVID we were not able to use the leisure centre of the entire year, so the cost reflects the weeks we were able to use the facilities</i>	Cost to hire sports hall £1,781	<ul style="list-style-type: none"> High level enjoyment/engagement in all PE lessons Children are challenged and have a greater range of skills 	To teach alternative sports alongside the mainstream sports offered.

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:
To raise the profile of PE across the whole school	<p>Give the PE subject leader time to organise events for all year groups. Liaise with PE coordinators from other local primary schools and primary stars to put dates in the diary for the next academic year.</p> <p>Time to organise swimming lessons and sports hall hire with the leisure centre.</p> <p>Time to conduct pupil interviews to find out what pupils enjoy and what other sporting opportunities they would like to participate in.</p>	£900	<ul style="list-style-type: none"> Events for the next academic year have been scheduled Swimming lessons have been booked for years 2, 3 and 4 Non-mainstream sports have been added to the curriculum planning 	<p>Continue to work with other local primary schools to provide more sport opportunities.</p> <p>Get in touch with Steve from Ashbourne Golf Club to if we can work with them again.</p>
Specialist PE using to teach ks2 PE and extracurricular club	<p>Primary Stars deliver ks2 PE. This has raised the profile of sport across ks2 and more children are choosing to participate in sports clubs outside of school.</p> <p>Primary Stars are training TA's during the session to have a better understanding of sport development and how to challenge children.</p>	£6,580	<ul style="list-style-type: none"> High level of engagement from TAs in PE lessons Pupil interviews have shown high level of enjoyment and enthusiasm in PE lessons Extracurricular club has provided more opportunity of sport 	<p>Continue to work closely with Primary Stars.</p> <p>Attend the sports events they have organised for KS1 children.</p>

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><i>Unfortunately, due to COVID we were unable to have external providers come into school when originally planned. This has training has been moved to the following year.</i></p>				
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:
To support mental health and wellbeing through the delivery of forest schools	Specialised EYFS practitioner to deliver forest school	£1500	<ul style="list-style-type: none"> Children to assess forest school activities To increase activity levels To support holistic development, including fostering resilient, confident, independent and creative learners 	Continue delivering the forest schools programme and offer more children the chance to take part.

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?:
Unable to participate in competitive sport with other local primary schools due to COVID restrictions			

£3,273 to be carried forward to the next academic year

Signed off by	
Head Teacher:	
Date:	30 th July 2021
Subject Leader:	
Date:	
Governor:	
Date:	