

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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Commissioned by



Department  
for Education

Created by



YOUTH  
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](http://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 **31<sup>st</sup> 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.

<p>Achieved the Key Stage 1 Kite mark Silver Award (2019)</p> <p>Achieved through aspiring to provide 2 hours of physical education per week &amp; engaging 30% of pupils in extracurricular activity every week-football, basketball, cricket and dance.</p> <p>Competing in Intra and Inter competitions, promoting PE events on website and on newsletters. Staff attending training and having links with a local sport's club.</p> <p>Staff have received more CPD this year: Dance, Gymnastics, Fencing and Balance Bikes.</p> <p>Children have been accessing outdoor physical learning through Forest School sessions at/with another local school</p> <p>School took part in Flying High Trust 'Virtual Sports Day' in which the children came 4<sup>th</sup> in the KS1 category for events.</p> <p>We collaborated with a teacher from the local Junior School on an entry for The Infant Dance Festival.</p> <p>Mini Leaders trained and developed to contribute to lunchtimes. Zones created for different areas and a playground rules board installed. Interactive 'Activ-all boards' installed, staff trained and another active zone was created.</p> <p>Fundamental skills developed in the Foundation Stage through workshops on 'Balance Bikes' and ongoing Yoga sessions.</p>	<p>To aim to achieve the Gold award by engaging 40% of pupils in extracurricular activities. Increasing participation in Intra and Inter competitions. Promoting PE events more regularly and making links with 2 local sports clubs.</p> <p>Arranging a twilight on PE or School Sport to ensure all staff are developed.</p> <p>Create a link with a local Nursery to aim for more children to access Forest School/ outdoor learning.</p> <p>Build upon this success and organise a Sports Day in the next academic year. Create stronger links with our school values and the School Games values by giving awards for these attributes.</p> <p>Ensure that staff and children have time to prepare for Inter competitions by bringing our school PE overview more in line with these. Increased focus/ equal time on Dance and Gymnastics so that children can participate in these infant festivals.</p> <p>Continue to develop the role of the mini-leaders through training of new Y2 pupils. Continued training on Activ-all boards to ensure that they are being used to their full capacity.</p> <p>Arrange for these practitioners to visit and continue to research ways to develop physical skills with our younger children.</p>
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## 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: 2019/2020		Total fund allocated: £16.970	Date Updated: 24.06.2020	
<b>Key indicator 1:</b> 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:
				34%
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 make lunchtimes more active for the children. When children are happy and active at lunchtimes they will be more able to concentrate in class.	To receive staff training in how to use ActivAll and Anomaly Boards to their full advantage.	£3642.72 per annum rental of the boards	Children have an extra opportunity to be active; it has added another dimension to lunchtimes.	Rented/contracted until April 2022. Revisit training and arrange demonstrations for the new intake. Use the Anomaly board for morning 'Wake & Shake' activities.
To book quality sports coaches for PE provision. To allocate weekly slots for this in our timetable. To book extra- curricular provision with same coach.	Invite sport coaches for trial/taster days, book quality coaches for 2 sessions a week, (different classes on a rolling programme so all children access this).	Basketball £100 for 2 x afternoons and afterschool club £2240 per year TJ Coaching £1980 (50% KI 4/ 50% KI1)	Children have timetabled PE sessions for 2 hours a week. They are learning from different sports specialists.	Express coaching to continue to provide afternoon sessions. Next steps: Improve sustainability- are staff up skilled now to deliver some similar sessions?
To book extra- curricular provision with football, basketball and dance.	To aim to run at least 2 active after school extra-curricular clubs each week. To provide a range of sports to appeal to as many children as possible.	£45 per session for football £1575 per year (Basketball included above)	Children are having the opportunity to take part in an extra hour of physical activity after school. The uptake is good.	Next steps: Can staff provide after school sports clubs? Mini-Leaders at the Junior School? A small charge for clubs?

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
For children to access the benefits of outdoor/physical education to 'develop a keenness to participate and the ability to concentrate over longer periods of time. <b>Physical</b> skills: these improvements were characterised by the development of <b>physical</b> stamina and gross and fine motor skills	Offering blocked Forest School sessions for pupils who would benefit from outdoor, practical and physical learning sessions.	£100 per afternoon. 2 x 6 weekly blocks this year (due to Covid) £1200	The children benefitted from these sessions. It allowed them the freedom to explore and develop agility & coordination through climbing, swinging, etc The children were able to plan and promote their own physical development through play.	Next steps: To make a link with a local Nursery School so that our Forest School Lead can take more children to FS sessions.
To develop a whole school approach to teaching and learning in PE, where life skills and values such as co-operation, responsibility and resilience are taught explicitly through PE.	Become member of Youth Sport Trust and begin to use their resources e.g. personal best resource cards	£200 annual 'core' membership to The Youth Sport Trust	Limited impact due to staff not always being timetables to teach PE- next steps	Next Steps: To ensure we explore & use the YST resources to their full potential. To use their curriculum guide to review our PE curriculum's intent, implementation and impact.
To make lunchtimes more active for the children. When children are happy and active at lunchtimes they will be more able to concentrate in class.	Zoning the playground so that there are clear areas e.g. trim trail, ActivAll, Mini Leaders activities, football. Playground Rules board To receive staff training in how to use ActivAll and Anomaly Boards to their full advantage.	£ For the purchase of playground equipment. £85.00 playground board	Children have a range of choices for lunchtimes for opportunities to be active. They can take part in team activities, with a partner or on their own.	As above, 'zones' need revisiting for new staff and children. Activ-All boards Rented/contracted until April 2022. Revisit training and arrange demonstrations for the new intake



YogaBugs sessions for all children to improve fundamental movement skills/physical literacy; develop confidence and interaction, to improve ability to listen and follow instructions. To develop ability to relax. To develop flexibility and co-ordination.	To continue with weekly Yoga sessions for all children- beginning with Foundation.	£60 per afternoon £1440 + VAT £1728 total per year	Children have learnt relaxation and breathing techniques that they can use. They have developed the ability to be calm & still Children have improved muscle tone, strength, flexibility and balance.	Using Yoga bugs provides quality sessions but has an on-going cost. Next Steps: Staff could begin to teach Yoga –having taken part in these sessions this year.
Visit from Nottingham Forest 'Dream Big' assembly.	Whole school involvement to get maximum engagement from the children.	Free as part of Flying High Trust	Pupils found this visit aspirational. They learnt about how sport can enrich and improve life. They listened and learnt about the skills need to succeed in sport (& school)	Next steps: More inspirational visits e.g. in assemblies to engage children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3 %
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 improve the staff confidence and knowledge in teaching Gymnastics so they can teach quality lessons and improve the children's skills in gymnastics.	Gymnastics CPD for staff organised through our Sports Partnership. All staff who are teaching PE to attend.	Free- provided through Sports Partnership.	Staff knowledge and confidence has improved. Next Autumn they now need to put into practice with dance/gymnastic teaching.	To give gymnastics a greater priority on our PE long term plan/overview. To invest in key pieces of gymnastic equipment.
To improve the staff confidence and knowledge in teaching Dance so they can teach quality lessons and improve the children's skills in dance.	Dance CPD for staff organised through our Sports Partnership. All staff who are teaching PE to attend.	Free- provided through Sports Partnership.	Staff knowledge and confidence has improved. Next Autumn they now need to put into practice with dance/gymnastic teaching.	To give Dance a greater priority on our PE long term plan/overview and tie this in with the Infant Dance Festival To invest in key pieces of Dance equipment.
To develop staff understanding of using 'balance bikes' to improve children's balance, coordination and core strength.	Staff to observe during 'Wheely Fun Wheels' balance bike session in order to develop their understanding.	£135 + VAT £162	The session developed the staff member's knowledge of the type of activities to do and the benefits for the children.	Next steps- to price up buying our own 'Balance Bikes' so that we can use more regularly with EYFS children.
To improve the staff understanding and knowledge of how to incorporate other sports into our PE provision.	Staff to all participate in fencing taster day and this will develop staff's knowledge and understanding of this form of exercise.	£300	The children developed skills of concentration and hand-eye coordination. Staff learnt a new type of physical activity.	Next steps- to look at booking as an after school club for fencing and/or archery.

To improve the staff understanding and knowledge of how to incorporate cycling into our PE provision.	Ready Steady Ride CPD for subject leader	Free- provided through Sports Partnership.	Staff knowledge and confidence has improved. Could now lead lessons using bikes in school.	Next steps- to price up buying our own 'Balance Bikes' so that we can use more regularly with EYFS children.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				34%
Intent	Implementation		Impact	
<p>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:</p>	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 broaden the experiences of physical activities offered to children in school by using coaches with specific sport expertise – to develop skills & inspire the children.	To book 'Express Coaching' to deliver PE lessons across the school- particularly Basketball. To provide extra-curricular club for children interested in this sport.	Basketball £100 for 2 x afternoons and afterschool club £2240 per year TJ Coaching £1980 (50% KI 4/ 50% KI1)	A sport's coach who teaches the skills required for this sport to a high standard teaches the children.	Next Steps: Staff could begin to teach Basketball –having taken part in these sessions this year.
To develop 'fundamental' skills in EYFS by broadening the experiences of physical activities offered to children in school- balance bikes.	Book 'Wheely Fun Wheels' balance bike session for all of the children in Foundation Stage.	£135 + VAT £162	The session developed the children's balance, coordination and core strength.	Next steps- to price up buying our own 'Balance Bikes' so that we can use more regularly with EYFS children.



To broaden the experiences of physical activities offered to children in school by introducing a non-team sport -Fencing.	Staff to all participate in fencing taster day and this will develop staff's knowledge and understanding of this form of exercise.	£300	The children developed skills of concentration and hand-eye coordination. Staff learnt a new type of physical activity.	Next steps- to look at booking as an after school club for fencing and/or archery.
To broaden the experiences of physical activities offered to children in school. For children to access the benefits of outdoor/physical education.	Offering blocked Forest School sessions for pupils who would benefit from outdoor, practical and physical learning sessions.	£100 per afternoon. 2 x 6 weekly blocks this year (due to Covid) £1200	The children benefitted from these sessions. It allowed them the freedom to explore and develop agility & coordination through climbing, swinging, etc The children were able to plan and promote their own physical development through play.	Next steps: To make a link with a local Nursery School so that our Forest School Lead can take more children to FS sessions.
To book extra- curricular provision to offer a broader experience of sport.	To aim to run at least 2 active after school extra-curricular clubs each week. To provide a range of sports to appeal to as many children as possible. Book Chesterfield football club as we do not teach football within the curriculum	£45 per session for football £1350 per year £900 (due to covid) Basketball included above	Children are having the opportunity to take part in an extra hour of physical activity after school. The uptake is good.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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 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 increase the participation of inter competition, giving the children the opportunity to compete against other schools.	Actively engage with the KS1 competition calendar from Bolsover Sports Partnership. Attend The Infant Dance Festival, Boccia, and Infant Agility.	£1698 Annual sports partnership membership	The pupils gained confidence from entering these events and it creates the motivation to participate in sports.	Next Steps: Attend all events – including Y1/2 Fun Run & Mini Olympics (Cancelled)
To enable children to participate at sports event in other schools and settings	To use the Sports Premium funding towards the cost of transport to events.	£330 community transport to 4 local events.	This enabled more children to be able to take part in competitions than would otherwise have been able to.	Next Steps: Attend all events – including Y1/2 Fun Run & Mini Olympics (Cancelled)  97% spent 3% carried over

Signed off by

Signed off by	<i>Phillippa Whitton</i>
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