

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) 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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2024:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Cluster tournaments/competitions/festivals in place for a wide range of sport - Olympian inspired boxing day for the whole school - Full sports day - Full range of equipment utilised to ensure correct and effective PE/sports provision - Implemented PEPlanning online tool to ensure intent/implementation/impact is robust and skills and knowledge are effectively implemented with clear and optimum progression - Accessed sports coaching - Orienteering - Go Ape - Derby Athletics Stadium - All Y6 left as proficient swimmers to at least 25m - CPD for staff - Outdoor adventurous activities experienced by all year groups from Reception to Y6 - 	<ul style="list-style-type: none"> - Monitoring who is involved in sports clubs at school or out of school - Increase ways of encouraging wider participation of physical/sporting activities eg: strength, wider athletics, - Staff confidence in delivering high quality school PE lessons supported with PEPlanning tool - Effective tracking of SEND/ Pupil Premium/Boys and Girls to ensure no gaps. - Employ experts in – coaches to aid teaching of different sports and utilise as CPD for staff - Ensure consistent approach to teaching to ensure high level skill and practise time is given - Encourage a wider range of sports eg: continue Judo, boxing, girls' football, wider athletics - Wide range of more adventurous sport - Re-instate Skip to be Fit, morning physical start, mile a day...

Did you carry forward an underspend from 2023-24 academic year into the current academic year?

YES ---- Delete as applicable

If YES, you must complete the following section

If **NO, the following section is not applicable to you**

If any funding from the academic year 2023/24 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2025.

Academic Year: September 2024 to March 2025		Total fund carried over: £0	Date Updated: 17.8.24	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
Intent	Implementation	Impact	Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>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</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Carry over funding allocated:</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?</p> <p>Keep records of children than attended/participated in each virtual challenge.</p> <p>Children were more engaged in alternative sports such as fencing, boccia etc.</p> <p>Children encouraged to try a range of different sports with focus on participation.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p>

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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 2023.	100% (15/15)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	95% all strokes demonstrated, however, some strokes ie backstroke less confident with this one child
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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 as all of our Y6 met the 25m competency

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: 2024/25		Total fund allocated: £17166		Date Updated: 16/8/24	
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:
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: £12300.36	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
For staff and pupils to work towards 30 minutes of physical activity a day through various activities during curriculum and lunch times with the support of an assigned Play Leader at lunch	<p>Increased emphasis on short, sharp physical breaks throughout the day and emphasis on physical time outside. Activities such as Daily Mile, GoNoodle, Yoga, Just Dance, Youtube (KS2/ Boogie Beebies KS1, skip to be fit).</p> <p>30-minute lunchtime and 2 10/15-minute playtimes throughout the day – Running games/Daily mile marked to follow at playtimes – physical equipment at lunchtimes (football/netball/basketball/racket sports/circus skills). Play Leaders employed.</p> <p>Sports equipment restructured into easily accessible areas – 2 PE sheds fixed and an equipment list printed in staff room and circulated via email at the beginning of each term.</p>		<p>Cost Neutral – apart from GoNoodle £75.36.</p> <p>Active Start subscription - £120</p> <p>£4375 (1.5 Play Leaders x 5 days)</p>	<p>Pupils more active throughout the day. More opportunities to be active.</p> <p>KS1 children have been taught playground games such as Stuck in the Mud, Duck, duck, goose etc to encourage running during playtimes.</p> <p>Children have more opportunities to do different sports during lunchtime based on daily rota (football, basketball, netball, tennis, badminton)</p> <p>Easier access to equipment meant that more (and different) sports were used on a weekly basis.</p>	
				<p>Sustainability and suggested next steps:</p> <p>Continue to promote good practice such as breaking up learning with short physical breaks.</p> <p>Training of mini-leaders (Y5/6) to work with KS1 children and teach them playground games once or twice a week – work with coaches from SSSP</p> <p>To continue with the sports rota – to think about introducing other sports rather than returning to football 5 days a week.</p> <p>To update the equipment lists, tidy the sports sheds, and</p>	

	Mini Leader training for Y5/6 children	£2500		provide information on where specific equipment is stored. SSP to train Y5/6 as Mini Leaders.
	Equipment and training for mini leaders and middays to promote physical activity.	(Cost Neutral)		To arrange Change for Life training for Y5.
	All children to school in Active Footwear.	£1000 as part of SSSP affiliation	Easier to implement quick, on the spot, physical exercise.	
	Forest School	£1000	Forest School allowed for play, exploration and risk taking supported in a different environment. 1-hour sessions a week.	To continue to allow children to wear active footwear.
	To engage in Rural Derbyshire SSP Challenges (Fencing, Gymnastics, Dance)	£1000	Children were more engaged in alternative sports such as fencing, boccia etc.	To continue to work in partnership with Forest School provider.
	Sustrans Big Pedal		Children encouraged to scoot, walk and ride into school over a fortnight,	To pay into the Rural Derbyshire SSP scheme and engage in virtual and cluster challenges and events.
	Y2 swimming lessons			To participate in the Sustrans Big Pedal event again.
		£2350		Early start to swimming in school

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

30%

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: £9016.96 (30% =5250)	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Sustainability and suggested next steps:

<p>To develop outdoor learning in other areas of the curriculum – National focus on children being active in school.</p>	<p>As mentioned in Key Indicator 1 – continuing the model of the recovery curriculum emphasises on breaking up lessons with short, sharp physical breaks and encouraged to be outside and take learning outside where possible.</p>	<p>(Cost Neutral)</p>	<p>Children more active and spending more time outside. Opportunities made by teachers to use outdoor space more effectively and efficiently. Use of outdoor classroom.</p>	<p>More space for outdoor learning without worries of mixing bubbles. To continue to use outdoor classroom and outdoor spaces for learning.</p>
<p>To continue to maintain the high profile of PE in school amongst pupils, staff, parents, governors, and the wider community.</p>	<p>PE Lead & teachers to focus on raising the profile of school PE and sport by ensuring that website and displays are engaging. To undergo PE subject leader training and to pass on relevant information to teachers.</p>	<p>(Cost neutral)</p>	<p>Organisation of events in and out of school for the children. Matlock football club trip for Y6. Organising of coaches to come in and encourage new skills.</p>	<p>For the PE Lead to continue to work towards collaboration with outside agencies such as coaches and with the teachers. To continue to maintain the high profile of PE. To undergo relevant training and to pass information onto teachers.</p>
<p>For the values and achievements learnt and achieved to feed into the rest of the school curriculum and school life.</p>	<p>Year 6 Sport Ambassadors – encourage and promote engagement with physical activities throughout school. To be sporting role models, to write reports and to meet regularly with PE subject leader to discuss developments and plan events.</p>	<p>(Cost Neutral)</p>	<p>Liaising with SSP and Extra Time to promote and encourage different sporting activities.</p>	<p>To appoint and support Year 6 Sport Ambassadors. To deploy Year 6 Sports Ambassadors as ‘mini PE Co leaders’.</p>
	<p>Mini leaders work with the younger children at lunchtime to provide nurture and develop cross year relationships</p>	<p>SSSP/Extra Time £2000</p>	<p>Trymph Sport Coaches and CPD for staff</p>	<p>Training of mini-leaders (Y5/6) to work with KS1 children and teach them playground games once or twice a week.</p>
	<p>Five 60 Programme for Y3 children looking at a healthy plate, physical activity, energy balance, water, and hydration.</p>	<p>SSSP inc. in above costings</p>	<p>Field used for team games. Rounders/Football/Cricket. Used for ‘Olympics Sports Day’ and ‘Regular Sports Day’.</p>	<p>To book the Five 60 Programme for Y3 children.</p>
	<p>Use of local sports field and MUGA.</p>	<p>£500</p>		<p>To continue to work in liaison with the local sports field and MUGA.</p>
	<p>Competing with local cluster schools</p>	<p>Included in Extra time/SSSP +</p>		

	<p>Inspire wider athletics and opportunities for wider sports as seen in the Olympics eg: strength/agility/dance/gymnastics...parent feedback of including in Sports Day</p>	<p>£3000 coaches and transport costs</p>	<p>Wider participation in varied sports inspired by the Olympics eg: wider athletics/strength/dance/skayebord</p>	<p>Work in partnership with SSp and ExtraTime alongside coaching and CP D from Triumph Sport to empower and build staff confidence to teach and participate</p>
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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: £1900	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Bakewell Football Coach to deliver lessons across the school and provide pupils with high quality PE lessons with CPD for staff</p> <p>All pupils will have two PE lessons a week along with active learning across the other curriculum areas.</p>	<p>Coach to work with each class once a week to deliver high quality PE lessons.</p> <p>PE Lead to - oversee and plan the PE curriculum throughout the school.</p> <p>- liaise with and arrange coaches to increase confidence, knowledge, and skills for staff.</p> <p>- to undergo CPD and then share with other teachers.</p> <p>- to share details of tournaments and virtual tournaments with staff members.</p> <p>Subscribed to PEPlanning(Dance, Gymnastics, Skip2Bfit, Yoga) for the other lesson.</p> <p>Training and coaches provided by SSP.</p> <p>Coaches and YouTube challenges provided by Extra Time.</p>	<p>(Funding for PE teacher/Co lead allocated in KI/2)</p> <p>(Funding for coach to be employed)</p> <p>(RuggerEds/Bakewell coaches Football Coaches - £600)</p> <p>£1200</p> <p>(Funding for PE teacher/Co lead allocated in KI2)</p> <p>(Funding for SSP allocated in KI1)</p>	<p>Coaches to deliver high quality PE lessons and provide further ideas to teachers where appropriate/needed.</p> <p>PE Curriculum from PEPlanning online tool</p> <p>Coaches brought in to enhance PE curriculum in certain areas and work alongside school staff – Football coaches, Athletics coaches, Rugby coaches.</p> <p>A range of virtual resources (such as videos and PowerPoint presentations) were provided by SSP and Extra Time, including Dance, Gymnastics, Netball Skills, Skipping, Athletics, Football, Basketball and Rounders.</p> <p>PEPlanning for progression in skills/implementation/lessons/resources/links</p>	<p>For the PE Lead to continue to support teaching staff in the development of their PE lessons.</p> <p>To continue to work in liaison with coaches and outside agencies to provide training and/or coaching.</p> <p>To plan a long term plan that links in with real world sporting events and cluster events where possible – Extra Time Sport & SSSP for competitive tournaments/festivals and next level competitions</p>

		(Funding for Extra Time Gold Package - £1300)		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
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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: 0	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To establish links with local sporting clubs/events to encourage children to engage with sport.	Y6 Trip to Matlock Town Football Club to watch a football match – Meet the players, tour of the stadium. To work in partnership with the ‘Baslow Bolt Fell Race’ – school is used as a base for the fell race. Children to be involved with making signs, writing race reports, setting up various areas to be used by the runners.	(Cost Neutral) (Cost Neutral)	All Y6 children had the opportunity to go to a local Semi Professional football match. The children got to tour the stadium, go onto the pitch and talk to the footballs before the match.	To remain in contact with Matlock Town and to continue to grow the working relationship. To attend another Matlock Town Football Club match with Y6 when possible. To liaise with Baslow Bolt Race Organisers to discuss how best to promote the race and to assist if needed.
To provide a range of different activities during lunchtime provision.	For PE Teacher/PE Lead to set out different lunchtime activities on each day – netball, football, racket sports, circus skills.	(Rural Derbyshire SSP – allocated in KI1. Extra Time – allocated in KI3.)	Sports rotated daily over the week – Football, Basketball/Netball and Tennis/Badminton on the courts. Alongside skipping ropes, traversing wall, circus skills. SSP and Extra Time, including Dance, Gymnastics, Netball Skills, Skipping, Athletics, Rugby,	To continue to rotate and rota new and exciting sports throughout the school year. Access MDS training/buddy training through bought package of SSSP Cluster competitions.
To participate in Rural Derbyshire SSP competitions at all levels	Rural Derbyshire SSP and Extra Time are providing competitions			

<p>To book onto alternative sports through coaches or teaching programmes.</p>	<p>For PE Teacher/PE Co Lead to investigate new sports and activities to be delivered to the children.</p> <p>Bikeability</p> <p>Balanceability</p> <p>Y5/6 Trip to EIS with Cluster to develop athletics in a proper indoor stadium and try other sports.</p> <p>Forest School</p> <p>To extend extra-curricular clubs</p>	<p>(Included in Rural Derbyshire SSP Package)</p> <p>(Allocated in KI1)</p> <p>Parent paid/School pay for PP children</p>	<p>Football, Basketball and Rounders. Children participated in virtual tournaments such as Sustrans Big Pedal, Boccia, Fencing.</p> <p>Reception children completed the Balanceability course. Year 6 children completed Level 1 and 2 Bikeability.</p> <p>Forest School allowed for play, exploration and risk taking supported in a different environment. 1-hour sessions a week.</p> <p>Judo and Ruggereds available after school</p>	<p>To continue to inquire about alternative sports bookings.</p> <p>To continue to provide opportunities for children to complete the Bikeability and Balanceability courses.</p> <p>To organise the Y5/6 trip to EIS with cluster to develop athletics in a proper indoor stadium and try other sports.</p> <p>To continue to work in partnership with Forest School provider.</p> <p>To continue to build partnerships with external coaches</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: 0	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide increased opportunities to take part in interschool competitions.	Cluster competitions through Extra Time.	(Allocated in KI3).	Cluster competitions opportunities provided to focus on personal bests – inter school competitions. Cross Country	To continue to pay into the Extra Time scheme and participate in the cluster competitions.
To provide increased opportunities in intraschool and intraclass competitions.	County competitions through Rural Derbyshire SSP.	(Allocated in KI1).	Competitions provided opportunities to compete with other schools Full sports days to compete for the House Cup	To continue to pay into the Rural Derbyshire SSP scheme and participate in the county competitions.
To focus on Personal Bests – competing with yourself.	extended County competitions through Rural Derbyshire SSP. Extra Time cluster competitions Opportunities to record results – practice over a set period and then the chance to record results again. Skip2Bfit, Golden Mile	(Allocated in KI1) (Cost Neutral)	Opportunity for children to focus on competing with themselves rather than other peers. Opportunity to promote growth mind-set.	To continue to promote events and competitions within school that encourage focusing on personal bests and improving yourself rather than it always focussed on beating other people.

Signed off by	
Head Teacher:	<i>M Clark</i>
Date:	17/8/24
Subject Leader:	Marie Clark
Date:	17/8/24
Governor:	
Date:	