

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



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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 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 2020:	Areas for further improvement and baseline evidence of need:
<p><u>The engagement of all 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</u></p> <ul style="list-style-type: none"> • P.E. and active lessons present in remote learning timetables throughout the school during periods of 'lockdown'. • Daily Mile initiative continued from 2018-19. • iMoves subscription purchased to enable MDS to engage children during wet play times with active break times. • 2x per week, external coaches are present on the playground at lunchtime to keep the children active by engaging them with fun games and activities. • Mini-leaders training delivered to Y6 pupils. • Forest School lessons have still be active in EYFS and are now recommencing after Lockdown. <p><u>The profile of PESSPA being raised across the school as a tool for whole school improvement</u></p> <ul style="list-style-type: none"> • Virtual P.E. sessions were organised for Y1-6 during the period of Lockdown to help boost the importance of mental health and physical well-being. • Sports Committee has an active presence within the school. • Playground mini-leaders present on playground with specialist bibs and equipment. • School-wide questionnaire circulated to all students via Purple Mash e-mail. • New team-kit's applied for and received through Premier League Primary Stars. 	<p><u>The engagement of all 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</u></p> <ul style="list-style-type: none"> • Create a better structure for the Daily Mile that fits our school – possible introduction of Daily Mile reps or some form of record of achievement. • Deliver training to MDS and Mini Playground Leaders for new staff and the next cohort of Year 5/6 children. • Possible PP group interventions similar to our SEND provision we have put in place this year. • To look into potential fixed playground equipment or new playground markings. <p><u>The profile of PESSPA being raised across the school as a tool for whole school improvement.</u></p> <ul style="list-style-type: none"> • Updated Sports Committee board and representatives needed. • Purchase new kit for new teams – E.g Netball teams • Display the competition success of our teams by means of trophy cabinet. • Potential Sports page on the new school website.

<p><u>Increased confidence, knowledge and skills of all staff in teaching PE and sport</u></p> <ul style="list-style-type: none"> • All classes have received at least one half-term of curriculum support in the last year from either Erewash School Sports Partnership (ESSP) or A.M. Sports Management. • Structured observations of P.E. from lead coordinator planned and implemented pre-lockdown. • RQTs accessing cluster P.E. training, led by school lead. • P.E. curriculum map distributed to all teachers with learning objectives for half-term, allowing teachers to understand previous and future expectations within the subject. • Staff confidently using iMoves programme as planning and assessment format. <p><u>Broader experience of a range of sports and activities offered to all pupils</u></p> <ul style="list-style-type: none"> • Three Year Group bubble after-school clubs have been set up to cater for each department. As Covid-19 restrictions relax, each year group will be offered the opportunity. • New curriculum map has allowed children to access games, activities and resources like Boccia, Ultimate Frisbee and Outdoor Adventurous activities. • Health Package brought from ESSP to widen the range of activities on offer to our children. • New bubble playtime equipment purchased for Covid-19 restrictions allowing more equipment and opportunity for children to use equipment during break times. <p><u>Increased participation in competitive sport</u></p> <ul style="list-style-type: none"> • Inter-house competitions have taken place within year group bubbles. <p>Unfortunately Covid-19 has meant that competitive sport has been limited this academic year. Where possible virtual competitions have taken place within cluster.</p>	<p><u>Increased confidence, knowledge and skills of all staff in teaching PE and sport</u></p> <ul style="list-style-type: none"> • Identify areas of need from staff survey and observations – source CPD as appropriate. • NQTs & ECTs to have priority of curriculum support. <p><u>Broader experience of a range of sports and activities offered to all pupils</u></p> <ul style="list-style-type: none"> • Updated extra-curricular clubs list with new activities. • Accessing different competitions virtually or in person. • Different playtime equipment to be sourced for next academic year. <p><u>Increased participation in competitive sport</u></p> <ul style="list-style-type: none"> • Taken part in virtual competitions set out by school sports partnership. • Each department group has taken part in multiple intra-school competitions. • Competitions for next year to increase on previous years.
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Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

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

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan University

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 2021.	78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	72%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	36%
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 – Due to Covid-19 restrictions

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: £19,550		Date Updated: 07.06.2021	
<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>Percentage of total allocation: 19%</p>
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:
Engage children in structured playtime during 'Covid bubble' regulations.	Purchase enough equipment to allow all children to be able to stay active even when restricted to Covid bubbles. Additionally, purchase storage to keep the equipment separate.	£1000	Children will remain active during breaktimes even in restricted spaces and use the equipment effectively at breaktime.	Covid bubble equipment will remain in place after restrictions have been lifted and be spread out to each year group so that each year has a selected amount of equipment.	
Employ A.M. Sports coaches to help bring structured play to lunchtime and educate MDS team to carry this on.	A.M. Sports coaches to work with MDS team and Mini Leaders to take on structured play when Covid restrictions have been lifted.	£1000	MDS team and Mini-Leaders to learn from the A.M. Sports coaches and take on the role.	MDS and Mini-Leaders will be able to lead structured play on those days that AM Sports coaches are not in and in future years.	
Start to introduce extra-curricular activities for bubble groups -post Covid.	Invite external coaches as well as internal staff to set up extra-curricular clubs for children in selected bubbles.	£500	Children taking part in more extra-curricular activities after the pandemic.	All extra-curricular clubs to be restored when pandemic restrictions are lifted.	
Introduce a special SEND P.E./Sports intervention for those children who have been affected by the pandemic – mental wellbeing/anxiety or alternatively struggle with accessing the P.E. curriculum.	Employ an A.M. Sports coach to work with bubble groups on a weekly basis.	£1,200	Children will promote their physical and mental well-being. Children will hopefully be able to participate in P.E. sessions with greater impact.	Potentially to be continued beyond the pandemic for those children who solely struggle with accessing the P.E. curriculum.	

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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:
				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:
Raise the profile of the achievements of Scargill C of E Primary with the purchase of a trophy cabinet.	Place trophy cabinet near one of the entrances to school so it is regularly seen.	£200	Children will see the past successes of children from the school and be inspired to replicate those actions.	Trophy cabinet will remain in school and be updated with the latest Scargill sporting achievements.
Scargill Sports Committee reps and Y5/6 Mini-leaders to continue as their class's representative for the 2020-21 year.	Class reps to conduct school-wide surveys and filter information back to P.E. Co-ordinator on school improvements.	£0	Children will be able to filter information back to coordinator desired areas for improvement. Leadership skills of class rep will also be boosted.	To perform whole-school worships when covid regulations allow.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				40%
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:
Allow each class teacher curriculum support from qualified coaches for curriculum areas which were not considered strengths.	Employ A.M. Sports coaches to work closely with teachers on the planning, teaching and assessment.	£4000	Enable teachers to have the right skills needed to teach this area of the curriculum in the future independently and be able to assess effectively.	Potentially filter down learning to other teachers who may be teaching these activities in the future.
Enable staff to learn how to deliver high-quality P.E. sessions for those activities which are new on the curriculum.	Purchase Platinum package from Erewash SSP which consists of staff curriculum support. Identify new areas on the curriculum for this budget.	£4000	Increased confidence to teach the new areas of the P.E. curriculum effectively.	Potentially filter down learning to other teachers who may be teaching these activities in the future.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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:
Purchase equipment for the redesign of the P.E. curriculum at Scargill to cater for new activities such as Ultimate Frisbee, Netball and Badminton.	Identify gaps in equipment to teach new activities and ensure the purchase of required equipment.	£2000	This will allow teachers to provide high-quality P.E. with the correct equipment necessary.	Equipment will then remain in place for successive years.
Provide balance bike training for our EYFS children and continue to provide Bikeability sessions up to Level 3.	Purchase Platinum package from Erewash SSP.	Part of Platinum package.	Children will be more prepared to take part in Bikeability sessions when they move further up the school.	Try to make this annual provision.

Prepare for new activities in the 2021-22 P.E. curriculum.	Evaluate new curriculum map and identify an areas of change or resources that are needed for 2021-22 by analysing information from staff.	£2000	Resources, planning and CPD in place to be able to teach new activities effectively.	Allows teachers and children to progress in the development of their teaching and learning.
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Key indicator 5: Increased participation in competitive sport				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:
Offer the chance for children take part in virtual competitions where possible.	Work with school sports partnership to identify areas that competition would still be able to be possible.	Part of £4000 Platinum Package	Children don't miss out on competition between schools.	Identify areas of need for competition in 2021-22.

Signed off by	
Head Teacher:	Mrs S Hallsworth
Date:	05/07/21
Subject Leader:	Jonathan Redhead
Date:	05/07/21
Governor:	Sarah Hanson
Date:	05/07/21