

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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TRUST



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 2020/21	£ 6249
Total amount allocated for 2021/22	£18,680
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 6249
Total amount allocated for 2021/22	£ 18,680
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 24, 929

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. 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	
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 2020. Please see note above	80% (9/45 not met)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	82% (8/45 not met)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80% (9/45 not met)

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?

Yes

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:	Date Updated:		
<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>			Percentage of total allocation:	
			27%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Increase activity levels of children during all parts of the school day.	Additional equipment for use at lunch times and storage to ensure this is always used.	£1000	Lunch times are very active, higher engagement from all ages groups. Lunch supervisors actively working with children to keep them engaged and active. New equipment being rotated and children are enjoying it.	School staff shadowing sports coach for CPD. School staff now taking over the running of the additional sports activities before school.
	Sports Coaching for Breakfast club and Thursday Lunch time.	£4800	Children have access to an active start to the day, more alert and ready to learn when lessons begin. Lots of PP children accessing sports that wouldn't necessary stay after school.	
	Subsidise Judo club, enabling this to be accessible to all who choose to take part.	£500		
	Skipping equipment for lunch/pe lessons	£450	Children were really enthusiastic after the skipping workshops.	Staff to continue to work on skipping skills periodically at the start of PE lessons, to ensure

			New equipment, specifically sized for the different aged children is providing yet more activity engagement during break and lunch time. Young leaders are supporting the use of this.	children remember the skills and techniques taught during the workshops.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 35%
w	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:
Increase the profile of sport and PE via Dalestorth Sports Week.	<p>Research different sports provider who can introduce sports not covered in our curriculum. Organise a varied timetable for the week, including a School Games Day</p> <p>Skipping workshops African Dance – 2 days Balance Bike training – FS2 Table tennis + new equipment to run clubs</p> <p>Purchase new football kit for competitions</p>	<p>£365 £900 £220 £350 + 150</p> <p>£400</p>	<p>Children will have experiences new sports, that they wouldn't normally get to try in our curriculum offer. We aim to inspire children with new activities, to lead healthy lifestyles and take up new activities.</p>	<p>Possibility of using some of these activities for after school clubs in the following academic year to build on the success of this week.</p> <p>Balance bikes and storage, table tennis equipment purchased to build on this work.</p>
Increase and restock the resources we have to ensure high quality teaching and learning is achieved, inline with out teaching and learning framework.	Audit of what we currently have, feedback from staff to find out what else is needed to teach the units of work in each year group. Place order.	£3000	Pupils have sufficient resources to allow for all children to be engaged and physically active in lessons. Sharing of equipment is kept to a minimal, eg paired work	Keep a log of stock and replace as needed. Check next years cycle to ensure there are no resources missing that the Get Set scheme requires.

PE leader release time.	To carry out audits, prepare for events, sports week work, reporting forms and supporting staff development	£1200	as appropriate. A successful sports week ran, including a whole school potted sports competition. Lesson observations and pupil voice work showed that lessons are of good quality and children are working at the expected standard. Club participation was tracked and children to target next year identified.	Target children to be encouraged to participate in a variety of invitation only clubs and events for them, encouraging all children to be actively engaged in PE and sport. £2500 saved to use towards that in Autumn term.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
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:
Deliver a progressive, detailed curriculum to all pupils.	Renewal of Get Set 4 PE to support teachers in the delivery of lessons, enabling clear progress to be made through the key stages.	£1200	Lesson observations show children are able to demonstrate skills at an age appropriate level and these build upon prior knowledge. Staff were able to deliver lessons to meet the learners needs and feedback that the scheme helps them to feel confident in doing this. This scheme, over the past two years, has had a positive impact on the teaching and learning of PE and will be continued to be used in subsequent years.	We have paid for a 3 year subscription, to enable us to ensure that we have access to the planning needed to continue without long term plan and newly designed progression documents.
Increase staff knowledge and confidence in their weaker areas of activity.	CPD by SH Active – focusing on an area of activity for the selected staff members, where they feel they need support to teach the Get Set scheme more confidently.	£2500		

			Staff members are now more confident in teaching the areas of the curriculum they had support in, which will lead to higher quality teaching and learning in subsequent years.	
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:
Additional achievements: See Sports week details under Key Indicator 2 Increase gross motor skills of our youngest children.	After Balance Bike training and staff training purchase a set of balance bikes so children can continue to develop their gross motor skills.	£2500	This will help develop gross motor skills, which in turn will help them develop fine motor skills needed for writing.	The bikes will be able to be used in subsequent years.
Year 5 and 6 top up swimming to increase amount of children able to achieve end of Key Stage 2 expected standard.	Identify children who did not meet criteria before covid when they swam last during year 3 and 4 – higher than usual due to missed time. Split the swimming blocks, so top up is ¼ of the sessions and year 3 and 4 split the ¾ between themselves.	£2400	This will help more children become confident and safe swimmers. The percentage of children who can meet the expected standard has increased from when these children last swam during their time in Year 3 and 4.	Year 5 children identified who will continue to need extra session next year during year 6.

Key indicator 5: Increased participation in competitive 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:
Participation in a variety of competitive opportunities.	Affiliation to the Ashfield District School Sports Partnership with Glyn Hall	£ 500	Children will have experienced competing against themselves, Dalestorth peers and other schools in a variety of activities.	

Signed off by 23485	
Head Teacher:	C.Robertson
Date:	30/07/22
Subject Leader:	L.Heathcote
Date:	26/07/2022
Governor:	
Date:	