

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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](#) 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](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, 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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18330
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4000
Total amount allocated for 2021/22	£18350
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22350

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><b>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</b></p>	<p>Due to the nature of COVID-19 no children have been swimming since 2020. We are therefore sending our Y6 children swimming to ensure they achieve water safety, the ability to swim competently, confidently and proficiently over a distance of at least 25 metres and use different strokes effectively by the end of KS2.</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><b>N.B.</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>Please see note above</p>	86%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	86%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	75%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes – we will ensure that all Y6 children are able to complete the

above by the end of the school year and will use the funding for additional provision as many children missed the opportunity to go in Y4 and 5.

## 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:		
<b>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</b>			Percentage of total allocation: 21%	
Intent	Implementation	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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Children to take part in active playtimes and lunchtimes.	- complete an audit of resources - purchase resources to encourage active play - get the minister of PE to help purchase resources	£1000	More resources purchased, children are more active at break and lunch Minister of PE ordered resources	NS Introduce structured sessions – coaches/play leader led
Train buddies to support physical activities.	- Each class to elect 2 buddies - Training delivered by HPSSP and Miss Taylor - Buddies to engage all children in active play	£500	Buddies have developed, been trained and led activities throughout the year.	NS – Buddies to be elected every year.
EYFS and KS1 staff to train in Muddy Puddle outdoor learning.	- Audit outside areas - Teachers to complete training - Outside areas to be improved to encourage physical activity	£350 +Resource £700	Development of outdoor provision across the school – more children developing the motor and gross skills needed.	S – Teachers see good practice and can replicate
Use of external coaches to provide high quality PE session and School Sport opportunities for all children.	- Spring term – invite visitors back into school - Minister of PE to ask parliament to ask classes which sports children	£1500	Staff and children accessing more high quality PE sessions and CPD	S – teachers and children will have the resources that they need to teach and learn

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Continue to take part in Modeshift Award	would like as extra-curricular activities.  - With help from Helen Thornhill (move more Glossop) and Rob Bounds (Modeshift lead Derbyshire) set initiative for the year promoting through school resources	£100 (if nay resources are needed)	supporting children's development of skills and disciplines.  More children walking to school or parking and striding – creating healthier lifestyles.	NS – continue for next year.  S – active children, more engaged in other lessons
Work with Move More Glossop to promote Glossop extra-curricular activities.	-Meet with Helen Thornhill - Publicise events via school resources	£100 ( if nay resources are needed)		S – Our school community walking to school – healthier lifestyles and habits.

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation: 14%
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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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Anomaly Board – give messages to children on healthy living, promote healthy lifestyle and give children the opportunities to take part in different activities to promote physical and mental fitness and additional ‘move’ boards.	-Update messages on boards -Use boards daily to promote an active lifestyle. -Change videos to demonstrate balanced diets/active lifestyle – use change for life videos.	£3000	End of contract – introduced class dojo to spread the message.
Provide opportunities for PE leadership across the school in terms of buddies.	- Children across the school to have the opportunity to lead PE in their PE lessons and at break times and lunchtimes -Training from PE Lead	£200	Leadership training meant that children develop active lifestyle, develop leadership skills and encourage others to participate in activity.
			Sustainability and suggested next steps:  S – once this has been paid – we will own the board and be able to use it to share messages and raise profile of PESSPA  NS – Apply for training next year through HPSSP S – Longevity of leadership throughout the school



Take part in School Games Award as use this as an indicator for improvement and achievement.	-Meet with Dawn Richardson our School Games Organiser to discuss School Games Award. -Look at criteria and meet and exceed.	Part of fee to HPSSP	Achieved Silver criteria – highest award achieved by school to date.	
Termly meeting with Funding Lead to discuss current expenditure and profile of PESSPA	-Book termly meetings -Discuss new format for spending -Discuss priorities for the school	Free -Time	Updating expenditure and profile has allowed funding to be spent appropriately and what is needed for the school.	NS – continue to provide opportunities for leaders to meet and review.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	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?:	
Staff to take part in CPD which will increase confidence, knowledge and skills.	-Audit sent to staff from PE lead. - 'Buy in' High Peak School Sports Cluster and attend courses -Feedback from courses shared with all staff	£3000 – including cover costs	Courses attended by staff – based on fitness, dance and gymnastics, in house training led by OTIS and HPSSP and PE lead. Informal support and peer support offered, improved skills and progression development for children.	S – Teachers in school delivering good or better S – consistent approach to teaching PE across the school.
Purchase a range of resources so staff are confident in using them.	-Audit resources with all staff -Purchase resources	£3000	New resources purchased, children have a greater pride in PE.	S- Teachers have the resources they need to teach good or better lessons.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	13%

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	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?:	

consolidate through practice:				
Additional achievements:		£		
OTIS/UK Sports Coaching to provide quality school sports provision so that ALL children have the opportunity to take part in a range of activities.	-Ask children what extracurricular activities they would like to take part in. -Identify those that have a need to attend clubs -Monitor attendance	£1500	PTIS/UK sports coaching provide bespoke support and delivered sessions to support teachers. Delivery of lunchtime and after school sessions allow children to experience a range of different sports with qualified professionals.	NS – reintroduce martial arts.
Signpost children to local clubs/activities so that they know what is available in the local area	-Contact local clubs to invite them into school -Provide opportunities for sharing leaflets/taster days -Invite clubs to run after school clubs	£300	More children have joined clubs this year, mainly football and rugby.	S – children are aware of different sports/opportunities in the locality  NS Promote other local clubs
Offer children the opportunity to take part in the rope climbing club with trained members of staff – giving children new opportunities.	-Organise club for Spr 1 (potentially more throughout the year) -Ensure staff training is up to date - Ensure insurance is paid	£1200	More children attended the rope club. 4 sessions across the summer term.	NS Rope course to start earlier in the year so that more children can attend.
Take children to events held by Glossopdale cluster and High Peak School Partnership Cluster	-Go to PLT meetings -Sign up to events -Children to train for range of events		More children have attended events this year – PE lead kept registers.	



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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:
Continue to be a member of Glossopdale School Sports Cluster. Allowing children to compete with others from the local areas in inter-school competitions.	<ul style="list-style-type: none"> <li>-Register interest</li> <li>-Pay agreed amount</li> <li>-Go to PLT meetings and sign up for events</li> </ul>	£590	Glossopdale/High Peak cluster events were well attended by school, children represented the school in local and county level events.	NS – continue to purchase.
Continue to be a member of the High Peak School Sports Partnership Cluster. Allowing children to play and compete at county level.	<ul style="list-style-type: none"> <li>-Register interest</li> <li>-Pay agreed amount</li> <li>-Attend events</li> </ul>	10% of allocation – £1835		

Signed off by	
Head Teacher:	Craig Woodward
Date:	29.07.22
Sports Premium Lead:	Leo Ford
Date:	29.07.22
Subject Leader:	Robert Hannan
Date:	29.07.22
Governor:	Simon Watts
Date:	31.07.22