

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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 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](#).

CURBAR PRIMARY SCHOOL

EVIDENCING THE IMPACT OF PRIMARY PE AND SPORT PREMIUM FUNDING – JULY 2020



Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport



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.

| Key achievements to date until July 2019: | Areas for further improvement and baseline evidence of need: |
|--|--|
| <ul style="list-style-type: none"> - Increase engagement of all pupils in regular physical activity in 'lesson' time through such things as 'Supermovers', 'Go Noodle' and Maths of the Day. - PE lead role developed under curriculum priority of last year's school improvement plan. - Sustain quality of equipment for everyday playground and sporting use. - Develop confidence, knowledge and skills of staff further with support of external sports coaches to impact on the quality of teaching and learning. - To continue to develop the children's leadership skills for sport and physical activity. - The school gained the Derbyshire Healthy School Award. - We used the medium of PE/Sport to help develop a school vision – Happy learners forging our pace in the world. - All Reception and KS1 pupils accessed weekly Forest School sessions. - Sport and PE used as a tool for developing the mental, physical and SMC development for all children and for whole school improvement in line with the trialling of the new Derbyshire PSHE Matters scheme of learning - Increased social media profile and acknowledgement of importance of PE/Sport in a broad and balanced curriculum. Increased participation in competitive sport for all pupils with inter school festivals and competitions within the 16 Cluster sport events and Rural Derbyshire Partnership events. - Training of Sports Leaders to lead lunchtime sporting events for all pupil. | <ul style="list-style-type: none"> - Increase engagement of all pupils in regular physical activity in 'lesson' time. - PE lead role to continue to be developed. - Sustain quality of equipment for playground use and sporting use (incl. playground markings). - Develop confidence, knowledge and skills of staff further with support of external sports coaches to impact on the quality of teaching and learning. - To develop the children's leadership skills for sport and physical activity - Apply and gain the Derbyshire Sports Mark – minimum bronze. - To use the medium of PE/Sport to help develop a school vision. - Improve quality/raise profile of 'Sports Day'. - To develop further outdoor learning provision across school including the development of the field adjacent to school in supporting outdoor provision including outdoor adventurous activities. - For Sport and PE to continue be used as a tool for developing the mental, physical and SMC development for all children and for whole school improvement - To develop the role of MDS/learning support in supporting active lunchtimes |

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| Meeting national curriculum requirements for swimming and water safety. | As of March 2020 |
| 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. | 88% (7 out of 8 pupils) |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 88% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 88% |
| 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 |

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: 2019/20 | Total fund allocated: £16630 | Date Updated: June 2020 | | |
|---|--|---|---|---|
| Key indicator 1: 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: 27% | |
| Intent | Implementation | Impact | | |
| For staff and pupils to work towards a minimum of 30 minutes of physical activity a day through various activities during curriculum, lunch times and extra-curricular activities. | <ul style="list-style-type: none"> - secure sport coaches 3x per week to lead activities and support Sport Leaders - provide training for Y5 and Y6 Sports Leaders/Reception buddies - purchase extra equipment - ensure a range of activities across a week to allow all children to get motivated, enthused and involved -ensure children have a minimum 15 minutes daily activity in 'lesson' time e.g. BBC Supervmovers to support maths, NHS Change4Life activities, the Daily Mile etc. Implement at PDM to discuss and action - purchase 'Maths of the Day' and accompanying staff training to ensure activity in lesson time - arrange external coaches to lead extra-curricular activities 2x per week - staff to lead weekly after school club each half term | <p>Funding allocated: £3510</p> <p>£180 £200 Cost neutral</p> <p>Cost neutral</p> <p>£545</p> <p>Cost of coaches absorbed by session charge of £3.50 for non-disadvantaged pupils</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>Evidence of number of pupil involved</p> <p>Pupil feedback in questionnaires.</p> <p>Feedback from Sport Leaders</p> <p>Timetable ensures a range of activities</p> <p>Staff observations and feedback</p> <p>Display of active learning across school</p> <p>Number and regularity of events</p> <p>Number of pupils involved</p> <p>Number and regularity of events</p> | <p>Sustainability and suggested next steps:</p> <p>Continue to work with staff and pupils so they have knowledge of the different ways they can be active during the school day.</p> <p>Plan for training for existing and new activities each academic year.</p> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|--|---|--|--|
| | | | | 9% |
| Intent | Implementation | | Impact | |
| <p>For Sport and PE to be used as a tool for developing the mental, physical and SMC development</p> <p>To develop outdoor learning in other areas of the curriculum (particularly maths)</p> <p>To continue to maintain the high profile of PE in school amongst pupils, staff, parents, governors and the wider community.</p> <p>For the values and achievements learnt and achieved to feed into the rest of the school curriculum and school life.</p> | <ul style="list-style-type: none"> -Celebration 'Shine' assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies -Pictures and details of events shared on social media - Notice boards in main entrance to raise the profile of PE and Sport for all visitors and parents - Develop regular communication with Governance; inclusion in termly HT report - Apply for School Games Mark – BRONZE - Develop a whole school vision with an ethos that supports the role of sport for whole school improvement - Reception pupils to access weekly Forest School (outdoor learning) following training of HLTA - publicize roll of sport/PE/outdoor learning in local newspapers as a means of advertising qualities of the school -Playground markings to make area fit for purpose -Apply for Derbyshire Sports Mark | <ul style="list-style-type: none"> Funding allocated: Cost neutral Cost neutral Cost neutral Cost neutral Cost neutral Cost neutral £1000 Cost neutral £500 Cost neutral | <ul style="list-style-type: none"> Evidence of impact: what do pupils now know and what can they now do? What has changed? The profile of sport is high across the school and is evident in reports, presentations, websites, displays etc. School values are developed through PE and sport and are evident around school. Pupil interviews, Pupil parliament meetings will provide further evidence during discussions. All children are learning how to look after their mental health. Pupil questionnaires and meetings | <ul style="list-style-type: none"> Sustainability and suggested next steps: Continue with reports and presentations about sport to the whole school. Continue to promote physical activity through celebrating achievements and inviting visitors into school who can promote this. Develop reporting skills to a wider audience such as the local community. Roll out Forest School provision to Y1 (this year's reception) Use the DHSA audit information to continue to support pupil/staff well-being. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|---|---|---|
| | | | | 41% |
| Intent | Implementation | | Impact | |
| Raise standards in PE and Sport by developing teacher skills and confidence leading to at least good teaching and learning | <ul style="list-style-type: none"> -Staff to team teach with specialist sports coaches -Plan to identify training needs and access training opportunities -attend SSP training and termly meetings PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject. | Funding allocated: £6,825 Part of annual subscription PE lead time £500 | Evidence of impact: what do pupils now know and what can they now do? What has changed? Staff audit of skills and confidence -Pupils are being taught high quality PE lessons. (observations) -Pupils have access to a wide range of activities. Feedback from CPD Feedback from pupils | Sustainability and suggested next steps: Staff are developing higher level skills to deliver quality PE lessons and activities. CPD for staff will provide improved teaching of PE for following years. Continued CPD and training will be required for new and existing activities each year. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 1% |
| Intent | Implementation | | Impact | |
| <ul style="list-style-type: none"> -Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. - Focus particularly on those pupils who do not take up additional PE and Sport opportunities. | <ul style="list-style-type: none"> -Undertake all cluster activities offered through the cluster sports partnership Gold package -pay for transport to cluster events - secure sport coaches 3x per week to lead activities and support Sport Leaders - provide training for Y5 and Y6 Sports Leaders - purchase extra equipment - ensure a range of activities across a week to allow all children to get motivated, enthused and involved -pay for Pupil Premium children to access weekly multi skills after school club | Funding allocated: See KP5 See KP5 See KP1 See KP1 See KP1 £200 | Evidence of impact: what do pupils now know and what can they now do? What has changed? Pupils are developing skills in a wide range of exciting new sports and activities. This is evident in lessons, competitions entered, and activities children are trying outside of school (because of activities delivered at school.) Are all the children inspired to try new sports and/or develop their interests in their current sports? | Sustainability and suggested next steps: New activities introduced continue to be part of PE lessons. Continue to provide children with training for a broad range of physical activities. |

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| | -Bikeability/Balancability -Links with external providers e.g. Calver Cricket Club, Bakewell Mannerians RFC. -free sport kit obtained through Nike/premier league | Cost neutral - RDSSP subscription Cost neutral | Do the children see that sport can be used for a vehicle for many things including mental wellbeing, fun, team spirit etc? Pupil feedback | |
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Key indicator 5: Increased participation in competitive sport Percentage of total allocation: 28%

| Intent | Implementation | | Impact | |
|---|--|--|---|--|
| <p>All groups of children involved in intra school or inter school competitions and skills festivals.</p> <p>For the children to demonstrate the school values during competition.</p> <p>To show determination and understand how to cope with both winning and losing.</p> <p>Individual and team success during competition.</p> | <p>- Affiliation to Rural Derbyshire SSP school partnership. Access to L2 School Games finals and County finals (£600) 2019/20 Paid July 2019</p> <p>-Taking part in cluster competitions, festivals and events for SEND children (Extra Time Coaching £1200)</p> <p>-Transport to events as rural area and events, facilities and competitions are not in the same village</p> <p>-Swimming Gala</p> <p>-Sports Day at local cricket Club</p> | <p>Funding allocated:</p> <p>£950</p> <p>£1300</p> <p>£2500</p> <p>£20</p> <p>Cost neutral</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>All groups of children involved in intra school or inter school competitions and skills festivals.</p> <p>Children enjoy the activities and demonstrate school values when taking part in competition. (Discussions with children)</p> <p>Team and individual success at events with some teams getting through to the next rounds.</p> <p>Children taking part in competition out of school.</p> <p>Children making links with external providers.</p> | <p>Sustainability and suggested next steps:</p> <p>To continue to provide opportunities for as many of the children as possible to take part in competition during the school year.</p> <p>Extra Time Coach to monitor the children and cohorts who are taking part in events (including gender groups, SEN and Pupil Premium children).</p> |

Total planned spend: £17, 670

Actual Spend: £11,258

CF into 2020 – 21 Sport Premium budget: £6412

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| Signed off by | |
| Head Teacher: | Simon Beahan |
| Date: | June 2020 |
| Subject Leader: | Chris Heynes |
| Date: | June 2020 |
| Governor: | Helen Walton |
| Date: | June 2020 |



Inspired by an original idea from the pupils of Curbar Primary School

