

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 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 2019/20	£2,000
Total amount allocated for 2020/21	£16,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2,500
Total amount allocated for 2021/22	£14,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£14,000

Swimming Data

Please report on your Swimming Data below.

<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 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</p>	
<p>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</p>	66.66% - Y6 results based on 2018/19 data due to Covid 19
<p>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</p>	66.66% - Y6 results based on 2018/19 data due to Covid 19
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	66.66% - Y6 results based on 2018/19 data due to Covid 19
<p>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?</p>	No swimming attended, due to Covid 19 and enforced schools & pools closure. The information reported above reflects the children's attainment 2018/19

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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: £16,000		Date Updated: 26th July 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>					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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Playground Buddy structure and process continued and refined to allow the pupils to design and lead the activities during daily play, as part of the RDSSP affiliation and cascade knowledge to younger pupils.</p> <p>A full audit of all equipment space (including village hall) and storage to ensure the school has the capacity to manage a programme which reflects impact of Covid 19.</p> <p>Review of proposed provision of PE in line with Covid 19 regulations and restrictions. Making provision for active home learning for pupils in isolation or lockdown.</p>	<p>Playground Buddies given status and support to design a weekly daily programme of activities. Whole school council meetings allowed for engaged interaction to build on the pupils' proposals.</p> <p>PE coordinator and PE Governor to undertake audit of equipment and space. To purchase appropriate equipment to ensure a full PE curriculum can be delivered to all pupils. Equipment purchased is to include enhancement of programme of activities delivered by 'Playground Buddies'.</p> <p>Purchasing of online resources (Jump Start Johnny/ Yoga) to support 30 minute daily physical activity.</p>		£3,000	<p>The pupils have demonstrated improved listening and key language skills as well as an understanding of the need to share space and equipment. Respect for each other and equipment is reflected in the organisation of the session.</p> <p>The pupils have demonstrated improved listening and communication skills culminating in improved application of team work and respect of each other and the equipment. Improved fundamental skill performance of all pupils.</p> <p>To ensure all pupils both at home and at school had access to programmes which would support their mental and physical well-being and provide a forum for virtual contact with each other.</p>	<p>Enhanced leadership programme for upper key stage 2 pupils.</p> <p>Playground markings to be repainted and possible adaptations made (deferred due to Covid 19) Adaptations made acknowledging pandemic with portable markers.</p> <p>To use data collected from staff, pupils and parents and then transfer key principals into the PE curriculum. During the next academic year the home school link developed during Covid19 will be enhanced through more focused work with Parents via HYPAC.</p>

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To build on the leadership outcomes of the YST/AAA project into the PE curriculum and make links to other curriculum areas through the Archbishop of York, Youth Trust Young Leaders Award.	Following the framework and core principals of the Archbishop of York award (Hope, trust, teamwork and action) a differentiated programme of activities was developed by pupils and staff. This incorporated community, national and international focuses.		Through the work undertaken within the award all pupils demonstrated a significant degree of progress in their physical, mental, social and emotional well-being. This culminated in the pupils working effectively with members of the community whilst raising awareness of key charities and how links can be made.	To sustain the outcomes of the initial projects and develop these further.
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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:
%

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:
<p>A full report on the PESSP funding allocation and impact is presented as part of the Head teachers report in unison with the member of the governing body with this delegated responsibility. This informs governors of how PE and Sport impacts areas within the School Improvement Plan (SIP).</p> <p>A revised curriculum is to be devised to incorporate guidelines identified by the government regarding the Covid 19 Pandemic. All risk assessments are to be updated as required to ensure Health and Safety guidelines are adhered to.</p> <p>The tracking, monitoring and assessment of pupil progress to be rigorous to allow for pupil conferencing and 'personal best'. Planned learning walks to be undertaken by PE Co-Ordinator and outcome/observations reported back to governor for PE.</p>	<p>Associated reports presented to governors and a minute number allocated. Links made between the PESSP and SIP action plans and outcomes</p> <p>Focused staff training identified and completed. Key targets for development cascaded to teaching staff for implementation. PE risk assessments updated and approved by governors. Teaching Staff made aware of content.</p> <p>Pupil's progress was monitored throughout the sessions and assessments wheels completed then next steps identified. PE Governor completes written reports for FGB meetings.</p>	£1,000	<p>All stake holders have been informed of the impact of this work on the pupils organizational, leadership, communication and motor skills. These have been developed as a direct result of their work with PESSP funded programme.</p> <p>All pupils are able to have access to a high quality PE curriculum when in school or isolating at home. All staff and pupils understand the changes made to the curriculum to ensure their safety during the current pandemic.</p> <p>The improved pupil performance allows for the application of skills to resolve problems, challenges whilst working individually or as part of a team. The assessment and monitoring of PE, pupils progress and attainment is effective and relevant. Raised pupil</p>	<p>To maintain links with the White Peak Cluster schools and other church schools who visit the village sharing good practice. To continue to be a partner with the SSP affiliation and exploit relevant opportunities provided.</p> <p>Continued CPD to be planned for and attended. Due to the Covid 19 pandemic the school continues to adhere to Government guidelines.</p> <p>Utilize the assessment tool linked to the Real PE and the specialist advice and support provided through the purchased package.</p>

<p>A wide range of planned sessions (including Virtual CPD) and activities delivered through direct teaching methods and opportunities for pupils to be active participants to incorporate the different learning styles across the curriculum will ensure that all children are engaged, challenged, developing individual understanding to set personal targets.</p>	<p>Different styles when delivering the sessions were used to ensure that all pupils could participate, develop knowledge, skills and confidence to challenge themselves, but to also support those children who were less confident. Communication, language, negotiation and listening skills of pupils were noticeably improved.</p>		<p>attainment within units of the curriculum. Progress is being tracked more effectively.</p> <p>The PE provision acknowledges the enforced changes which have had to be made due to the current pandemic and has been modified accordingly. This has resulted in an individualized approach and a more personal curriculum being delivered.</p>	<p>CPD for PE practitioners regarding the delivery of the Real PE package which is to include mentoring by specialist.</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:
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Two staff and HLTA fully engaged and trained in Real PE. The employment of a PE Specialist who will become PE co-ordinator and took responsibility for the monitoring and delivery of PE throughout the school at the commencement of this academic year. Key Staff accessed a range of CPD opportunities to develop knowledge and confidence when delivering the curriculum.</p> <p>Due to the pandemic we were unable to continue our work with the AAA /YST project at the start of the academic year. Therefore we used the principals to support the involvement with the Archbishop of York, Young Leaders Award.</p>	<p>A Programme of half term lesson plans were followed to ensure that the pupils were able to build on the key principles under pinning fundamental movement skills and their application in team activities. PE specialist supported staff when delivering units of the PE curriculum to promote their understanding and confidence regarding the delivery of this subject.</p> <p>By accessing the training and resources provided by this award, the staff were able to develop an integrated key stage 1/2 programme which incorporated community, national and international targets. As the year progressed and pandemic government guidelines were amended opportunities for face to face</p>	<p>£6,000</p>	<p>The expected standards of behaviour, engagement and skill development was adhered to and monitored by all. The performance levels of pupils improved especially when required to work collaboratively. The confidence and understanding of the staff members was enhanced.</p> <p>Through an initial virtual platform between pupils and a community representative a programme of activities was initiated and a time scale agreed upon. The pupils showed increased confidence and clarity when discussing ideas through a virtual media.</p>	<p>Due to the virtual training being less successful than was anticipated we will continue to develop confidence, knowledge and skills for PE practitioners regarding the delivery of the Real PE package which is to include face to face mentoring and monitoring by specialist.</p> <p>Based on the lesson learnt from this year an overarching community partnership programme, delivering physical and social activities will be developed and delivered.</p>

<p>Utilizing the affiliation package with RDDSP we accessed the virtual challenge programme, including weekly active challenges and Derbyshire School Games – NGB sport specific skills and activities.</p>	<p>interactions and projects to take place between pupils and community members.</p> <p>PE coordinator using the affiliation programme devised a PE curriculum to follow. This included 'Personal Best' challenges eg: sports hall athletics allowing the pupils to not only gauge their own personal best but also that of other pupils of the same year at a different school. These activities were also uploaded onto the school Home learning page on the web site to ensure all pupils were able to access this curriculum whether learning at school or at home.</p>		<p>The children then devised a schedule incorporating social issues raised at the commencement of the award demonstrating an increased empathy with their environment. The engagement between the pupils and their community partner (Silver Sport) showcased the schools Christian Values alongside their confidence, communication and listening skills and respect for each other.</p> <p>Pupils we able to set their own targets and monitor their own progress whilst comparing their achievements with their peers both attending their own school and those at other's Pupil's fitness was maintained but for some improved within the different areas of sports specific skills.</p>	<p>For pupils to be able to transfer the skill of setting and monitoring their own targets to the PE curriculum and Real PE package. To exploit all opportunities of intra sport competition and events. To develop relationships between the school and the Ugandan netball goal shooter Mary Cholok and promote key fundamental PE values.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Additional achievements:</p> <p>The pupils with staff have designed a “Covid Safe” programme which can be delivered to sustain and grow the AAA project with a particular focus on individual skill development and support of mental health and well-being through the Archbishop of York, Youth Trust Young Leaders Award.</p> <p>Key Stage 2 have taken part in the bikeability programme delivered through the RDDSP provision. This programme will work toward developing children’s understanding around how to stay safe whilst cycling on the road, negotiating junctions and passing parked vehicles. It also includes a simple bike safety check and the importance of wearing a safety helmet and the correct clothing while out riding.</p> <p>Another strand to the Archbishop of York, Youth Trust Young Leaders Award was the</p>	<p>As part of the award there was the opportunity to take part in the Captain Tom’s Golden Mile and raise funds for the Alzheimer’s Society. This event was accessed by all pupil’s individual level and provide opportunity for challenge. A programme of dance and singing was created and performed to a live audience following government guidelines.</p> <p>To invite a registered practitioner to deliver the programme, to inform parents and pupils of the school intent for them to take part in the day’s activities. To ensure all pupils have road worthy bikes and the correct size of safety helmet.</p> <p>Pupils were provided with access to resources including skill cards, lesson</p>	<p>£2,000</p>	<p>The continued development of this project is reflected in a range of ways; the confidence, communication skills, empathy and teamwork was demonstrated in the fluidity and confidence seen in the performance and their interaction with the community. The impact on the relationship between the pupils and community, already strong, was enhanced. This was evident by the comments made by the older members of community in their comments and letters. A file of the communication between the active buddies and Silver Sports highlighted the close physical and mental bond which has developed. The successful completion of this award has also resulted in their raised awareness regarding having a healthy body works in unison with a healthy mind and lifestyle.</p> <p>All pupils achieved either level 1 or level 2 bikeability accreditation. Throughout the days schedule they were fully engaged and their awareness was raised as to how busy the roads around the school were. It also highlighted to them the significance of the flashing amber warning lights during school pick up and drop off times.</p> <p>The analysis of the content of the lesson demonstrated the engagement</p>	<p>We intend to re visit previously successful and new activities within the intergenerational programme. This will enhance the physical and mental well-being of pupils and community members. An annual calendar of events to be devised and delivered including social /leisure activities, willow weaving, lantern making, wild flower garden, litter picking and physical activities such as Boccia, Curling, Bowls and pupil focused fun challenges.</p> <p>Progress with consolidation links founded in the school programme of study; in unison with the activities provided through HYPAC for example- mountain bike challenges, Karate, Leadership through Olympic values continue to provide both physical and mental challenges. These support the development of balance, core strength, determination and resilience. This is to include the whole school swimming programme.</p> <p>This next step has been transferred to this academic year due to Covid</p>
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<p>opportunity for the upper key stage 2 children to devise, develop and deliver a PE session with warm up, lesson and cool down targeting a sport specific key skill whilst promoting fundamental values eg: teamwork, problem solving, communication etc.</p>	<p>progression cards and the opportunity to discuss their ideas of the lesson content to an adult. The sessions were scheduled to be filmed then analysed to promote the young leader performance.</p>		<p>of all the pupils. It highlighted the impact on those pupils whose learning style required a practical based and kinaesthetic approach. It also enabled a fluid dialogue between pupils being taught, the young leader, the teacher ideas and methods of how to support the individuals who found the rigours of the programme more challenging with some of the concepts and tasks. The young leaders found the analysis and peer input beneficial. The success of the delivery was demonstrated through teamwork, the use of appropriate language and positive outcomes to the problem solving activities and tasks.</p>	<p>19 and practitioner's personal circumstances. Through continuing and extension work from the Active Maths Programme we will introduce a STEM Programme through the use of LEGO which will be delivered by a specialist facilitator. This programme will work towards developing hand eye co-ordination, team work, language skills and problem solving techniques and strategies- this will be incorporated into intra and inter school challenges.</p>
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Key indicator 5: Increased participation in competitive sport				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>From September 2020 building on from the work undertaken during the previous summer term with an emphasis on intra challenges and competitions due to the constraints of Covid19, we have continued to explore ways of incorporating progressive individual skill challenges through the Real PE package. Cross curricular links have also been made with the Archbishop of York, Youth Trust Young Leaders Award.</p> <p>All inter competition opportunities abandoned due to the Covid pandemic. The focus was now on intra competition, both individual personal best, and cooperative in small teams.</p>	<p>PE coordinator using the Real PE package which included virtual support from RDDSP to promote the children's skill development in preparation for the sport specific challenges and virtual competition.</p> <p>Progress has been made within the development of intra competition curriculum opportunities. Specifically in the planning and re-designing of the spaces to be used with cones. Also the purchase of new equipment and storage to enhance the delivery of the PE curriculum and break time activities. This has supported an environment where pupils are actively taking leadership roles cascading previously taught skills to others. Pupils have had support to understand how to set targets to progress their skills and meet new challenges – Personal Best. Within small team games pupils, supported by staff devised rules and tactical understanding within a competitive environment.</p>	£1,000	<p>Skill development in specific sport allowed the children to be more confident and understand how to work within a team context. Leadership opportunities arose within intra competitions. Staff monitoring and assessment of pupils 'Personal Best' performances reflected significant development of resilience, problem solving and empathy</p> <p>Recognition of achievements were made in Celebration assemblies, notice boards, website, parent newsletters, governor reports and parish magazines. This has also been noted in the successful achievement of the Archbishop of York, Youth Trust Young Leaders Award. Increased fitness level for all pupils due to the introduction of the 'Jump Start Johnny' programme which is integrated throughout the school day.</p>	<p>If Government guidelines allow regarding Covid 19 to be actively involved in the development of a new small primary schools' covey to promote competition within schools of a similar size. Will plan and deliver skill based learning with the other schools utilising on individual staff member's skills and expertise within the PE curriculum whilst making links to planned festival competition with the recording of results and certificates.</p> <p>Due to the relaxation of school guidelines regarding Covid 19 there is a greater possibility of face to face inter challenge and competition to take place with the cluster schools. The purchase and delivery of an orienteering scheme of work. This will include CPD for staff, a Permanent orienteering course at the school and youth hostel plus 10 portable controls.</p>

Signed off by	
Head Teacher:	Tracy Blackwell
Date:	27-07-2021
Subject Leader:	Tracy Blackwell
Date:	27-07-2021
Governor:	Liz Broomhead MBE
Date:	27-07-2021