



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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](#) (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](#).

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 2020:	Areas for further improvement and baseline evidence of need:
<p>Confidence, knowledge and skills of both KS1 and KS2 staff in the delivery of the PE curriculum, building on the work delivered by DCCT.</p> <p>Access to cross- curricular CPD for all staff to develop the “Teach Active” active learning programme(YST) particularly in numeracy and literacy</p> <p>Focused work during lessons and breaks to achieve the 30 minutes of activity</p> <p>A targeted programme of skill development and competition opportunities within a cluster of small primary schools</p> <p>Embedding of the School’s Mission/Vision through the AAA/YST project, developing life skills, leadership and physical literacy</p>	<p>Enhance and upskill the Real PE work- upgrade by further training and implementation across the whole school Review pupil assessment in line with Real PE</p> <p>Improve the quality and type of PE Equipment available to the children to support their development of “personal best”</p> <p>Improve the layout of areas used for PE and play- to allow for improved access to problem solving activity as well as small games</p> <p>Monitor and evaluation of Active learning across the curriculum</p> <p>Utilize IT in a co-ordinated approach to develop the links with out of school activities and agencies, as well as the promotion of the unique qualities of the school</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	80% - Y6 results based on 2018/19 data due to Covid 19
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80% - Y6 results based on 2018/19 data due to Covid 19
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80% - Y6 results based on 2018/19 data due to Covid 19
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 No swimming attended, due to Covid 19 and enforced schools & pools closure.

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: £15,000.00		Date Updated: 29th July 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:
					%
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: £3,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<p>Playground Buddy structure and process reviewed with the intention of allowing the pupils to design and lead the activities during daily play, as part of the QEGS Mat affiliation.</p> <p>Incorporate the leadership outcomes of the YST/AAA project into both curriculum and afterschool activities.</p> <p>Utilise the training accessed in Active Maths and Active Literacy across the whole school.</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>The 5 x "S's" – stand, stretch, step, swivel, squat were researched and developed so that the individual skills of Balance, Core Strength, Flexibility and Co-ordination, were enhanced using the playground games of the 40's and 50's learnt from the older members of the community and delivered during play/lunch times by the Active Buddies to the remainder of the school.</p> <p>Staff who attended the courses cascaded the content through staff meetings and the sharing of good practice.</p> <p>Key deliverers in KS1 used the activities and learning objectives from "Real PE" training.</p>			<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 need for quality delivery of the fundamentals has been highlighted as well as the development of base line assessment to enable monitoring and evaluation. The impact of developed individual skills has been incorporated into IT – see AAA activity card development and video.</p> <p>A constructive engagement of pupils was achieved. This was more evident in those who found some of the concepts and strategies within the curriculum difficult to understand and</p>	
				<p>Sustainability and suggested next steps:</p> <p>A full audit of all equipment space (including village hall) and storage will ensure the school has the capacity to manage a programme which reflects impact of Covid 19. Playground markings to be re painted and possible adaptations made.</p> <p>The principles of Real RE will be fully embedded as well as an improved assessment and recording system aligned to this scheme of work which includes "Personal Best".</p> <p>The SSP has asked if the school would consider undertaking a case study of the delivery of Real PE within a micro primary school monitoring its implementation and</p>	

<p>The focus within the KS1 curriculum on Implementing the Active Maths and Active Literacy with problem solving opportunities, peer leadership, reciprocal and expressive language development and progression and application of fundamental skill development.</p> <p>Align and re-enforce targets set in PE during after school clubs.</p>	<p>TA achieved HLTA certificate and used her knowledge and recent CPD to enhance the Cross Curriculum delivery - learning through-Active maths and literacy.</p> <p>The two after school clubs were delivered in a less formal way. Activities were designed to create a “Youth Club“ feel to engage with more pupils. The cookery club made a direct connection with the C4L programme.</p>		<p>apply, before the Active Maths/Literacy CPD was cascaded into planning. This was reflected in better engagement for these pupils in lessons, resulting in increased confidence and higher attainment.</p> <p>The management of a “less formal” approach impacted pupils critical thinking as they applied knowledge and skills taught in the PE curriculum into the club sessions. Which is critical in maintaining standards.</p> <p>The resources produced by RDSSP during home learning were utilised by staff, pupils and parents alike.</p>	<p>impact based on the size of the cohorts.</p> <p>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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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
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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: In service training via DCCT</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>A wide range of planned sessions and activities delivered through direct teaching methods and opportunities for pupils to be active participants to incorporate the wide range of learning styles across the curriculum will ensure that all children are engaged, challenged, developing personal understanding to enable them to set personal targets to progress.</p>	<p>Focused staff training planned and undertaken then knowledge from CPD cascaded to key staff members. Pupil’s progress was monitored throughout sessions to evaluate the impact and next steps identified.</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.</p> <p>Communication, language, negotiation and listening skills of pupils were noticeably</p>		<p>A more targeted reporting process through observation by teaching staff and outside practitioners which was shared at the end of each session with all pupils allowed each individual to have their own learning pathway. Raised pupil attainment within units of the curriculum. Progress is being tracked more effectively.</p>	<p>Continued CPD to be planned for and attended. PE specialist to be advertised for and appointed. The tracking, monitoring and assessment of pupil progress to be more rigorous to allow for pupil conferencing.</p> <p>A revised curriculum is to be devised to incorporate guidelines identified by the government regarding the Covid 19 Pandemic.</p> <p>All risk assessments are to be updated as required to ensure Health and Safety guidelines are adhered to. Planned learning walks to be undertaken by PE Co-Ordinator and</p>

<p>Celebration Worships (held termly – six in total per academic year) is a key time to highlight and reward the children’s attainment across the curriculum. These events are attended by families, governors and the wider community. The children are to design and lead the sessions as part of the planned Collective Worship Curriculum, which includes a wide range of work undertaken within the academic year. Samples of pupils work is also incorporated within the church displays and linked to key Christian festivals.</p>	<p>improved. These events are planned into the RE/Collective Worship curriculums which also allows consideration for links being made to the local and wider community and will include world events.</p>		<p>The quality of presentation, use of language and depth of knowledge demonstrated by the children during the Worships linked to the content being delivered and demonstrated their increased ability to use terminology and phrases associated to key curriculum areas. The consistent attendance by many of the governors, families and members of the local community allowed for an independent assessment of pupil’s progress.</p>	<p>governor for PE. Due to the Covid 19 pandemic the school continues to adhere to Government guidelines future celebration Worships will be videoed and placed on the school web site for families, parents and the community to view and feedback sought (permission from parents to be granted). Current year 5 pupils have been trained by the leaving year 6 pupils to take on the responsibility of the planning and delivery of the Worship.</p>
<p>The School council with governor/staff representatives provide the opportunity for a pupil voice regarding how the school and community can work in unison for the mutual benefit of both parties. These outcomes will become part of the school improvement plan and will incorporate a staged approach.</p>	<p>The governor representative presents minutes from the school council meetings to the Governors at a FGB meeting and a governor minute recorded. This ensures that the governors, SLT and pupils understand that proposals made by the children have the support of the governors and SLT have financial backing if required.</p>		<p>The development and implementation of plans to create a Reflection space and wildlife flower garden/vegetable plot. Work undertaken with members from the village community as part of the Village Virtual Garden Project, the planting and caring for plants using the school greenhouse in preparation for the planting of the village boxes. As part of the Intergenerational project pupils within the school worked with their community partner to initiate the Willow Weaving project based at the school. This is an outcome to work which was part of the Ambassador School project undertaken with the National Park Rangers.</p>	<p>The re commencement of the willow weaving project will be determined by the National Park rangers being allowed to continue this work on the schools site due to Covid 19. However target will remain on the School Improvement Plan. Links between the school and community are maintained through a school representative and mutual projects identified and followed through (litter project).</p>
<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>Associated reports presented to governors and a minute number allocated. Links made between the PESSP and SIP action plans and outcomes.</p>		<p>The pupils organizational, leadership, communication and motor skills have been developed as a direct result of their work with PESSP funded programme. The children’s understanding and relevance of Christian Values such as respect, service, trust and friendship are an automatic part of their daily life both within and outside of the school and are integral to their behavior.</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>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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: In service training via DCCT	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Key Staff accessed a range of CPD opportunities to develop knowledge and confidence when delivering the curriculum.</p> <p>Through staff meetings and shared good practice sessions this information will be cascaded to all target staff through the different styles of teaching and learning practices.</p> <p>Through the AAA /YST project invited YST trainers to deliver leadership work to KS2 alongside our Buddy school year 7 students and staff.</p> <p>Engaged with NGB to access resources and training to deliver sport specific activities designed for KS1 and KS2. To engage with the schools cluster group of 4</p>	<p>A Programme of half term lesson plans were devised alongside DCCT to ensure that the pupils were able to build on the key principles under pinning fundamental movement skills and their application in team activities.</p> <p>Target staff were supported by DDCT when undertaking aspects of the PE Units to promote their understanding and confidence regarding the delivery of this subject.</p> <p>The programme of activities for the AAA project were developed by the pupils alongside staff and a governor who was supporting the programme. This involved a step by step approach to enable the progressive delivery by the active buddies to their silver sports.</p> <p>Differentiation was integral to the Bee Netball programme. It was to be delivered in March but delayed by Covid19.</p>	<p>Separate funding allocation via YST</p>	<p>Target staff were directly involved in the delivery of PE supported by DCCT. This ensured that the expected standards of behaviour, engagement and skill development was adhered to and monitored by all. The performance levels were improved especially when required to work collaboratively. The confidence and understanding of the target staff members was increased. Key skills and activities taught alongside DCCT were redelivered to the KS1/KS2 pupils via games and team work.</p> <p>The YST tutors identified the development of confidence, empathy and importance of developing the 5x S's. This resulted in KS2 pupils featuring in a YST video which was used in the promotion of this project nationally. An extension to the project involved one of these pupils devising a programme of activities for the Silver Sports during the Covid-19 pandemic lock down period. This was delivered through social media and was accessed by the Silver Sports, YST, local papers and the secondary school the pupil is transferring to.</p>	<p>Two staff and HLTA fully engaged and trained with Real PE. The planned employment of a PE Specialist who will become PE co-ordinator and take responsibility for the monitoring and delivery of PE throughout the school at the commencement of the next academic year.</p> <p>The principles and success of this project will be progressed in 20/21. Due to the small numbers in upper KS2 PE sessions will be delivered to upper and lower KS2 pupils. This will allow opportunities for team work and leadership opportunities.</p> <p>Covid 19 will need a different approach where individual "personal best" will have a greater emphasis. We will engage with the RDSSP</p>

<p>primary schools to promote the development of key skills in preparation for competitive opportunities in Netball, Hockey, Football and Tag Rugby.</p>	<p>Working closely with the PE co-ordinators for the 4 other primary schools a skill development session followed by a competitive opportunity was devised. Each coordinator took the lead in their area of expertise. The sessions were delivered at the different school venues. The sessions from March – July were cancelled due to Covid-19.</p>		<p>The KS2 pupils were able to work as BIGGHARTS (combined Hartington and Biggin) when involved with these sessions held every 6 weeks. The integration with pupils from other schools, working together as well as competitively is critical in all pupil' skills and leadership development. This is particularly important for the Yr 6 as it is an integral part of the PE programme for transition to secondary school. Our pupils continue to demonstrate a positive and confident approach to transition despite the enforced lock down period when they returned to school in June.</p>	<p>virtual challenge programme to ensure we maintain links with other schools as well provide intra and inter school challenge opportunities.</p> <p>Opportunities for CPD training for staff regarding the new style PE curriculum which includes social distancing are to be implemented.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 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: £2,000</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: 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> <p>Progress with consolidation links founded in the school programme of study; in unison</p>	<p>The programme was introduced and was delivered by a specialist facilitator to pupils in KS2. The remainder of the programme was postponed due to the Covid 19 Pandemic but will re-commence once present government guidelines permit.</p> <p>The school is the hub for the HYPAC Group and was able to access the training</p>	<p>Stem programme later cancelled due to unforeseen circumstances. Remaining sessions deferred.</p>	<p>The engagement of all the pupils highlighted the impact on those pupils whose learning style required a practical based and kinaesthetic approach. Their capacity to support the children who found the rigours of the programme more challenging with some of the concepts was demonstrated through teamwork, the use of appropriate language and positive outcomes to the problem solving activities and tasks.</p> <p>The schools values and beliefs are mirrored in HYPAC, this ensures that the</p>	<p>The importance of individual activities and challenges will be a key priority in 20/21. The newly appointed member of staff with PE specialism, current practitioners and allocated Governor for PE have worked collaboratively to design a revised PE curriculum which will utilise the Real PE Programme, new equipment and spaces to focus on the quality of skill development and personal best monitoring and assessment.</p>

<p>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>Develop inclusive activities which have been developed in AAA/YST project- Boccia- New Age Curling, Playground Games from previous generations. This programme will support improved listening and language skills, empathy, co-ordination and teamwork.</p> <p>Post March 2020 the RDSSP weekly challenges were placed on the school website- parents encouraged to participate. On opening these activities were continued with activity sessions held each morning.</p>	<p>and resources delivered by the YST. Parents were involved with the delivery of the activities provided enabling them to progress these at home.</p> <p>The opportunity to share new playground games was supported in the structure of playtime activities.</p> <p>The IT curriculum was utilised to allow KS2 to design and produce activity cards which were given to YST for the national launch of the project.</p>	<p>Remainder of swimming programme cancelled due to Covid 19</p> <p>Separate funding allocation via YST</p> <p>Free Resources</p>	<p>children are able to apply the social, moral and cultural qualities in both environments. The transition between school and the community is seamless.</p> <p>The impact of this project is reflected in a range of ways; the confidence, communication skills, empathy and teamwork was demonstrated in the video produced by YST and used as a part of the national pilot. The impact on the relationship between the pupils and community, already strong, was enhanced. This is reflected buy the comments made by the older members of community in their comments and letters. A file of the letters, and exchanges between the active buddies and silver sports highlights the close physical and mental bond which had developed.</p>	<p>The pupils with staff will design 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.</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: £10,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Affiliation to both QEGS offer and that of RDSSP as BIGGHARTS which allowed pupils from both schools to participate in as many competitive/festival activities as possible. This would provide the pupils with the opportunities to participate in events within different environments and engage with other children as well as learn the importance of skill development and communication when working as a team.</p> <p>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>From March 2020 we began to explore ways of supporting a progressive individual skill challenges which could then be incorporated in in intra- school challenges using the house system.</p>	<p>Worked closely with the Business Manager and Head teacher of Biggin school to ensure access to as many competitions /festivals as possible. This required flexibility in timetabling as well as sharing the responsibility of transport.</p> <p>DCCT deliverers supported the children's skill development in preparation for the sport specific activities. This was also delivered in after school club and HYPAC. The focus was very much on tactical application with KS2 and fundamental skill development with KS1</p> <p>Some progress was made in this area especially in the planned re-designing the spaces to be used, plus the proposed purchasing of new equipment and storage. Consideration has also been included regarding access to a blended virtual curriculum. This time has been used to prepare for the full launch in September 2020.</p>		<p>The performance of the skills in competition did highlight that a more specific focus would be needed going forward. The pupils did demonstrate a better understanding of substitution, playing in different positional areas and the importance of supporting the team when "on the bench".</p> <p>The schools' belief and values were reflected in the instinctive way the pupils demonstrated sportsmanship – "hand-shakes, 3 cheers and thanks to officials and organizers".</p> <p>Recognition of achievements were made in Celebration assemblies, notice boards, website, parent newsletters, governor reports and parish magazines.</p>	<p>The need to improve pupils performance and confidence in their skill development and application will be addressed by the appointment of a PE specialist as well as the full integration of REAL PE across the curriculum.</p> <p>Make viable links to the schools vision and Christian Values where ever possible.</p> <p>There will be a greater emphasis on intra challenges and competitions due to the constraints of Covid19.</p>

Signed off by	
Head Teacher:	Tracy Blackwell
Date:	29-07-2020
Subject Leader:	Tracy Blackwell
Date:	29-07-2020
Governor:	Liz Broomhead MBE
Date:	29-07-2020
Carry Forward £2,000	Due to Covid 19 pandemic, unable to participate in STEM activities and swimming programme. DCCT contract not renewed for summer term due to PE specialist on staffing rota - costings included in staffing.