



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

Commissioned by
Department for Education

Created by



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

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>K3 & 5 School Games* Silver Sports Mark For the past 2 years, we have been really pleased to receive the different awards from our local sports partnership. We have recently applied for our sports mark from the 'Sports Games' and in July 2019 we have now been awarded the Silver sports mark due to an increase in sport participation and competition within school. We are really pleased with this outcome and hope that this will continue in the future. We are now aspiring to have the gold* Sports Mark in 2020.</p> <p>KI 1 & 4 AVSSP (School Sport Partnership) Children have learned to work in small teams and this is followed into class to support group work and supported their growth mindset. Year five children can talk about living a healthy lifestyle and making healthy choices with regards to food and exercise. The children are very active during lunch times, play times, and ask for equipment to play with such as hoops and skipping ropes. Sports Ambassadors and mini-leaders lead activities and organize for whole school. Also employed a play Leader for lunchtimes. Wicked Wednesday Workout is led by our AVSSP Sports Rep. Y6 gained certificates for road safety awareness on a bike. All children learned to ride a bike or became competent on the road and can ride safely. 90% children in year 6 came to school on their bikes. Huge success in a variety of sports including football, netball and basketball regional finals.</p> <p>Forest Schools Training Children learned and are still learning and enjoying how to appreciate the outdoor environment. They use their fine and gross motor skills by making objects through a range of activities and by learning how to tie and use natural materials to combine objects together. They</p>	<p>K5 Competitive Sports To have an increased participation of competitive sports throughout Key Stage 1 and 2 from less active children. Football club to enter cluster football competitions. For coaches to specifically train sport teams within lunch times for upcoming competitions. To purchase new equipment that is appropriate for training for competitions. To enter more festivals and competitions in 19/20 through AVSSP accessible for all children (SEN, KS1 and 2). To ensure that competition is tailored: For all ages, genders and ability ranges across the borough linking to local clubs and progressing to as many level 3 county competitions.</p> <p>K3 A wider range of sports and introduction of different after school clubs To consistently provide broader experiences of a range of sports and activities offered to all pupils during school and after school time. To base the choice of outside agencies on children's interests.</p> <p>K2 and K4 To promote the benefits of good health and exercise to all children. To engage children that are less active in sports and activities.</p> <p>KI 1 & 2 & 4 Line markings current line markings are very faded and no longer used. Have requested new line markings for courts to accommodate a range of games to enhance outdoor active learning across the curriculum.</p> <p>KI 1 & 2 Forest school - Continue with forest school sessions to engage children in</p>

<p>developed their gross motor skills by climbing and pulling themselves along natural objects as well as den building.</p> <p>KI 3 & 4</p> <p>AVSSP Basketball/Netball Children entered various competitions. Children developed their team skills as well as passing accurately and catching. Staff are able to deliver sessions using skills learned from professional coaches and this has improved the teaching of PE.</p> <p>K1 & K2</p> <p>Play leaders</p> <p>At lunchtimes play leaders successfully promotes physical active play and good behaviour by organising and leading activities and teaching children how to play together effectively.</p> <p>This include setting up team games, encouraging appropriate use of equipment and promoting fair play, as well as organising and supporting the development of the Mini-Leaders.</p> <p>Professional Sports Coaching Through outside coaching children experienced a wide variety of new sports and improve their fitness. Class teachers were mentored to increase confidence in delivering new skills and being able to maintain pupils increased enthusiasm for PE. These activities are incorporated into playtimes and lunchtimes eg table tennis, badminton, tennis etc</p> <p>KI 5</p> <p>AVSSP Children involved in sport within the local community and share the Christian values within football rules. Through on-going training children developed skills and formed an effective team. They learned in a supportive team to understand about winning and losing in competitions.</p>	<p>outdoor learning. Staff to be developed further where necessary by FS Leader. To have an INSET day tailored to training staff in physical activities that can be taught outside in our grounds.</p> <p>KI 1</p> <p>Active learning https://www.youtube.com/watch?v=TPDywoQdRX4&t=3s incorporate active learning into the day (needs playground markings for true impact.) At least one active learning session a day to compliment writing.</p>
---	---

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	85%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	85%

What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	100%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/ 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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £17,440	Date Updated: July 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Play Leaders</p> <p>To continue to create and expand a more active and vibrant lunchtime. To engage children at lunchtimes in physical play. To promote physically active play and support good behaviour, by organising and leading activities and teaching children how to play together effectively. This will include setting up team games, encouraging appropriate use of equipment and promoting fair play, as well as organising and supporting the development of the Mini-Leaders.</p> <p>Play Leaders provide staff and children with more knowledge and skills from AVSSP festivals and competitions.</p> <p>Play leaders coach and set up teams at lunchtime. They train children for upcoming sporting events.</p>	<p>For S and GW to work hand-in-hand with the sports ambassadors, leading the lunchtime play and organising games/activities. To support and develop our school teams ready for competitions.</p> <p>For G.W to enter AVSSP competitions Sep'19 and train school teams ready for festival and inter-school competitions .</p> <p>G.W runs lunch time sports clubs. Autumn Term/Spring Terms.</p> <p>Play leader report to PE leader (VL) of a list of play equipment that needs replacing or tailored to future upcoming competitions.</p>	£4,893	<p>Lunchtime is more active for pupils, contributing to 30 daily active minutes.</p> <ul style="list-style-type: none"> - Pupil feedback - Observations <p>Children are happy to engage in team games sports throughout lunchtimes. They use the large areas of our school grounds to participate in active regular physical activity.</p> <p>Children have commented how they enjoy participating in play leader's games, sports and activities in school. A large percentage of KS2 children trial out for upcoming festivals and competitions.</p>	<p>Look into Midday supervisors to lead a sport activity on key stage areas. (Post COVID – Within bubbles of children).</p> <p>Maintain mini leaders and sport Ambassadors at lunch times.</p> <p>For other members of the midday supervisors to shadow and model best practice.</p> <p>Teachers to teach children in PE Lessons different playground active games they could play independently in the playground.</p> <p>For play Leaders to continue to promote and encourage children to attend afterschool clubs that are organised by play leaders.</p>

<p>Active learning BBC Supermovers Joe Wickes School Videos. https://www.youtube.com/watch?v=TPDywoQdRX4&t=3s incorporate active learning into the day (needs playground markings completing for true impact.) At least one active learning session a day to compliment.</p>	<p>Teachers timetabled in active learning sessions within classroom based lessons. Teachers are encouraged to implement physical activity within our 'outdoor learning' curriculum strands.</p>	<p>£0</p>	<p>Children are provided with opportunities to be active throughout the school day (Breakfast Club, before first lesson starts, break time, dinnertime, various after school clubs). Some classes have used active lessons but not consistent. Need to implement fully across all classes. The outdoor learning curriculum can implement an increased daily physical activity (JM).</p>	<p>Staff to continue to implement one lesson per week where it involves being active (not including PE lesson). Maths/English/Topic etc? Collaborate with other subject leaders to implement this.</p>
<p>COVID-19 Promote keeping active during home learning period.</p>	<p>During lockdown (March 2020) period all teachers promote weekly School Games physical activities/virtual resources. The resource will give ideas on how to be physically active within a different sport theme for 30 minutes each day (Monday – Friday). Each pack contains a schedule of suggested activity challenges for the week and daily activity cards. The weekly activities are themed around golf, football, tennis, orienteering, athletics, cricket, gymnastics, boccia, netball and badminton. All activities have been developed so everyone can have a go, using equipment found in the home and whatever space is available. Within the resource parents and carers will be directed to additional resources for more ideas on how to the fulfil 60 minutes of daily physical activity.</p>	<p>£0 (Included in AVSSP).</p>	<p>Children continued to demonstrate engagement in physical activity at home. <i>Virtual sports day completions, Miles, cycling, walking to India. Children engaged in school games activities throughout the school closure period. (Google Classroom monitoring/ Teacher feedback).</i></p>	<p>Google classrooms are created for the following year 2020/21 where pupil can access interactive and virtual physical activities.</p>

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Cross Country Club (TA cover needed) (Lunchtime club). Provide alternative physical activity for children through cross country running. Use of local area. Will need additional adult support for PE lessons – 3 to 4 times per half term.	Encourage to join in cross country club run. Children to run around Charles Hill. Organise dates and future sports events for children to participate in. e.g Race for Life		Children are building up their running stamina and thus become much healthier.	
Fitness and Nutrition 6 Week Programme. K2 and K4 <u>After School Club</u> - We are holding fitness sessions as an after school club for 6 weeks starting on Friday 10th January 2020 3:15-4:00pm. This will be open to all pupils in KS2 and their parents. The sessions will be run by Miss Naylor from Amber Valley School Sports Partnership, she will also be delivering a health related fitness programme for 6 weeks in school, teaching about hydration, nutrition and healthy eating etc	Teachers baseline children Sep '19. After Teacher baselines- Teachers can identify less active pupils. Organise timetable for the day for 1X Infant Class and 3X Junior classes. Ensure teachers and parents are aware of Links with SIP – Mental Health benefits. Links with Curriculum – Scientific knowledge and Vocabulary.	£1,100	Children have a greater knowledge and skills of good fitness and nutrition. (Observations/feedback). Parents are enjoying the opportunity to participate in an afterschool club with their children. Parents can model good exercise routines and activities they have learnt at home.	Less active pupils will have a greater knowledge of how to stay healthy and fit inside and outside of school. Public Health England Report of National Child Measurement Programme - smaller % of overweight children leaving in our school in Year 6. 2020/21 CN plans to have a virtual zoom classes for children and parents to participate in at home.
Celebration of achievements outside and inside school Celebrate a child per class each week for sporting/physical achievements with a certificate to improve children's confidence.	Achievements celebrated in assembly weekly Purchase sporting certificates and rosette style stickers Achievements section on newsletter		Sporting achievements are now celebrated every Friday during our celebration assembly.	Implement first and review.

<p>A whole school house competition rowing day.</p> <p>For all children to have access to an in-school competition.</p> <p>Children to try out equipment and a competition that they have not experienced before.</p> <p>Children to have a sense of team pride and determination to win.</p> <p>A full day focus on sports and exercise.</p> <p>(Links to K4 and K5).</p>	<p>To communicate with AVSSP to arrange a date for the whole school competition.</p> <p>To encourage children to train and practise for the competition.</p>	<p>Due to COVID-19 this event was cancelled.</p>		<p>For PE Lead to organise and schedule in for Academic year 20/21.</p>
---	--	--	--	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE leaders to support staff in the implementation of PE and developing staff skills and confidence. (GW/VL)	<p>Identify areas and skills to develop for the PE leader.</p> <p>Ensure the progression of skills document is tailored to AVSSP planning.</p> <p>To have skills and competition criterias sent out to relevant teachers/TA'S who participate with children to future events.</p> <p>Identify courses suitable on S4S Attend cluster meetings Attend SSP meetings/briefings and feedback.</p>		<p>Meetings and AVSSP briefings have been attended by the Play Leaders as part of their CPD. Fed back to staff on new initiatives and ideas to develop PE further. PE coordinator to meet with AVSSP regularly to gain PE/GOV updates etc.</p> <p>To introduce new sports/games into the school.</p> <p>An increased knowledge of good practice in the deliverance of PE.</p> <p>Ensure PE Skills progression from EYFS-Yr 6 are being implemented through PE lessons.</p>	<p>Continue to forge links with AVSSP and attend meetings/CPD for new initiatives.</p> <p>VL to share best practice with staff in terms of planning. Support members of staff who need CPD to teach PE confidently. Remain for school games mark to be at silver.</p> <p>% of children attending competitions to rise. For a higher % of children attend Bikeability course days. Remind children and staff about the full health benefits of an active classroom.</p>
K1-5 Professional Coaches to support teacher/TA knowledge and skills PE coaching weekly Fundamentals KS1 (part of AVSSP package) Staff participate in the teaching with coach in order to be able to teach the skills themselves. Children participate in high impact physical activity in their PE lessons. Children are encouraged to take	<p>Affiliate to the AVSSP AVSSP Sports Coach</p> <p>VL (Sep '19) To have meeting with CN to organise a timetable for the day and promote Yr 6 to apply to be mini leaders.</p> <p>Sports Teacher to come into school every Wednesday and deliver 3 infant class and 1 junior class PE Lessons (Supported by the teacher and TA's). A weekly lunch</p>	£6000	<p>AVSSP Coach continues to deliver high quality PE lessons across all age ranges and provides after school club on Wednesday. Bikeability continues to be a success with the Y6 children; most are competent after two days of instruction.</p> <p>Specialist planning and assessment through a range of sport. School staff have improved</p>	<p>Continue with high quality AVSSP coach. Staff to use some PPA time to observe to develop own knowledge and skills.</p>

<p>leadership or volunteer roles that support physical activity within the school every day.</p> <p>5/60 Health Bike ability</p> <ul style="list-style-type: none"> Children will learn to work in small teams and this will be followed into class to support group work and support their growth mindset. Year five children will talk about living a healthy lifestyle and making healthy choices with regards to food and exercise. The children are very active during lunch times and play times and ask for equipment to play with such as hoops and skipping ropes. (Sports Ambassadors and Wicked Wednesday Workout) Y6 will gain certificates for road safety awareness on a bike. All children will learn to ride a bike or become competent on the road and can ride safely. 	<p>time club for the whole school.</p> <ul style="list-style-type: none"> Leads meetings with the Sports Ambassadors and mini leaders to develop lunch time active play. Encourage Pupil Premium and SEN to participate. School councilor questionnaire on children's favourite sports. 		<p>confidence towards PE and sport through specialist mentoring. Children are encouraged to take leadership or volunteer roles that support sport and physical activity within the school. An introduction of new sport and physical activities. Staff have access to a range of sport and games planning schemes.</p> <p>Sports Ambassadors do a brilliant job every lunchtime and are supported by the Play Leaders.</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>New Equipment and Resources.</p> <p>Appropriate equipment for training for competitions.</p> <p>Equipment to be purchased for G.W (Play leader) afterschool clubs.</p> <p>To allow the children to partner with other local schools to run sports activities.</p>	<p>VL to audit PE equipment with (GW) – Place order (October 1, 2019).</p> <p>New equipment to be ordered as it needs replacing.</p> <p>To have the correct equipment for inter-school competitions. e.g. correct sized handballs, athletic equipment used at competitions.</p> <p>To have equipment that can be used for SEN pupil Festivals. (E.G Boccia set- future festivals in Spring '20).</p>	<p>£1600</p>	<p>Children are more confident with using the equipment that they will use in future festivals and competitions.</p> <p>Teachers have the correct equipment for PE lessons. Therefore, teachers/TA's, can teach the correct skill progression and team game sport rules.</p> <p>Children are able to experience a range of sports and activities.</p>	<p>Continue to monitor and audit equipment used.</p> <p>Ensure equipment is inclusive and tailored to future competitions and festivals.</p> <p>Continue to purchase new equipment for 2020/21.</p>
<p>Offer a wide range of activities within the curriculum and outside to get more pupils involved. Focus on children who do not involve themselves in physical activity as much as others.</p>	<p>Pupil questionnaires through the school council</p>	<p>None at present</p>	<p>Ongoing – need to get school council to regularly ask own classes for ideas (poss once per term).</p>	<p>Pass on to school council rep to implement.</p>
<p>Employment of Play Leader (See K1)</p>	<p>Help to create a more active and vibrant lunchtime. Develop children's skills and prepare for competitions.</p>		<p>Play Leaders provided a rich and varied active lunchtime. Children's skills are developed and all children are encouraged to join in.</p>	<p>Play Leaders to continue providing vibrant activities. Review school funding for sustainability. Monitor provision and ask for weekly planning/ideas to measure variety over the course of the term.</p>

Sports Equipment for Lunchtimes Links to New Equipment and Resources. (K4) Lack of sports equipment hampers diversity of activities. Development of PE lessons and enriched lunch time activities for children.	Replace and restock equipment.		Equipment has been purchased and is being used throughout the week. Sports Ambassadors have a weekly rota to ensure a diverse range of activities are being provided for the children.	Play Leaders to carry out an audit of equipment. Check for serviceability and levels of stock. Provide 'wish list' for future equipment with costings.
July 2020 Additional equipment purchased for individual use for 'Bubbles' for return of pupils in September '20. Additional equipment purchased for groups of children – Children to have more equipment within groups to ensure a wide variety of sport can be taught. Children to have their timetabled physical activity every day.	Identify and consult with Teachers and Year groups (1-6). Purchase Hockey pstic kits (X2 KS2 Class size kits). Soft balls, hoops and tennis Balls for individual use. KS1 multiskill equipment for individual class size.	£650 (approx)+£600	Equipment purchased 2020-21 tailored to Key Stages and Progression of skills document.	Monitor and check for serviceability and levels of stock. (Hygiene risk assessments for physical activities).
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
AVSSP Affiliation Fee Membership to the partnership allows for chn attending all Amber Valley sports festivals and competitions. The target festivals and competitions to a wide variety of pupils. Providing opportunities for pupils who would not ordinarily get to represent their	P.E Lead to attend AVSSP meetings to discuss and arrange upcoming events and competitions. P.E lead and school Sport Ambassadors to attend Sport Ambassadors events. Email staff CPD programs that can improve knowledge of PE – children have enjoyment on new	£1000	All children have equal access to local competitions. KS2 Children have already developed a sense of team and personal pride (feedback). Staff have CPD tailored to school and children's needs. We enter and compete in more sport competitions throughout the year.	Continue to book at least 1 event for each class next school year. Encourage English leads to access active literacy training. <ul style="list-style-type: none"> - Monitor cross curriculum link to promote an active classroom.

<p>school, the chance to do just that. This may include Pupil Premium, Free School Meals, SEN/D or Inactive students etc. All chn will have equal access to local competition. Chn will develop a sense of team and personal pride. Staff will have CPD tailored to school's needs. (e.g. PE Progression of Skills). We enter and compete in more sport competitions throughout the year. They also provide CPD sessions throughout the year.</p>	<p>PE lesson ideas. Encourage all children to enter, train and attend competitions. School Improvement: Ensure high attainers in PE will enter local/ level 2 competitions.</p>		<p>Continued virtual resources were provided for children during the COVID-19 closure. Children enjoyed engaging and sharing their work on Tapestry, google classroom and Facebook.</p>	<p>More pupils to have the opportunity to represent their school at a competition.</p>
<p>Football club children to take part in cluster competitions. Engage girls as well as boys.</p>		£0 at present	<p>Football club runs two lunch times per week. Very successful, Won William Gregg Winter League and which led to qualification for County Finals. Girls also playing more football, coached by Play Leader and entering more competitions.</p>	<p>Identify next group of children who wish to play and develop their football skills. Continue to enter competitions.</p>
<p>Additional competitive sports to be identified by pupils to engage as many children as possible.</p>	<p>Identify competitions in the wider football community. Cross Schools competitions (foster links). Continue with Friday Football Club.</p>		<p>Plenty of sporting activities entered through AVSSP membership. Lots of children given access to enter the teams (same children are not always chosen).</p>	<p>Staff and Play Leaders to continue to support entry to AVSSP competitions. Provide opportunities for all children.</p>

--	--	--	--	--