

# 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 **31<sup>st</sup> 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 2019/20:	Areas for further improvement and baseline evidence of need 2020/21:
<ul style="list-style-type: none"> <li>• Higher percentages of children able to confidently swim 25m by the end of KS2. We have been taking children not managing at the end of the three half terms for extra sessions with Class 2 as there have student spaces, allowing students who need it to have extra sessions. Unfortunately due to Covid-19 school/pool closures we were not able to do many sessions extra this year, but it has supported our high ability percentages.</li> <li>• Achieving Gold School Games Award for fifth successive year.</li> <li>• A wider variety of school sports on offer for our pupils. We listened to what sports our pupils wanted and we included an afterschool club of fencing this year, which had a great uptake. Unfortunately due to Covid-19 we were unable to offer another club requested by our pupils.</li> <li>• Increased percentage of Y6 cohort to swim competently, confidently and proficiently over a distance of at least 25m for a second year.</li> <li>• Purchased of boxes to aide pupil voice suggestions and participation.</li> <li>• PE policy updated.</li> </ul>	<ul style="list-style-type: none"> <li>• We received Gold School Games Award for the fifth consecutive year. We were hoping to push for Platinum, however due to Covid-19 that wasn't possible, so a real push to achieve this next year is important.</li> <li>• To have children more active over the school day, through lessons and break times.</li> <li>• Support lunchtime staff training of playground leaders to ensure more children are being active more often and partake in lunchtime activities.</li> <li>• Increase pupil voice. Last year we used pupil voice to vary our afterschool provision. We aim to build on this during this academic year.</li> <li>• To improve resources available to expand provision and broaden sports available to pupils.</li> <li>• Showcase trophy cabinet to showcase achievements.</li> <li>• Purchase specialist equipment, such as Boccia sets and hand archery sets, to support younger and SEN pupils.</li> <li>• Continue to ensure vast majority of all Year 6 pupils leave school being able to swim 25m confidently in a range of swimming strokes.</li> <li>• Update activity boxes to increase pupil activity at break times.</li> <li>• Produce termly newsletter to share pupil's sporting achievements.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	91.6%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	91.6%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	91.6%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	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: £16,523		Date Updated: July 2020	
<p><b>Key indicator 1:</b> 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</p>					
Intent	Implementation		Impact		
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Provide free after school clubs and lunchtime club to encourage children to be more active and take part in structured physical activity at lunchtime and before school.	Chris Hill Community Sports to provide clubs for all pupils, afterschool twice per week.	£100 per week (underspend due to covid-19 school closures)	Register of attendance. Over 50% of school population attended clubs. (not completed due to Covid-19 school closures)	Continue with clubs, target less active children and PP children.	
Midday supervisors to engage pupils in activity during lunch break.	Midday supervisor to support children to be more active during lunch through games/sports/events.	£3641	Member of staff supporting sport leaders with younger pupils. Over 50% of FS/KS1 pupils regularly engaged.	Increase percentage of pupils involved to at least 65% and vary what is offered (pupil voice).	
To use challenge booklets to improve basic skills against self (not competitive – self challenge) and support general improvements of fitness over year.	Challenge booklet activities completed several times per term, and completed recording scores, improvements shown.	£25	Completed booklets (not completed due to Covid-19 school closures)	Continue next academic year, adapt if needed through pupil voice. Check half-termly.	

<p>Purchase equipment to allow us to teach and deliver the PE and sport curriculum and provide some playground activity equipment. Purchase storage trolley to house equipment.</p>	<p>Purchase trolley, basketballs, netballs netball bibs, footballs, space hoppers, netball posts and bases, tennis balls, storage bags, dodge balls,</p>	<p>£750</p>	<p>Equipment purchased to enable delivery of PE and Sport in curriculum time and activities to take place at break times.</p>	<p>Continue to monitor equipment needs and canvass pupil voice for pupil needs.</p>
<p>Arrange for HPSSP to train Class 3 playground leaders</p>	<p>Playground Leaders Trained to run playground games</p>	<p>Part of HPSSP</p>	<p>Approximately 50% of FS/KS1 children take part in the playground challenges run by the playground leaders at lunchtime.</p>	<p>Roll out more lunchtime events for KS2 pupils. Canvass pupil voice regarding events wanted by all pupils and facilitate where appropriate. Member of lunchtime staff to join in next training session.</p>



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Celebration Assembly every other Friday is used to celebrate any sporting achievements and ensure the children are aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. Representatives from local sports clubs are welcomed in to promote their club.	Achievements celebrated in assembly (competition results and achievements in lessons are celebrated). Certificates are awarded.		The profile of sport in school has been raised and the pupils are motivated to improve their performances (e.g. playground challenges and weekly mile) and encouraged to try new sports by hearing about other children's successes and attending assemblies about local sport clubs.	Termly newsletter to share sporting achievements – both within and outside school. Link awards/certificates to challenge books to share personal achievements and attitudes.
PE noticeboard in small classroom/entrance area near hall, School Facebook used to raise the profile of PE and Sport for all pupils. Visitors and parents to encourage more children to be involved in sporting opportunities in school and in the local community.	Photos from recent sporting events displayed. Images of sporting achievements displayed and celebrated.	£50	Pictures from events dated and displayed onto board for pupils, parents/carers and visitors to see clearly. Fosters pride in achievements and children eager and look out for new pictures.	Write and display termly newsletter. Include write-ups from sporting events and images from sports clubs onto boards and within newsletter (to share on board, Facebook and school website).
Have a School Sports Leaders in place that influences provision through school for lunchtime clubs and collects pupil views.	Purchase suggestion box. Pupils apply for position through a letter. Chosen pupils wear enamel badge to identify their role to other pupils.	£50	Suggestion boxes purchased and displayed (introduced through collective worship with sports leaders). Enamel badges purchased. Paper and envelopes supplied for letter of application.	Continue to encourage more leadership opportunities. Develop the role of the sports crew and extend to involve photographing events and writing match reports.
CW to manage PE and Sport in school.	Time out of classroom to complete application and gather evidence for School Games Award meeting with local HSSP coordinator.	£500 £150 underspend due to Covid-9 school closures	Evidence for platinum award began to be collated before school closures. Met with Dawn from HSSP regarding platinum application.	Continue provision and aim to improve PE provision even further to achieve a platinum School Games Award. Particular focus – to continue to monitor and celebrate outdoor learning opportunities

PE sessions led by qualified, experienced, skilled and highly motivated coaches.	Maintain high standards of delivery of coaches through lesson observations, sharing of planning and discussions with staff.	£120 per week <b>underspend due to Covid-9 school closures</b>	Children taught by trained specialised with support from teaching staff when needed. Staff seeing excellent practise on regular basis and discussion progress of pupils with teaching staff.	Continue to utilise service and pay into scheme. Use of challenge booklets to be more embedded into sessions.
Motivating children to be more active throughout the day.	Environmental improvements to playground, purchasing equipment and storage facilities. Purchase trolley, basketballs, netballs netball bibs, footballs, space hoppers, netball posts and bases, tennis balls, storage bags, dodge balls,	£750	Use of activity boxes though summer term at breaktimes. Use on online websites such as Go Noodle used frequently throughout school. Activity breaks used throughout day (in addition to breaktimes) when needed.	Continue to utilise resources for classroom activities. Breaktime activity boxes to be introduced next academic year to encourage more activity at morning break.
Highlight and showcase children's achievements in sporting events with a trophy cabinet.	Trophy cabinet to be purchased to display awards achieved by school during sporting events and showcase school trophy.	£250 <b>underspend due to Covid-9 school closures</b>	<b>(not completed due to Covid-19 school closures)</b>	Trophy cabinet to be purchased.
Ensuring majority of Y6 children leave as confident swimmers.	Additional swimming sessions when needed (go with Y2/3/4 class). Adult to be in water if needed.		Children in Year 5/6 who were unable to swim 25m continued for entire year (usually Y5/6 stop at spring 2 and Y 2/3/4 go instead to ensure children swim from an earlier age and for longer).	Continue to target children who are unable to swim 25m – especially any Year 6 pupils by Spring 2.



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to upskill staff in order to improve teaching and learning across a range of sports to increase pupil achievement and confidence.	To work alongside Chris Hill Sports Coaching Ltd. Collect planning and store in central location for all staff to access. Conduct lesson observations and share good practice amongst staff.	£120 per week <b>underspend due to Covid-9 school closures</b>	Children taught by trained specialised with support from teaching staff when needed. Staff seeing excellent practice on regular basis and discussion of progress of pupils with teaching staff	Continue to utilise service and pay into scheme. Use of challenge booklets to be more embedded into sessions.
To release staff to attend local subject leaders network meeting to allow staff to be given up-to-date information and discuss good practice with other colleagues to ensure children are positively impacted.	Supply teachers to cover staff attendance.	£300 <b>underspend due to Covid-9 school closures</b>	Attendance of meetings and sharing information with staff in school.	Continue to attend local meetings.
Use of outside agencies and clubs to come and share knowledge with children through regular coaching sessions or one-off sessions to inspire and encourage involvement in local sport activities and clubs.	Sessions provided by local clubs and companies. (Derbyshire County Cricket etc.).		Derbyshire County Cricket and Premier Education delivered sessions within school. Children were taught by specialised staff and accessed clubs and sports not always competed previously.	Ensure links to clubs remain open and encourage further visits to school to pupils to develop skills and staff to develop delivery and confidence in sport.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide afterschool sports club based on activity not previously participated in order to broaden experiences of pupils.	Fencing club booked and organised through Premier Education. Club and sport promoted during collective worship.	£50 per week <b>underspend due to Covid-9 school closures</b>	Good uptake throughout key stages.	Premier education to be invited back in new academic year and over choices to pupils to determine if further sports would be welcomed.
To be a member of the HPSSP network.	To pay subscription to join network. Involved in deciding needs of our school	£1,659	Excellent service, children have taken part in numerous sporting events over the academic year and had access to and hosted events. High quality and well-run events had massive impact on children – all KS2 children represented school in interschool events at least 3 times – many more than that. Children showing more resilience in competing and a competitive spirit to want to do well and receive medal/certificate.	Continue to pay into network and access range of sports and events.
All Year 4/5/6 pupils invited to take part in a 3-day residential visit and experience a wider range of adventurous activities	Supply costs to cover staff.	£150	Children attended a residential trip to White Hall and developed valuable organisational, team work and personal development skills.	Trip will take place at Whitehall next year and staffing will be factored in to the cost of the trip.

All Year 2/3 pupils invited to take part in a 2-day residential visit and experience a wider range of adventurous activities	Supply costs to cover staff.	£150 underspend due to Covid-9 school closures	Children attend Hollowford Centre and developed valuable organisational, team work and personal development skills. (not completed due to Covid-19 school closures)	Trip will take place at Hollowford Centre next year and staffing will be factored in to the cost of the trip.
Pupils to take part in Level 1 and Level 2 Bikeability training to ensure children can safely use bikes in local area.	Badges and certificates.	£65.00	Children accessed training to allow them to feel more confident and safe when riding a bike on the road.	Continue Bikeability training next academic year.

Key indicator 5: Increased participation in competitive sport				
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide opportunities for all children to represent school in range of competitive and non-competitive sporting events events/festivals throughout academic year to increase confidence, physical activity and widen their breadth of experience. KS2 pupils to represent four times over the academic year.	KS2 Children represent Dove Holes in at least four inter-school events. Staff released to support attendance in events. FS/KS1 Children represent Dove Holes in at least two inter-school events. TA to support attendance to events. Payment of coach to aide travel to events.	£300 <b>underspend due to Covid-9 school closures</b>  £60 coach hire	Record of events/festivals all children participated in. 80% of KS2 children taken part in at least two events before school closures. 100% of FS/KS1 children taken part in at least one event before school closures. <b>(not completed due to Covid-19 school closures)</b>	Increase number of events participating, vary events to ensure same children are not doing same events year on year.  Continue to support development of emotional resilience through entering competitive and non-competitive events. Aim to encourage children to represent school more frequently – with an aim to host a KS1/FS event next academic year.
All children to take part in a whole school sports morning that has a clear cultural component as a culmination of a year round competition focus in curricular PE.	Event to take place during Summer Term 5 (booked into diary in September 2019) Chris Hill Community Sports to support event and assist staff in delivery and organisation.	£50 <b>underspend due to Covid-9 school closures</b>	100% participation – opportunity to compete in a team and on an individual basis in a wide range of sports.	Continue successful format – good feedback from pupils, staff and parents.



Signed off by	
Acting Head Teacher:	
Date:	
Subject Leader:	Carrie Walsh
Date:	July 2020
Governor:	
Date:	