

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](#).



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,220
How much (if any) do you intend to carry over from this total fund into 2021/22?	£120
Total amount allocated for 2021/22	£17,190
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,310

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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?</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 2021.</p> <p>Please see note above</p>	School are unable to clarify this due to the pool being closed for an extensive period during the Covid pandemic. Current Y6 class were not able to access any swimming lessons.
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	School are unable to clarify this due to the pool being closed for an extensive period during the Covid pandemic. Current Y6 class were not able to access any swimming lessons.
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	School are unable to clarify this due

Created by:



Supported by:



	to the pool being closed for an extensive period during the Covid pandemic. Current Y6 class were not able to access any swimming lessons.
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £17,310		Date Updated: July 31 st 2022	
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					Percentage of total allocation: 58%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> To provide a safe environment for children to participate in physical activities. 		<ul style="list-style-type: none"> Maintenance and repair of all indoor and outdoor PE equipment including annual inspection and subsequent required work and/or replacement of equipment. 		<ul style="list-style-type: none"> Children will feel safe whilst performing physical activities and they will make purposeful use of the equipment. 	
<ul style="list-style-type: none"> Children to undertake at least 30 minutes physical activity each day. 		<ul style="list-style-type: none"> Sports Coach Clubs at lunchtime x 2 per week, children to attend on a rota basis. Additional member of staff to be trained for Forest 		<ul style="list-style-type: none"> Children will maintain healthy, active lifestyles 	
				Sustainability and suggested next steps:	
				<ul style="list-style-type: none"> In conjunction with Caretaker, PE Coordinator to develop a monitoring checklist and schedule to ensure safety of equipment throughout the year. Lunchtime supervisors to have further training and a timetable for activities. Lunchtime coaching to be moved in-house to 	
				<ul style="list-style-type: none"> £980 £5,500 £3,530 	

Created by:



Supported by:



	<p>Schools and further equipment to be purchased, plus additional TA support.</p> <ul style="list-style-type: none"> • Lunchtime staff to be trained in encouraging safe, active play and further equipment purchased. • Movement breaks to be included during the school day. 	£160		<p>ensure quality of provision and supervision of pupils.</p> <ul style="list-style-type: none"> • Introduce a Daily Mile for all pupils at the start of the school day. • Re-introduce After School Sports Clubs managed by newly appointed PE Coordinator. • Re-introduce lunchtime Gardening Club to encourage physical activity in children less engaged with sports.
--	--	------	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 1%
---	---------------------------------------

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?:
<ul style="list-style-type: none"> • To raise engagement in a variety of sports and increase physical activity. 	<ul style="list-style-type: none"> • Children encouraged to share sporting achievement in assembly. Awards and prizes shared with fellow pupils and parents invited to Celebration Assemblies. • Sharing upcoming sporting events/ opportunities and all pupil achievements on Class Dojo, Facebook and Twitter 	£150	<ul style="list-style-type: none"> • Children will know that their sporting achievements will be celebrated in line with achievements in other areas of the curriculum. • Children are encouraged by their peers' success and motivation to increase their own
			<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> • Sporting achievements, both within school and at external clubs and competitions, to continue to be included in the new format of celebration assemblies under the guidance of new Headteacher. • Greater emphasis

	<ul style="list-style-type: none"> feeds. Continue St Joseph's sporting star of the week to ensure that pupils value the importance of PE within the curriculum. Make links to schools 'Golden Skills' in PE lessons. 		<ul style="list-style-type: none"> participation in sport within school. Children are encouraged to participate in sporting clubs outside of school by this being recognised, celebrated and shared within school. 	<ul style="list-style-type: none"> placed on improving St Joseph's profile within the Trust. Introduction of Sports Council for new academic year to raise Pupil Voice, role model good behaviour and active participation in sport. To introduce House Captains across school to encourage inter-school competition and pride in achievement.
--	--	--	--	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation: 20%

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:
<ul style="list-style-type: none"> Consistent teaching delivered through the continued use of the PE Hub scheme of work. 	<ul style="list-style-type: none"> Ensure all teachers feel confident and skilled to use the PE hub, with training and guidance provided by PE Coordinators as required. Ensure the correct equipment is available to deliver the lessons. Pupils allocated 2 hours of 	<ul style="list-style-type: none"> £350 £680 	<ul style="list-style-type: none"> Children make progress according to their year groups skills and expectations. Progression of skills is evident throughout school. 	<ul style="list-style-type: none"> Progression evident in all year groups. New PE Coordinator to monitor that children are equipped with necessary skills upon transition to new classes at the end of the academic year. New PE Coordinator to

	PE a week.			monitor and improve PE curriculum in school, where needed.
<ul style="list-style-type: none"> Where external Sports Coaches are used to cover PE lessons the quality of provision to be monitored to ensure that objectives and progression are clear and understood. 	<ul style="list-style-type: none"> Closer liaison with Sports Coaching company to ensure understanding of expectations. Strict guidelines provided by teaching staff with regard to learning objectives across all areas of the curriculum. Increased TA support during Sports Coach lessons to manage behaviour and ensure quality of delivery. 	£1800	<ul style="list-style-type: none"> Children make progress according to their year groups skills and expectations. Progression of skills is evident throughout school whether taught by Sports Coach or internal staff. This was monitored throughout the year and, whilst pupils made acceptable progress, it was felt more could be achieved by covering PE lessons internally. 	<ul style="list-style-type: none"> New PE Coordinator appointed to take responsibility for planning of whole curriculum and covering PE lessons across the school. This will ensure quality of provision and a consistent approach for all pupils.
<ul style="list-style-type: none"> PE Coordinators to attend Trust CPD events, in person and virtually (providing cover where required). 	<ul style="list-style-type: none"> To ensure quality of provision across the PE Curriculum. To ensure consistent approach with other Trust Schools. To enable the sharing of good practice. 	£600	<ul style="list-style-type: none"> Limited Trust CPD opportunities during the academic year. Work did take place to develop the Curriculum and ensure consistency. 	<ul style="list-style-type: none"> Increased Trust PE CPD will allow new PE Coordinator the opportunity for greater involvement and to raise the sporting profile of St Josephs.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 18%
--	--

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> Children to be given the opportunity to participate in a wide range of sporting and physical activities both within school and the wider environment. To ensure maximum inclusivity and that sport and physical activity is offered to all children regardless of ability or SEND status. 	<ul style="list-style-type: none"> Children to attend Highfields Sports Cluster Events and a variety of events be selected for participation to cover all areas of the curriculum, with additional TA support and class cover as required. Children to participate in training sessions with Derbyshire cricket coaches. KS2 children to participate in two day Bikeability training through Rural Sports Partnership. Children have the option to attend lunch-time clubs with sports coach. Selected children across all year groups to attend Forest Schools with improved equipment, additional trained staff and TA support. 	<p>£3,110</p> <p>£No charge</p> <p>£No charge</p> <p>£ Costings allocated in Section 1</p>	<ul style="list-style-type: none"> Children have experienced a wide range of sports and physical activity opportunities. Children have developed a wide range of physical skills. Children feel confident in the skills that they have learnt. Children have enjoyed participating in new sports and activities that they may not have tried previously. 	<ul style="list-style-type: none"> Continuation of Highfields Sports Partnership, with a variety of activities selected. New PE Coordinator to explore additional opportunities for external coaches to visit the school for themed activity days.
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:
3%

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:

<ul style="list-style-type: none"> • Working with Highfields School Sport Partnership in order to promote a variety of sports and activities offered to all pupils in school. • Working within the local cluster to attend school competitions. • Working within the Trust to attend Trust wide competitions. • Introduce new format and activities to annual Sports Day to encourage greater participation and enjoyment for all pupils across school. 	<ul style="list-style-type: none"> • Complete affiliations. • Organise the timetable for HSSP in school. • Organise curriculum support and cover with staff. • Compete in the annual Bunting Cup football competition taking as many teams as invited, encouraging participation across all spectrums of ability and gender. • Compete in the South Peak Sports Athletics competition, encouraging as many children as possible to participate and enjoy the event. • Purchase new equipment for annual Sports Day to allow for wider range of events for all abilities. 	<p>£ Costings allocated in Section 4</p> <p>£200</p> <p>£250</p>	<ul style="list-style-type: none"> • Children have increased confidence in a wide range of sporting skills and in their own ability to compete. • Children have experienced a wide range of sports. • Children will have greater understanding of, and get more enjoyment from, competitive sports. • Limited participation in Trust wide events due to continuing Covid situation. 	<ul style="list-style-type: none"> • To continue with HSSP with the continued emphasis on selecting events that offer a variety of sporting opportunities. • To compete again at Bunting Cup and South Peak Sports competitions. • To have greater involvement in Trust wide events. • To continue the development of annual Sports Day. • To introduce House Captains across school to encourage inter-school competition and pride in achievement.
---	--	--	---	---

Signed off by	
Head Teacher:	Graham Lobb
Subject Leader:	Adele Doxey/Emily Coxhead
Governor:	Karen McCluskey
Date:	July 31 st 2022

Created by:



Supported by:



Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan University