

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ Infant: £9,563; Junior: £8,533. Total - £18,096
Total amount allocated for 2020/21	£ Infant £17,710; Junior £18,610. Total - £36,320
How much (if any) do you intend to carry over from this total fund into 2021/22?	Infant: £12,188; Junior: £12,498. Total - £24,686
Total amount allocated for 2021/22	Inf £17,250 + Jnr £18,570 = £35,820
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	Inf £29,438 + Jnr £31,068 Total - £60,506.00

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 2020.</p> <p>Please see note above</p>	73%
<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>	73%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%
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

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:		Date Updated:		
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: 44%	
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?:		
<ol style="list-style-type: none"> Enhance provision at lunchtime by employing specialist sports coaches to support lunchtime staff and to deliver structured play. Employ specialist coaches to run / support after school clubs alongside school staff. Provide catch up swimming lessons to year 6 pupils who have not yet been able to perform a self-rescue and swim 25m. Enhance lunchtime provision through purchase of Opal Play scheme to provide a much wider range of opportunities for quality play at lunch and breaktimes. Purchase storage for Opal Play lunch and play time equipment x 2. Purchase new equipment for pupils to use at break time. 	<ol style="list-style-type: none"> Employ coaches from BDC and G3A to deliver lunch time provision. BDC and Express Coaching employed through the year across the Federation. Identify suitable provider and arrange sessions. Swim! Mansfield booked. Place order with local Opal franchise and appoint team to manage process. Identify supplier for store (TTS likely) and place order for delivery (inc. arrange installation). Seek feedback from phase teams and purchase equipment suitable for break times across the Federation. 		<ol style="list-style-type: none"> £1,910 (G3A) £1993.00 £2325.00 Cost inc elsewhere £15,000.00 (2x£6000 for stores + £3000 for base and installation). £5,050 	<ol style="list-style-type: none"> More children are active at lunch with reduced disputes. Staff have more time for positive play opportunities as children are busy working with coaches. Coaches improve the extra curricular offering which has provided opportunities for children to be active for great periods of time. A higher percentage of pupils than previous years can swim proficiently and perform self-rescue. This was particularly good after reduced opportunities for swimming during CV19. Opal will be an 18 month – 2 year programme with assessment of impact to take place part way through and at the end of the implementation – we are at the start of the journey. See comment above. Feedback used to inform activities 		<ol style="list-style-type: none"> Continue to employ coaches support lunchtime provision. This will support staff development and ensure opportunities for the maximum number of children to play sport at lunch. Coaches have had a positive impact – continue to utilise as a way to offer enhanced provision and upskill staff. Continue to use Swim! Mansfield – an ideal place for catch up lessons. Move Y5 provision to Swim! and away from DCC due to poor provision at Clowne. Opal should revolutionise play at lunchtimes and provide structure for staff to support pupils in developing their capacity for creative play. Continue to elicit staff views to support development of PE with whole staff 'buy-in'.

			offered to children, provision of lunchtime play (Opal) and purchase of equipment.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13%
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:
<ol style="list-style-type: none"> PE Lead in place to support delivery and development of PE across the federation, liaising with local networks and arranging opportunities for greater engagement in PE and school sports. Assemblies by PE coordinator to whole school on a regular basis inform children of the benefits regular physical activities leading to improved levels of engagement and more regular participation in physical activity. Continue the development of Sports Leaders and Mini-leaders through delivery of Playmaker award. Playmaker award delivered to Year 6 cohort. Utilise coaches to provide additional PE and Sport related extra-curricular activities, working alongside staff and children to provide staff CPD supporting them to deliver enhanced provision and a wider range of activities. Implement Opal Play as tool for improvement of lunchtime and play provision across school to support development of independence and risk 	<ol style="list-style-type: none"> PE coordinator in place. PE coordinator to arrange assemblies through year at suitable slots. Deliver Playmaker award to entire Y6 cohort. Employ BDC and Express Coaching to deliver curriculum PE alongside staff. Opal scheme ordered. 	<ol style="list-style-type: none"> £2,876.00 £N/A inc. in PE Lead cost. £250 for staff time. Cost inc elsewhere. £4,750 	<ol style="list-style-type: none"> Having a PE coordinator in place who is a part of the MLT ensures PE and School Sport has a high profile in school and is constantly on the agenda. The ensures events and activities happen through the year and opportunities for PE to support whole school improvement are constantly sought (eg. Opal Play). Assemblies happened on a limited basis. Children came away with ideas about how they could be more active. Playmaker award encouraged children in Y6 to support others in running games at playtime. Larger numbers than usual were interested in Sports Leadership and many pupils supported children in KS1 at playtimes. Coaches worked with staff to deliver PE and extra-curricular sessions. This has improved staff knowledge and confidence and ensured children were receiving 	<ol style="list-style-type: none"> Continue with PE coordinator in post to ensure PE remains high on the agenda. Continue with whole school assemblies by PE coordinator to ensure PE has a high profile among the pupil population. Continue delivery of Playmaker Award – as early as possible in school year. Coaches to continue to be employed to support staff development and enhanced PE provision. See comments on Opal in KI 1.

taking / management in pupils.			high quality PE provision. 5. See comments in Key indicator 1.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
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:
<ol style="list-style-type: none"> Look into purchase of a PE 'scheme' such as Real PE to support staff in delivering high quality PE and carrying out assessment. Continue to develop staff knowledge and confidence in teaching and assessing PE through working with PE coordinator & external coaches to support delivery of PE and school sport during curriculum time. Broaden CPD offering to staff giving the opportunity to build on existing knowledge and to provide knowledge of new Use Bolsover District Council Gold Package x 2 to offer support to deliver clubs and PE with specialist coaches working alongside staff (includes the delivery of C4L clubs). Gain insight into staff views and knowledge through PE survey run from DCC. 	<ol style="list-style-type: none"> PE schemes assessed and best fit one identified and ordered. Use coaches from BDC and Express Coaching to work alongside staff. Staff advised of CPD offers through DCC and Bosliver Active Schools Network. Order placed with Bolsover District Council and timetable agreed. Survey ordered and completed by staff. 	<ol style="list-style-type: none"> £2,500. Costs inc. elsewhere. Costs inc. elsewhere. £4,500.00 £400 	<ol style="list-style-type: none"> Real PE scheme will be up and running during the 2022-23 academic year with training provided. It will provide staff with an excellent resource to support the delivery of high quality PE. See previous comments in KI 2 regarding coaches. Staff have accessed a range of CPD offers, mostly from Bolsover SSP and feedback is very positive with staff reporting increased pupil engagement with activities they have run after attending training sessions. (eg. Shooting stars, Yoga and Mindfulness). BDC coaches worked through year and staff and pupil feedback was extremely positive. Staff benefitted from working with highly skilled coaches and pupils benefitted from high quality PE provision and were 	<ol style="list-style-type: none"> Real PE implements and reviewed once up and running. As per previous comments in KI 2, coaches to continue to be employed. CPD offering from Bolsover Active Schools continues to grow and feedback from staff is positive. Further opportunities for CPD will be sought. BDC coaches to be booked again for 2022-23. Further surveys of staff and parents would be useful.

			<p>noted to be very engaged and enthusiastic in sessions run by BDC staff.</p> <p>5. Staff PE survey provided valuable information to support the ongoing development of PE.</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:
26%

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<ol style="list-style-type: none"> Book outdoor and adventurous activity day at Pleasley Vale activity centre for year 5 and 6 pupils. This will introduce pupils to a range of new and challenging activities that they may not have tried previously. It is a local facility so the pupils would be able to use it outside of school if they find an area of interest. Purchase of further PE and sporting equipment to allow an increased range of sporting activities to be taught through PE lessons and after school clubs. Maintain membership of Bolsover School Sports Partnership through annual affiliation. Increase the number and range of sporting events from previous year to widen pupil involvement, awareness and participation in different sports and activities. Continue with use of Shirebrook leisure centre to provide access to a different environment and a wider range of 	<ol style="list-style-type: none"> Book Pleasley Vale visit or to come into school to deliver activities. PE equipment identified and purchased. Feedback from phase teams to provide indication of which equipment is most likely to be used. Purchase BDSSP affiliation and engage with meetings and events. Book leisure centre and plan timetable for years 3 and 4. BDC and Express Coaching booked. 6. CPD offered to staff. Army booked to visit and deliver sessions to year 5 and 6. Residential organised and children attend. 	<ol style="list-style-type: none"> £450 £5,000 £4,000 £1,500 Costs inc. elsewhere. Costs inc. elsewhere. Free £5,070.00 	<ol style="list-style-type: none"> A trip could not be arranged due to time restrictions but staff from Pleasley Vale visited school with a climbing tower to run activities. Pupils had the chance to try an unusual activity and work on their resilience and willingness to try something new and challenging. Despite being scared of the task, all children had a go and exceeded their expectations in many instances. Pupils from years 3 – 6 accessed the tower. A range of equipment was purchased during the year and saw increased enthusiasm and engagement from pupils and a larger number of children participated in sporting activities each time a new delivery was made. Membership of SSP provides children with access to a broader range of 	<ol style="list-style-type: none"> Develop use of Pleasley Vale as both a visit destination and in school provision over the next year to enhance the schools OAA provision. Continue to develop the range and type of equipment held to ensure sufficient basic equipment is always available and new and different activities can be tried. Build a wider range of equipment specifically to be used at break times. Continue membership of SSP – would be impossible to replicate the range of provision for pupils and CPD they offer without them. Continue use of leisure centre for years 3 and 4 but only for half a term per class (approx. 6 weeks) rather than the current 3 half terms per class. This will

<p>sporting and fitness based activities. Centre to be accessed by all year 3 children on a weekly basis plus other year groups for one-off events through the year. This will further widen pupils experience, make them aware of a high quality local venue and build on their knowledge of fitness related activities.</p> <ol style="list-style-type: none"> 5. Widen range of Coaches and Lead Practitioners brought in to school to work with staff to develop knowledge and skills in a wider range of sports and activities. 6. CPD opportunities for staff used to further enhance knowledge and understanding of different games and sports to enable them to deliver a wider range of sessions to pupils. (eg. Royal Opera House Dance CPD). 7. Arrange visit from British Army school engagement unit to provide team building activities/challenges for all pupils. 8. Contributions towards Year 5 residential to broader Outdoor and Adventurous offer, ensuring maximum number of pupils are able to participate. 			<p>activities than could be offered in school. This ensures they are made aware of the range of sports that are available and get experience of as many as possible, creating enthusiasm for participation in PE among children who might not be as interested. Staff attending events will develop own practice by seeing and participating in sessions delivered by expert / lead practitioners at various events. Feedback from pupils and staff and observations at events to evidence impact on pupil engagement, enthusiasm, and attainment.</p> <ol style="list-style-type: none"> 4. Shirebrook Leisure centre was used for years 3 and 4 during the year. Pupils enjoyed accessing the facility and staff were positive about the provision. 5. Coaches worked in school from G3 Academy, Express Coaching, Derbyshire Cricket and Bolsover District Council. Staff reported universally positive feedback on the quality of the provision and that it has improved their own practice through working with specialist coaches and they witnessed high levels of enthusiasm and participation from children with this continuing to be seen after the coaches had completed their work with the pupils. 6. See notes in KI 3 on CPD. 7. The army attended school and worked with pupils in year 4, 5 and 6. The visits had an enormously positive impact, giving children the chance to try different activities, challenge 	<p>ensure a great diversity of activities for those classes.</p> <ol style="list-style-type: none"> 5. Continue to utilise coaches widely for support in delivering PE, break time sessions and after school clubs. Look at widening network of coaches used. 6. Continue to seek a wide range of CPD opportunities for staff. 7. Look to book a visit from the army and / or the RAF engagement teams. Children have been very positive about their visits. 8. Continue with the subsidy for the trip to North Wales. The maximum subsidy possibly for 2022-23 is preferable to allow the highest number of children possible can participate in the trip.
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			<p>themselves and learn a bit about what the army does in a positive way.</p> <p>8. A new residential destination in Conwy was used and was a huge success. This was only able to happen due to this subsidy and over 40 pupils accessed the trip. Children were challenged and took on a wide range of new experiences during the trip, which they would not have done at previous residential centres.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
<ol style="list-style-type: none"> 1. Continue affiliation with Bolsover SSP to provide access to a wide range of inter school competitions at Cluster, District and County levels. Pupils are very enthusiastic about representing the school and we see competitions through the SSP as a means of engaging children and increasing levels of participation through a desire to be part of different events and to represent the school 2. Work with Sports Leaders & Pupil Management team to develop a programme of Intra-school competition through our school houses – Bolsover, Welbeck, Hardwick and Chatsworth. This will enable us to offer more competitive sporting opportunities to a larger range of children and to provide competitions in activities which less confident children might be interested in. 3. Look at ways to develop a competitive element to the Magic Mile through a monthly leader board. Investigate large outdoor mounted stop watch for pupils to time themselves doing the Mile. 4. Utilise school mini-buses to provide cost effective transport to and from events, ensuring transport is not a barrier to participation. External transport to be used when needed. 	<ol style="list-style-type: none"> 1. Continue Bolsover SSP affiliation and engage with competition timetable as far as possible. 2. Appoint sports leaders. Plan events to take place through the year. 3. Elicit feedback from staff. Source and purchase large display stop clocks for the side of the field by Magic Mile track.. 4. Arrange mini-buses as needed. 	<ol style="list-style-type: none"> 1. Cost inc. elsewhere. 2. Cost inc. elsewhere. 3. £2500.00 4. £950 	<ol style="list-style-type: none"> 1. Pupils have begun to access competitive events against other schools for the first time in over two years. Some initial trepidation was quickly overcome and whilst accessing events, children became noticeably more confident. Interest in extra-curricular sports was noted to increase with pupils keen to represent the school. 2. Sports Leaders active in school and supporting pupils across the federation during break times. Competitions in football, table tennis, basketball and volleyball all ran during the year with wide ranges of pupils involved. Initially, great levels of social issues were noted (possibly due to lack of opportunities during CV19) but this improved during the year. 3. Covid restrictions made the Magic Mile challenging during the previous 2 academic years. Further work is required to re-embed it in the school timetable. Large display stop watches identified for delivery over summer ready for 2022-23. 4. Minibuses allowed participation in a range of sporting activities during the year and were utilised frequently. 	<ol style="list-style-type: none"> 1. Further opportunities for competitive sport to be taken as things have largely returned to normal. 2. Continue to develop sports leaders – consider ways to raise their profile across school to ensure they have a positive impact on engagement. 3. Review Magic Mile early in new academic year to look at ways to re-embed it in school timetable. 4. Continue to utilise mini buses as needed.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	G Powers
Date:	14/7/22
Governor:	
Date:	