

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

Commissioned by



Department  
for Education

Created by







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](http://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 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO \* Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £</b>	<b>Date Updated:</b>		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £ N/A
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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 2021.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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: 2020/21		Total fund allocated: £17750	Date Updated: 7th July 2021	
<b>Key indicator 1:</b> 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:
				59%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: 10,463	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure all pupils continue to have access to high quality PE lessons and extra-curricular sports activities.	Mentoring through 'Up and Under Sports' 4 terms a year. Staff work alongside sports mentor.	£6210	Development of skills of children and their personal understanding of how to progress their skills further. This is done through the use of expert coaches, closely working with the company to put together a long term plan, with the ultimate goal of matching up with seasonal sports and local competitions so children see a goal to their learning. Continued engagement in PE and development of other skills such as personal, creative, social and cognitive	Staff to use to develop their own skills in the delivery of P.E Assessment done by U & U to support teacher's assessment of children.
Children and staff have the necessary equipment to participate in sport and do so safely.	Purchase of equipment for PE sessions and extra-curricular clubs. Inspection of gym equipment to ensure it is safe for all children to use.	£953	High quality resources to support the effective delivery of P.E and extra-curricular sport around the school	Ongoing assessment and auditing of resources.

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Increased opportunities for physical activity for all children during lunch and break times. This in order to meet/exceed the governments recommended guidelines for children and to help tackle obesity and improve children's overall well-being	<p>Derry Hill is part of the Chippenham Sports Partnership. The CSP provides support to local primary schools by providing opportunities for children to develop skills and confidence through the following avenues:</p> <ul style="list-style-type: none"> <li>• Young ambassadors leadership</li> <li>• Leadership and event officiating</li> <li>• Provision for gifted and talented and inclusion</li> <li>• CPD for all staff within the partnership</li> <li>• Opportunities for networking leading to working alongside sports specialists</li> </ul>	£3300	Teachers are upskilled as a result of training therefore improving provision for pupils. Continuation of sports leaders assisting in focussed activity during breaks and lunchtimes. Year on year a greater percentage of children are participating in festivals and increased confidence is encouraging them to also join sports clubs outside of school. Children are demonstrating greater fitness which can be seen during daily mile PBs	Continue to work with an further develop our school through the expertise and support of the CSP.
All pupils to become more physically active and lead healthier lifestyles by providing interventions for vulnerable pupils identified in KS2	- year 5 trained in young leaders programme Pupils sent on All Active Academy/Change for Life programs (cancelled due to restrictions)	No cost	Children become the drivers of sport within the school Children can develop their own leadership and physical skills to bring a range of activities to sport around the school.	We now have a class of year 5s trained up for next year to deliver games. We can use them to support P.E lessons, and extra curricular clubs.
To ensure all pupils understand that as part of a healthy life-style approach healthy eating needs to be combined with physical activity	- Change for Life (Known as Secret Sports Club) to be provided for children (Cancelled due to restrictions)	Continue provision from previous year		We can also use them to put on competitive intra-school games around the school.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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: 171	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children and staff see PE as a key and core subject which is respected by all.	School P.E hoodies, in team colours, to be subsidised by those who require them.	- None	Due to bubbles, this has not been as effective as in previous years.	Continue sports council next year, current sports council to train up next year's pupils – use of year 5 sport leader training.
Sporting successes and achievement to be celebrated on website/news	1 day every 2 terms PLT given release time to engage parents through a sports newsletter, school twitter account and Display board within the school in an accessible place for any children/parents to see.	- None taken	SSOC take ownership of secret sport's club, and display boards, holding regular meetings with PLT and other children, staff involved in promoting activity within the school.	To continue to attend Ambassador conferences.
School Sports Organising Committee to be promoted in school.	SSOC to address school regularly in Act of Worship and to wear Hoodies on P.E days, that were provided last year, to promote the committee to the rest of the school. Pictures of the committee to be put up onto display board and children to regularly write entries for the school newsletter. 2 year 6 ambassadors to pass on training to other members of the committee – providing activities for classes at breaktimes.	Release time + resources: £171	Promoted but due to bubbles we were not able to fully embed	Relaunch and continue next year
P.E promoting health & wellbeing.	Due to the importance of wellbeing & health at DH, our trained forest school provider will deliver a course to one class per term, identifying vulnerable children who may benefit from booster			



	sessions.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11 %
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: 2031</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To ensure all staff continue to learn and develop their pedagogy.</p> <p>To ensure new staff are supported and coached to a high standard to ensure high quality provision for pupils is maintained.</p> <p>All teachers to be able to teach iMoves Dance and use iMoves to provide extra opportunities and an alternative physical activity provision for all children, as well as matching the dance to their curriculum topic.</p>	<p>CPD provided by REAL P.E to all staff, modelling a P.E lesson using Jasmine.</p> <p>JW to attend local and regional teacher development &amp; PLT conferences</p>	<p>REAL P.E - £395</p> <p>Devizes sports course: n/a</p> <p>Fortius P.E conference n/a</p> <p>(see ref 1)</p> <p>Imoves package - £1196</p>	<p>PE Lead to access all meetings for advice and PE updates and possible staff training and development.</p> <p>Teachers show an increase in confidence and competence in teaching dance and gym.</p> <p>Teachers use resources available to plan sessions and units of work. This can be evidenced in long term planning and lesson drop ins.</p> <p>Lesson timetabled in during the Summer Term and PE Lead scheduled in to support if required.</p> <p>Teacher knowledge and understanding of formal sports is improved through sport specific teaching by coaches in mentoring lessons</p>	<p>Renew membership to Chippenham School Sports Partnership and continue to attend meetings regarding this.</p> <p>If teachers respond well to iMoves, then continue the use of this. P.E lead to observe teachers to ensure their confidence and ability in delivering these lessons.</p> <p>Utilise the experiences of other PLTs, possibly coming in for a day to recommend next steps in this area.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<p>Your school focus should be clear</p>	<p>Make sure your actions to</p>	<p>Funding</p>	<p>Evidence of impact: what do</p>	<p>Sustainability and suggested</p>

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated: 1091.40	pupils now know and what can they now do? What has changed?:	next steps:
Children to have access to a range of sports outside the normal clubs and inter-competitions provided in order to engage children from a variety of abilities and backgrounds.	<ul style="list-style-type: none"> <li>-Tri-Golf club to be offered during term 5/6 to KS2</li> <li>-Skateboarding &amp; Scootering to be reintroduced during sports week for all pupils</li> <li>-Thai Chi coach</li> <li>-MMA coach</li> <li>--Zumba coaches</li> <li>-Basketball coaches</li> <li>Netball coach</li> <li>-Circuit training</li> <li>-KS1 pupils to attend multi-skills festivals</li> <li>-Badminton to be offered to KS1 and KS2, continued on from last years Racket Pack.</li> </ul>	<ul style="list-style-type: none"> <li>• Booked in but did not happen due to COVID</li> </ul>	High levels of attendance in after school clubs. Lots of attendance to local competitions, and Chiipenham sports partnership's activity daysd & competitions.	To continue to offer a wide range of clubs to KS2 when Covid-19 restrictions cease to apply.
PLT to be aware of all sports being offered to the school through local tournaments/experiences	<ul style="list-style-type: none"> <li>Membership to Chippenham Sports Partnership for updates on local sport and activities</li> <li>Local PLT meetings to be attended by PLT</li> </ul>	N/A		
Continue to offer a broad and varied selection of extra-curricular clubs for Y1-6 children	Up & Under specialised coaches t offer extra curricular clubs for both KS2 & 1. Staff to offer at least one sporting/activity club and do this for one whole term – this will be provided for free.	£990	Access for PP, SEND and all school children to extra-curricular activities funded by the school.	Positive verbal feedback from parents – numbers increased in participation – funding to continue.

Continue to offer a broad and varied selection of sporting activities during golden time for whole school	<p>Continue search for any local sporting clubs/coaches who would want to come in and provide a club/course.</p> <p>JW to ensure at least 2 of the Golden time activities are active and this varies from term to term to engage as many children as possible.</p>	n/a	Cancelled due to COVID	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1 %
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: \$146</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Children to have the opportunity to train towards a festival at after-school clubs.</p>	<p>Children to attend <b>Level 2</b> festivals in:</p> <ul style="list-style-type: none"> <li>-Football</li> <li>-Rugby</li> <li>-Cricket</li> <li>-Netball</li> <li>-Hockey</li> <li>-Dance festival</li> <li>-Multi-skills yr1/2</li> <li>-Multi Skills Yr ¾</li> <li>-Tri-Golf</li> <li>-Footy for fun yr 2</li> <li>-Gymnastics</li> <li>-Chippenham Games</li> <li>-Quad Kids</li> <li>-May Mile</li> </ul> <p>Most of these did not happen due to COVID.</p>	<p>Staff cover = £145</p> <p>Transport = n/a</p> <p>Lord Lansdowne fee = £1</p> <p>Sports day allocation – included in coaches</p> <p>Staff cover £none needed</p> <p>ESFA football finals:</p>	<p>None happened due to lockdown</p>	<p>Increase participation in 1.5 events Continue to use the format of ensuring there is an after school club for an upcoming festival/tournament when we are permitted to do so.</p>
<p>Children to experience a personal achievement task</p>	<p>Children to attend <b>level 3</b> festival in</p> <ul style="list-style-type: none"> <li>-Football</li> <li>-rugby</li> <li>-Netball</li> </ul>			
<p>All children in the school to experience inter house competitions</p>	<p>Sports Day organisation/level 1 games at the end of every term, to</p>			<p>To fully engage in all opportunities provided by the CSP in the next academic year. Using PE funding to provide transport and supply cover to</p>

	be delivered by Up & Under coaches			enable this.
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Signed off by	
Head Teacher:	Hayley Roberts
Date:	07/07/21
Subject Leader:	Joshua West
Date:	07/07/21
Governor:	
Date:	