

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 **31st 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 until July 2020:	Areas for further improvement and baseline evidence of need:
<p><u>Virtual/ Continued commitment to Sport during school closures.</u> All children have had equal access to school games physical activity resources/ videos during school closures. 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/ Tapestry pictures Teacher feedback).</i></p> <p>K3 & 5 <u>School Games* Silver Sports Mark</u> A higher percentage of all children Sep '19- March'20 have attended competitions and festivals than previous years. 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 2020/2021.</p> <p>KI 1 & 4 <u>AVSSP (School Sport Partnership) and our Fitness and Nutrition 6 Week Programme.</u> AVSSP enables our children to experience a wide range of sports and new initiatives. 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</p>	<p>K2, K4 and K5 Due to the COVID-19 outbreak the Olympic Games Tokyo 2020 were postponed. Therefore, we want to engage and inspire children in the lead up and the different sports that will take place for the Summer Olympic Games (23rd July 2021).</p> <p>K3 To encourage CPD with staff and work alongside teachers to build their skills and confidence within the teaching of PE.</p> <p>K4 To research and to get athletes in to motivate and inspire the children promoting resilience and positive attitudes.</p> <p>KI 1 Daily Km challenge will ensure all children have fresh air and are active daily to support their concentration when back in class. Running track will be onto playground.</p> <p>KI 1 & 2 Forest school - Continue with forest school sessions to engage children in outdoor learning. Staff to be developed further where necessary by FS Leader.</p> <p>KI 1 Active learning Incorporate active learning into the day. At least one active learning session a day to compliment writing. Design other curriculum subjects to have physical activity weaved into curriculum.</p>

<p>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.</p>	<p>KI 5 Increase Participation in competitive sports School have been entered for a variety of competitive sports throughout the year – 27 competitions in all. Continue to promote and encourage chn to train for upcoming events.</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>An increased participation in physical activity after school clubs Encourage a greater number of all children to participate in after school clubs. To continue to invite/engage parents in skills and fitness to improve physical health.</p>
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Meeting national curriculum requirements for swimming and water safety.	
<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>	82%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	82%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	80%

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 pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £17,410		Date Updated: June 2021	
Key indicator 1: 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					Percentage of total allocation: %
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:	
<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>Invest in new equipment to use at playtimes.</p> <p>For SB and GW to work hand-in-hand with their 'bubble' sports ambassadors, leading the lunchtime play and organising games/activities. To support and develop our school teams ready for virtual competitions.</p> <p>Put intervention in place to give less active children a safe opportunity to be active outside of PE lessons.</p> <p>G.W runs after school sports clubs. Autumn Term/Spring Terms.</p>	£4000	<p>Children are using PE equipment efficiently in KS1 and 2. Play Leaders led Google Classroom pages during lockdown - Children were invited to a 'Sports and Recreation' classroom. Families and children posted and shared their daily walk/ favourite sports throughout the weeks of Lockdown in January.</p> <p>Each Bubble 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</p>	<p>SLT to advertise and appoint a new 'play leader' position for playtimes and lunchtimes. Play leader will continue and train pupils' for future upcoming competitions from Sep '21.</p> <p>Dependent on COVID restrictions, implement older KS2 mini leaders and sport Ambassadors at lunchtimes to support KS1 in games.</p> <p>For other members of the midday supervisors to shadow and model best</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>		<p>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.</p>	<p>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><u>Active lessons/ All children to take part in at least 30 mins</u> active time per day (including playtimes).</p> <p>This will be achieved through curriculum planning with subject leaders to ensure children are experiencing physical activity through daily lessons.</p>	<p>Research subscriptions that children and teachers can use in the classroom (e.g https://www.jumpstartjonny.co.uk/home).</p> <p>Discussions with subject leaders to implement active lessons.</p> <p>PE lead to continue to send useful links such as SuperMovers BBC active sessions linked to Lit/Maths.</p> <p>Teachers timetabled in active learning sessions within classroom based lessons.</p> <p>Teachers are encouraged to implement physical activity within our 'outdoor learning' curriculum strands.</p>	<p>£100 (approx.)</p>	<p><u>In-school resource packs during January Lockdown to encourage children's learning to be active at home.</u></p> <p>Children used activity resource packs, this included: playground games, socially distant activities, classroom worksheets and virtual curriculum resources as well as useful links and videos from providers such as the Youth Sport Trust and Active Derbyshire. All of these resources links were available of Google Classroom/Tapestry.</p> <p><u>YouTube – The Body Coach (PE With Joe)/ BBC Resources</u> Joe Wicks (The Body Coach) is provided 3 PE sessions a week (Monday, Wednesday and Friday)</p>	<p>New PE Lead will research and visit schools to find new initiatives and best practice for active lessons throughout the curriculum.</p> <p>Active lesson schemes will be linked to the whole-school curriculum two year plan</p>

			for children/adults to complete at home or in school. The PE sessions are available via YouTube and each lesson lasts 25 minutes. BBC super movers – Teachers looked at different BBC active movement dances that link to their SPaG, English and Maths remote lessons. Children participated in these lessons which contributed to the 30 minutes of daily active time.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
<p><u>Fitness and Nutrition 6 Week Programme.</u> K2 and K4</p> <p><u>After School Club</u> – To hold fitness sessions as an after school club for ‘class bubbles’ This will be open to all pupils in KS2.</p> <p><u>Catch up Sessions – Key skills lost during school closures.</u></p> <p>Children will have an additional PE session after the return of Lockdown to ensure key knowledge and skills of the PE National Curriculum is taught and gaps in skills are bridged.</p>	<p>Teachers baseline children Sep '20.</p> <p>Organise timetable for the day for 2X Infant Class and 3X Junior classes.</p> <p>Ensure teachers and parents are aware of Links with SIP – Mental Health benefits.</p> <p>Teachers to assess children during the block of sessions to ensure children are meeting the skills assessed for their year groups.</p> <p>Teachers have assessed relevant</p>	£1,050	<p><u>Fitness and Nutrition 6 Week Programme (COVID catch up sessions)</u> Children from Year 1 to 6 have had an extra tailored programme of PE this term. These sessions have allowed for children to practise gaps in skills which they lost during Lockdown periods. Teachers have been observing/assessing skills within each lesson and ticking off according to ability and year group. In addition, this programme has been teaching the importance of nutrition and has increased</p>	<p>New PE lead to use the baseline of data in September '21 to plan upcoming fitness and catch up programmes linked to national curriculum.</p> <p>Specialist teachers for dance and gymnastics to be researched.</p>

<p>The sessions will be run by Mrs 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</p> <p>Children will have a greater knowledge of age related skills and of good fitness and nutrition.</p> <p>Children's health and wellbeing is approved.</p> <p>(Observations/feedback).</p>	<p>health and fitness links with recovery curriculum.</p> <p>Links with Curriculum – Scientific knowledge and Vocabulary.</p>		<p>children's fitness. Children have engaged well with these lessons and have acquired new knowledge for example, designing a balanced nutritional meal after exercise. Initially, all teachers have assessed that 100% of children have developed new skills.</p>	
<p><u>Celebration of achievements outside and inside school</u> Celebrate a child per class each week for sporting/physical achievements with a certificate to improve children's confidence.</p>	<p>Achievements celebrated in assembly weekly Purchase sporting certificates and rosette style stickers Achievements section on newsletter</p>		<p>Sporting achievements are now celebrated every Friday during our celebration assembly.</p>	<p>Implement first and review.</p>
<p><u>Ozzy's Mini Olympics:</u> For younger KS1 students to experience in different sports/skills that will be demonstrated in the Olympic Games 2021.</p> <p>Cancelled and replaced with KS1 fitness obstacle course.</p> <p>We hope this will engage children to get involved at watch and feel inspired by the athletes in Tokyo</p>	<p>Organise with AVSSP dates and times for Ozzy the Octopus visit. Plan a themed Olympics day, timetable a full day of fundamental games, challenges and cross-curricular activities themed around the 2021 Olympic Games. Specifically targeting EYFS & KS1 where we intend to engage and inspire your children through sport and activity.</p>	<p>£295</p>	<p>All pupils in KS1 engaged in physical activity for the morning. Demonstrating their gross motor, agility, balance and co-ordination skills to work through the fun obstacle course. (Teacher feedback/ Children observations). All children in Rec, KS1 and 2 will have the opportunity to experience a day of adventure and physical activity.</p>	<p>PE lead to ensure whole school PE day events to be undertaken in 21/22 to raise the profile of PE and sports in school.</p>

<p>driving the importance of 'Physical Education, School Sport and Physical Activity' (PESSPA) 17th May</p>	<p>Ensure teachers track and monitor year group skills practiced on the day.</p>			
<p><u>A whole school house competition tough runner sports day.</u> For all children to have access to an in-school competition. Children to try out equipment and a competition that they have not experienced before. Children to have a sense of team pride and determination to win. A full day focus on sports and exercise. (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 be taken place on the 14^h July.</p>	<p>£495 (To be confirmed)</p>		<p>For PE Lead to organise and schedule in for Academic year 21/22.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
<p>K1-5</p> <p><u>AVSSP Professional Coaches to support teacher/TA knowledge and skills</u></p> <p>PE coaching weekly.</p> <p>Fundamentals KS1 (part of AVSSP package)</p> <p>Staff participate in the teaching with coach in order to be able to teach the skills themselves.</p> <p>Children participate in high impact physical activity in their PE lessons.</p> <p>All children are participating in skill based virtual competitions relevant to their key stage.</p> <p>Children are encouraged to take leadership or volunteer roles that support physical activity within the school every day.</p> <p><u>Progression of skills</u></p> <p>Plan and implement a progressive PE scheme across the whole school.</p>	<p>Affiliate to the AVSSP AVSSP Sports Coach to ensure virtual competitions are recorded and implemented when necessary in PE lessons. (Teachers to record).</p> <p>PE lead to have meeting with CN to organise a timetable for the day and promote individual classes (bubbles) to apply to be mini leaders.</p> <p>Sports Teacher to come into school every Wednesday and deliver 3 infant class and 3 junior class PE Lessons (Supported by the teacher and TA's). A weekly lunch 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. - School councillor questionnaire on children's favourite sports. 	£4,200	<p>In light of the COVID-19 pandemic AVSSP have continuing to assist teachers in remote learning of the PE curriculum and skills. Children have been sending through videos of challenges and physical activity they are participating in at home.</p> <p>PE sessions have been tailored to ensure PE assessments and skills are met according to year group and ability.</p> <p>Specialist planning and assessment through a range of sport. School staff have improved 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</p>	<p>Identify and provide AVSSP with key themes and coverage that has not been able to be delivered due to COVID, e.g next academic year 21/22 more dance and gymnastics will need to be taught.</p> <p>Identify and share LTP and key knowledge skills that will be taught and implemented. Timetables to be shared with teachers/</p> <p>Teachers to link specialist planning from sports coach to topic lessons where possible.</p>

	<ul style="list-style-type: none"> - Long term PE plan in place. - Progression of skills ladder mapped out for each unit from EYFS to Year 6. - Planning available on share point for all staff to access. - Create a form of assessment for teachers to track pupil progress. 		schemes.	
<p>Whole staff CPD & Training – Staff training workshops for your whole school in topics such as Physical Literacy, High quality PE, Health & Fitness (Included in AVSSP Affiliation Fee)</p> <p>Children are taught high quality/ inclusive PE sessions linked to different aspects of curriculum and skills.</p> <p>Teachers are trained in Inclusive PE approaches.</p>	<p>GW and VL booked on to CPD TOP Sportsability.</p> <p>TOP Sportsability has three main aims:</p> <ul style="list-style-type: none"> • To provide physical activity and sport options for young people with support needs • To create a vehicle for the inclusion of all young people together in PE • To provide a basic introduction to a wide range of inclusive sports and activities in support of the School Games programme. <p>Send out a Staff Questionnaire to see results in which where Teachers will require CPD training.</p> <p>Discuss with subject leadership teachers</p>	£950 (included in K5 AVSSP fee).	Play leaders and PE lead have attended SEN and inclusive PE CPD- Planning and resources have been shared with staff and implemented during whole class PE.	<p>PE Conference – Transition to new Subject Leader starting in Sep 2021 – Current PE leader will have transition meetings and has booked CPD for new subject leader in preparation for 2021/2022</p> <p>Primary PE Conference in July to support with PE, School Sport & Physical Activity planning for next academic year.</p> <p>PE lead</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>

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:</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>Additional achievements: <u>New Equipment and Resources</u> <u>Offering a wider range of physical activities.</u> Improve offer and quality of equipment available for pupils to access outside of PE lessons specifically improving quality of football pitch on Lower Unit playground. To provide children with the opportunity to take part in a variety of clubs/skill based play to inspire a love of Physical Education.</p>	<p>VL to ask JM (school councillor questionnaire). For children to experience a range of sports duringFor each class to have high quality PE equipment they can use during playtimes/ extra outdoor PE sessions.</p> <p>Research outdoor school PE apparatus to ensure KS1 playtimes can offer physical activity engagement.</p> <p>Additional equipment purchased for individual use for 'Bubbles' for return of all pupils.</p> <p>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</p> <p><u>Outdoor fixed play PE Equipment for the playground to be used during (Multi gym)</u></p> <p>30 minutes of active exercise during play times (To be researched and installed (£4,000</p>	<p>£5,200 (approx) (£4000) to be carried over to 2021/22</p>	<p>Equipment safely used within COVID restrictions.</p> <p>Additional equipment is being used by all pupils. (COVID Catch up sessions/ PE sessions).</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>PE Audit equipment for 21/22</p>

	approx). (£4000 to be carried over to next academic year for a larger outdoor PE equipment project).			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<p>AVSSP Affiliation Fee</p> <p>Membership to the partnership allows for chn attending all Amber Valley sports festivals and competitions.</p> <p>For children to continue to have equal access to competitions during the COVID-19 pandemic.</p> <p>For children to learn the skills and competition rules of a wide range of sporting activities.</p>	<p>The launch of AVSSP's Virtual Competition programme for 2020/21 to help you provide students with further sporting opportunities and the chance to earn recognition for your school.</p> <p>VL,GW and CN -Every two weeks we school will receive a new Virtual Competition resource pack linked to key skills linked to key stage.</p> <p>Separate KS1 and KS2 resource packs will be distributed accordingly.</p> <p>AVSSP Virtual Competitions are approved by Derbyshire School Games and can form part of your data submission for the School Games Mark award, Kitemark award and Sport Premium evidencing.</p>	£950	<p>Loscoe recently took part in a virtual Sportshall Athletics event, in which children's scores (for Speed Bounce, Shuttle Sprints, Running laps and Chest Push) were accumulated during PE lessons and break times. The top 16 boys' and top 16 girls' scores in each age group for each event were carried forward to count as the school's entries for the competitions. Across the whole of Amber Valley (including schools of all sizes, as the event was not limited to "small" schools such as ours), our results were as follows. KS1: 8th (SEN 4th) with 48 of 48 children participating. Y3/4: 5th (SEN 3rd) with 44 of 48 children participating. Y5/6: 6th (SEN 3rd) with 46 of 50 children participating. In both KS2 categories, we were the top performing "small school".</p> <p>Football Competition: Loscoe won the the YR3/4 Small schools competition in Nov '20.</p>	

Total: £17,300

Signed off by	
Head Teacher:	R.Dean
Date:	14.12.2020
Subject Leader:	V Lonergan
Date:	13.1.2021
Governor:	P.Wood/ Richard H. (PE Governor) presented at Governors meeting 14.12.20
Date:	14.12.20