

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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 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:
<p>1. The engagement of all pupils in regular physical activity.</p> <ul style="list-style-type: none"> • Midday supervisors have annual training focusing on active lunchtimes. • Equipment in place to enable children to be active at break and lunchtimes. • We have 2 hours of PE curriculum time for KS1. • The majority of children bring their PE kit for lessons. • The daily mile is implemented twice a week in KS1 classes. • Active breaks throughout the school day using go noodle etc. <p>2. The profile of PE and sport is raised across school as a tool for whole-school improvement.</p> <ul style="list-style-type: none"> • Policies reviewed and mental health policy established and shared with staff. • Noticeboards in place sharing celebrations linked to physical activity within school. • Teachers and staff have become increasingly confident in using ICT to support and challenge pupils in PE. The majority of children are confident using IPADs to self-assess their PE skills. • Highly successful healthy living week held during the Summer term. • New PSHE scheme in place which focuses on mental health and wellbeing – this links with weekly Mindfulness assemblies. <p>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <ul style="list-style-type: none"> • Ongoing CPD for teachers and teaching assistants focusing on effective teaching and linked to audit of staff development needs. • Units of work in place effectively for gymnastics and games. <p>4. Broader experience of a range of sport and activities offered to all pupils.</p> <ul style="list-style-type: none"> • A broad range of before school and after school clubs on offer to all year groups. • KS1 have the opportunity to attend sporting events enabling all children to take part. (Including SEND children) • Qualified sports coaches run a variety of weekly sports clubs. <p>5. Increased participation in competitive sport.</p>	<p>The engagement of all pupils in regular physical activity.</p> <ul style="list-style-type: none"> • Develop the daily mile within school to increase the amount of times children access this per week. • Review break and lunch times – can we increase activity during these time periods? Can we increase the use of the active boards and the anomaly screen? • Review lesson times – can these be more active at key points? Develop a heat activity map of the school day for each class/year group. <p>The profile of PE and sport is raised across school as a tool for whole-school improvement.</p> <ul style="list-style-type: none"> • Ensure all clubs are effectively signposted to parents. Use anomaly screen to support this initiative. <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <ul style="list-style-type: none"> • Continue to develop staff knowledge and understanding of skills – with a particular focus on dance and PSHE. • Units of work for dance need to be reviewed to ensure effective dance teaching. <p>Broader experience of a range of sport and activities offered to all pupils.</p> <ul style="list-style-type: none"> • Consider the offer of sports and activities throughout the year – contact cycle Derby and Derby basketball to ensure the school sport offer is wide and varied. Opportunities during Healthy Living Week will support his. <p>Increased participation in competitive sport.</p> <ul style="list-style-type: none"> • Access a wider variety of school sport festivals. Monitor this through the Derby City Sports Partnership termly reports.

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| <ul style="list-style-type: none">• Attended sporting events and competitions run by Derby City Sports Partnership. | |
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COVID 19 SCHOOL CLOSURE INFORMATION

At Chellaston Infant School we have an underspend of £11,245 from 2019/20. This funding will be allocated in our new action plan and spent by March 31st 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £11,245	Date Updated: July 2021		
What Key indicator(s) are you going to focus on? Indicator 1, Indicator 2 and Indicator 3.				Funding: £14,017
Intent	Implementation		Impact	Sustainability and suggested next steps:
		Carry over funding allocated:		
The children will have the opportunity to increase their fitness levels at lunchtime.	Order play equipment for use during break and lunchtime.	Play Equipment £3068 Core Affiliation £1500 to Derby City Sports Partnership.	Intended Impact: Break and lunchtimes are more active – this has been monitored through observations.	Ongoing
To ensure that children remain active throughout the autumn/winter months during adverse weather conditions and in specific areas of the school site.	Barriers Trolleys Equipment storage and safety bike helmets	£2900 £240 £96 £135	Intended Impact: Children will continue to be active on a daily basis in the outdoors during adverse weather conditions.	Ongoing
Enhance the quality of existing provision to the children within school through the purchase of large outdoor apparatus.	Choose and install a new outdoor activity centre to be used during outdoor learning in the lower playground.	Activity centre and installation £6078	Intended Impact: Pupils will be able to develop their gross motor skills through enhanced outdoor provision. The correlation between these increased physical development opportunities and the development of fine motor skills will be significant.	Continue to increase and build the opportunity for gross motor skills activity into the school day.

Academic Year: 2020/21	Total fund allocated: £18,400	Date Updated: July 2021		
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:
				£0
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:
Ensure that children understand the importance of regular daily exercise.	Continue to ensure that the daily mile is implemented effectively across school. This will be held within allocated areas of school. Monitor across the school week using school activity heat map. Are the children able to run for longer periods of time and run further distances?	N/A	Intended Impact: Children's fitness levels will increase and they will be able to run further for longer. Use fitness measure in the spring and summer term to monitor impact.	Continue to increase and build the opportunity for physical activity into the school day.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				47%
Intent	Implementation		Impact	£8,620
Implement national and local strategies to raise the profile of PE and Sport within school.	Attend termly Derby City SSP breakfast briefing and annual conference to be updated on key national and local strategies. Share information with staff through staff briefings and staff meetings. Plan the school year linking with key event opportunities.	Core Affiliation to Derby City Sports Partnership. See above.	Intended Impact: Staff are well informed of local and national initiatives – they encourage children to be more active throughout the school day. Through the briefing, staff will be able to shape our individual school plan for PE, School Sport and Physical	Continue to affiliate to Derby SSP to generate new ideas and research new opportunities.

			Activity.	
Enhance the quality of existing provision to the children within school through the use of an Anomaly screen and the two Activ boards at playtimes and lunchtimes. The children will be encouraged to increase their activity levels by using the Activ boards.	Ensure that the Anomaly screen is regularly updated with content that links with current school themes and topics. Monitor the use of the screens and encourage the use of the screens at playtimes and lunchtimes.	Anomaly Screen Protection Plan £240 Activ Board Costs £3180	Intended Impact: Parent feedback focused on parents having improved knowledge and confidence to support their children to move more and eat well due to the screen updates. (These updates to be shared via ClassDojo under current school restrictions.) The children will increase their activity levels with the use of these resources – monitor the impact of this using the school activity heat map.	Continue to pay the Anomaly screen/Activ boards updates and running costs.
Enhance the quality of existing provision to the children within school through the purchase of large outdoor apparatus.	Choose and install a new outdoor activity centre to be used during outdoor learning in the Year 1 area.	Activity centre and installation £5200	Intended Impact: Pupils will be able to develop their gross motor skills through enhanced outdoor provision. The correlation between these increased physical development opportunities and the development of fine motor skills will be significant.	Continue to increase and build the opportunity for gross motor skills activity into the school day.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£ Allocated above.
Purchase resources to improve the effective delivery of PE and Sport during curriculum lessons. The children will make progress and assess their own achievements through the use of the new resources. The resources will also encourage the children to develop and refine key skills.	Source and order PE Curriculum resources.	Spend allocated above.	Intended Impact: Staff feel well equipped to deliver high quality physical education levels and assess pupil performance. The children will be able to use the resources to improve their performances through careful self-assessment.	Continue to audit resources for curriculum time and purchase new resources needed for 2021/22.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				30%
Intent	Implementation		Impact	£5579.32
The children will have the opportunity to participate in a variety of new sports. They will be inspired and motivated to take part.	Organise and appoint a play leader to run lunchtime club x5 days a week with a variety of sporting opportunities for the children to try.	£2590.32	Intended Impact: Children were inspired to take part in the lunchtime games and enjoyed trying a new game.	Continue to book weekly yoga sessions for year one and year two focus children. Book variety of sporting opportunities for 2021/22.
	Skipping Workshops	£1427.00	Teacher feedback reported that children were confident to trial some new sports and learn new skills. Photographic evidence in Healthy Living Folder.	
	Healthy Living tasting activities during Healthy Living Week	£791.00		
		£151.00		

<p>Increase children's levels of confidence to perform a dance routine to an audience.</p> <p>Children will also develop a sense of team from developing their routine for the performance.</p>	<p>Attend Derby City SSP Celebration of Dance with 20 children taking part if organised. Perform in school if not held and record the dance to share with school community.</p> <p>Book morning celebration of dance session.</p> <p>Arrange minibus.</p> <p>Organise weekly dance sessions.</p> <p>Organise costumes.</p> <p>Celebrate participation in event with a school assembly and invite families to attend.</p>	<p>Included in Derby SSP Affiliation fee</p> <p>Online Event</p>	<p>Intended Impact: The children will gain confidence during their performances both on the stage and back at school.</p>	<p>Continue to affiliate to Derby SSP to access future Celebration of Dance events.</p>
<p>Increase children's levels of resilience and overall mental wellbeing through the introduction of a Winning Minds initiative.</p> <p>The programme takes a holistic approach to address emotional health and wellbeing around the transition from Infants to Juniors.</p> <p>The programme focuses on 3 Key Strands:</p> <ol style="list-style-type: none"> 1. Resilient Mind – Stretch and Relax, Planning, Goal Setting, Identifying Stress and Coping Strategies. 2. Healthy Mind – Diet, Lifestyle and Habit. 3. Active Mind – Physical Activity Element and Benefits + Transitions Festivals. 	<p>Facilitate Sociometric testing within the year two cohort to identify pupils who are struggling socially.</p> <p>Arrange and organise the programme to be led by Derby City SSP teachers.</p> <p>Continue to develop the use of the Jigsaw scheme of work for PSHE – Jigsaw resources purchased.</p>	<p>Included in Derby SSP Affiliation fee</p> <p>COST of winning minds package. £500</p> <p>£120.00</p>	<p>Impact from Winning Minds:</p> <p>INTENDED IMPACT: We hope the children will feel more confident surrounding the topics covered in the interventions.</p> <p>Data impact.</p>	<p>Continue to affiliate to Derby SSP to access future Winning Minds programme.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			%	
Intent	Implementation		Impact	£0
The children will enhance their gymnastic skills and learn key routines to take part in a city-wide competition.	Develop weekly gymnastics club within school. Book gymnastics competition for children. Hold competition in school if city competition is not facilitated. Arrange transport and uniform for the competition. Celebrate participation with celebration event in school.	N/A	Intended Impact: Engagement throughout the weekly gymnastics club has been high. Participation celebrated at assembly with whole school and parents/families.	Establish weekly gymnastics club during January 2022 and arrange participation in the KS1 gymnastics event. Source different inter school competitions to take part in. Host an inter school competition with local schools.

Underspend and 15% of funding from 20/21 budget: **£14,017**

Funding from 2020/21 budget:

£14,199.32

Total spend: £28,216.32

Underspend allocated for 2021/22: £1428.68

Signed off by	
Head Teacher:	Lindsay Galley
Date:	Summer 2021
Subject Leader:	Rachel Leyland
Date:	Summer 2021
Governor:	Denise Owusu
Date:	Summer 2021

Created by:



Supported by:



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

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