

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
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:

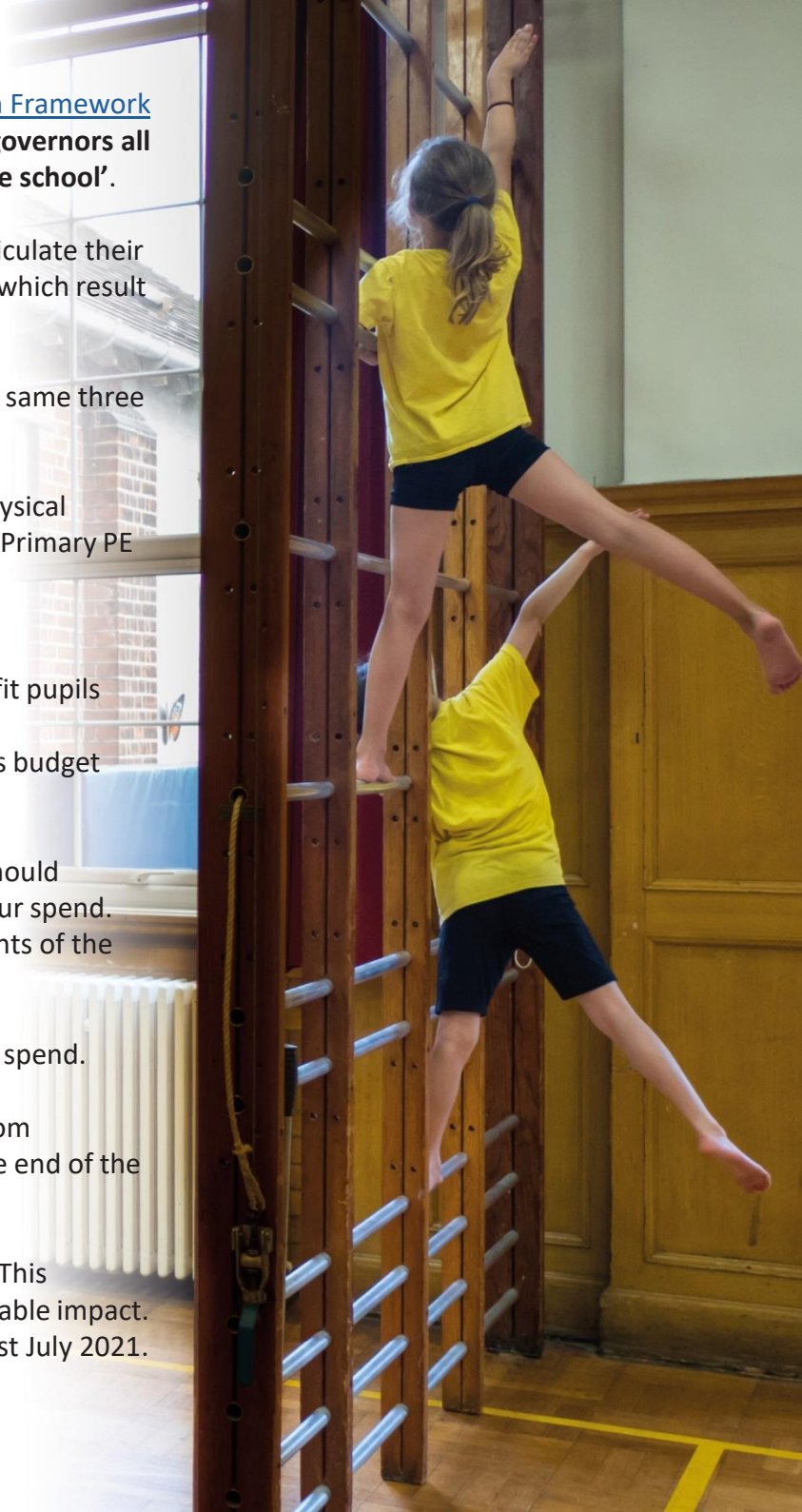
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** 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 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • The engagement of all pupils in regular physical activity. • Every year group has a one hour PE slot. • The profile of PE and sport is raised across the school as a tool for whole-school improvement • PE Policy updated and share with all staff • Noticeboards in place displaying certificates, achievements and information about PE. • Purchased new balance bikes to increase core stability. • Increased confidence, knowledge and skills of all staff in teaching PE and sport • Derby SSP breakfast briefing to increase her knowledge of the subject. • Assessment Framework for PE completed • Whole school curriculum map completed and shared with staff • Both coordinators have attended curriculum development sessions and assessment development session • Broader experience of a range of sports and activities offered to all pupils • Every year group has the opportunity to take part in enrichment lessons with Premier sports. 	<ol style="list-style-type: none"> 1. the engagement of all pupils in regular physical activity <ul style="list-style-type: none"> • Lesson times are often inactive – heat map from Active Schools planner to be introduced • Introduce intra competitions across the school to build challenge and sportsmanship • Work with Cycle Derby and Sustrans to promote active travel. 2. the profile of PE and sport is raised across the school as a tool for whole-school improvement <ul style="list-style-type: none"> • Make parents aware of sports competitions and clubs via dojo and a sports newsletter. • Host a PE event to engage parents 3. Increased confidence, knowledge and skills of all staff in teaching PE and sport <ul style="list-style-type: none"> • A PE audit to be sent out to all staff (teachers, TAs, midday supervisors) about their knowledge and confidence in PE. • Work with coaches to develop teacher confidence in delivering gymnastics and dance sessions 4. broader experience of a range of sports and activities offered to all pupils <ul style="list-style-type: none"> • Develop the role of Mini Leaders and Wellbeing ambassadors

	<ul style="list-style-type: none"> • Need to access more DCCT festivals for pupils that don't normally take part – Termly DCCT Report • Offer a range of after school clubs through a range of providers. <p>5. increased participation in competitive sport</p> <ul style="list-style-type: none"> • Current intra-competition offer is quite small and needs expanding
--	---

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £.....

+ Total amount for this academic year 2020/2021 £.....

= Total to be spent by 31st July 2021 £.....

<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 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>	62 %
<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>	24 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	24 %
<p>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?</p>	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: £	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:	
			39%	
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:
Reintroducing and monitoring the engagement of additional active minutes in the classroom	<ul style="list-style-type: none"> Premier Sports to run baseline to outline current fitness levels Timetable for 4-minute run to be handed out to teachers. 	£595	<ul style="list-style-type: none"> Premier sports carried out baseline assessments. Children were invited to festivals based on the baseline assessment outcomes. 	Introduce Marathon Kids for a record of 4 minute runs and to see monitor fitness levels.
Assess all pupils at Redwood in their fitness to highlight the most active and the least active children	<ul style="list-style-type: none"> October to carry out a baseline test with all children Years 1-6 Premier Sports to run baseline to outline current fitness levels Advise teachers to do a four-minute run a minimum of 2x a week and at the start of a PE lesson to see if the results increase. 		<ul style="list-style-type: none"> Premier sports carried out baseline assessments. Children were invited to festivals based on the baseline assessment outcomes. Premier sports ran an intervention targeting some of these children in Year 6. 	Introduce Marathon Kids for a record of 4 minute runs and to see monitor fitness levels.

<p>To improve children's balance and coordination.</p> <p>All children to be able to ride a bike with confidence and safely by the time they leave primary school.</p> <p>Anticipated outcome: All children will experience riding a bike.</p> <p>An increased number of children will be able to ride a bike confidently and safely.</p> <p>UKS2 children will have a good understanding of road safety.</p>	<p>Book Cycle Derby to deliver a 'Cycle Fortnight' during Autumn 1</p> <p>Balanceability – Nursery and Reception</p> <p>Learn to Ride – Year 1, Year 2</p> <p>Bikeability – Pre-level 1 Year 3</p> <p>Bikeability Level 1 - Year 4</p> <p>Bikeability Level 2 – Year 5, Year 6</p> <p>Bikeability Level 3 – Y6 confident riders</p> <p>Ditch your stabilisers – KS2 non-riders</p>		<ul style="list-style-type: none"> - All children in Reception received Balanceability from Cycle Derby. - Year 5 and 6 both completed Level 1 bikeability from Cycle Derby 	<ul style="list-style-type: none"> - Balanceability in Reception to develop core strength. - Year 3 to achieve Level 1. - Year 5 to achieve Level 2 and 3.
---	--	--	---	---

<p>All pupils to experience enrichment opportunities</p>	<ul style="list-style-type: none"> Premier Sports to provide opportunity for all children at Redwood – this was a success last year. Autumn 1 - Year 6 Handball Autumn 2 - Year 3/4 Archery Spring 1 - Year 1/2 Boccia Spring 2 - Year 5/6 Tchoukball Summer 1 - Year 3/4 Handball Summer 2 - Year 1/2 Tri-Golf 		<ul style="list-style-type: none"> Premier sports delivered enrichment sessions to Years 1-6. Premier Sport have given children an opportunity to participate in a new sport. 	
<p>Inspire and motivate children to attend sport festivals, events and clubs</p>	<ul style="list-style-type: none"> Sign up to DerbySSP roadshow events and festivals 	<p>DCCT affiliation package - £1500</p> <p>Redwood colts football coaching - £1420</p> <p>Derby Trailblazers - £325</p> <p>Gymnastics- 952</p> <p>Afterschool clubs with AM – 1310</p> <p>AM sports after school clubs 980.00</p> <p>Primer sports after school clubs 3360.00</p>	<p>Festivals- Handball, Tem Building, Bench ball, Xmas Festivals, Netball, Commonwealth, Grass Track Cycling x2, Women’s Euros, Alternative Sports,</p> <p>Clubs- Basketball, Dodgeball, Netball, Football, Gymnastics, Cheerleading, Dance, Cricket, Outdoor Games, Fundamnetals, Multi Sports</p>	<ul style="list-style-type: none"> Pupil voice to determine clubs for next year. Target individual children e.g. SEN Use Active Schools data to target children for festivals.

Train pupils to be mini leaders to increase physical activity levels and develop pupil's leadership skills.	<ul style="list-style-type: none"> • Arrange with DCCT training sessions with year 5 pupils • Liaise with midday to supervise. 	£150	DCCT to deliver 3x training sessions with 8 year 5 pupils.	<ul style="list-style-type: none"> - Children to train new year 5's with the support of DCCT.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				33%
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:
School noticeboard in both buildings to update staff, children and parents about the current events at Redwood and achievements.	<ul style="list-style-type: none"> • Update the noticeboard termly with current events – use pictures and comments from pupils • Display PE posters • Display certificates • Display pictures of sport ambassadors so children are familiar Class Dojo celebration		<ul style="list-style-type: none"> - Noticeboards updated with certificates and pictures form events. - DCCT calendar of events has been shared and displayed. - Celebration of achievements have been shared during celebration assembly and on dojo. 	- Set up Sports Ambassadors

<p>Certificates and awards celebrated and displayed in school from participation of competitions, festivals and events</p>	<ul style="list-style-type: none"> • Children are presented with certificates and awards in Golden book assembly – opportunity for children to be recognise • Pictures to be taken of children receiving their certificates • Awards are displayed in the trophy cabinet • Recognise the achievements of sports out of school – take pictures of children with their medal/trophy/certificate after Golden Book. • Trophies for intra competition events • Establish a half-termly rota for intra competitions so that there is a trophy celebration each half term • Swimming awards for Year 4, 5 and 6 children 		<ul style="list-style-type: none"> - Children have been presented with certificates during celebration assembly and these photos have been shared on Dojo. - Swimming certificates have been presented to children and photos have been shared on class pages. 	<ul style="list-style-type: none"> - Trophies for intra competition events - Establish a half-termly rota for intra competitions so that there is a trophy celebration each half term
<p>Apply for School's Mark Silver award to recognise the Redwood's achievement with PE</p>	<ul style="list-style-type: none"> • Understand the criteria for the Silver Mark – PE coordinators to put steps in place to enable this achievement • Meet with DerbySSP staff to go through application and criteria that Redwood have met • Celebrate the achievements in an assembly to show that sport at Redwood is important 		<ul style="list-style-type: none"> - Attended Schools Games Mark CPD 	
<p>Promote the health and wellbeing to inspire and motivate active learners</p>	<ul style="list-style-type: none"> • KS1 to have support from the Healthy Heroes package run by DCCT • Book move and learn for year 5 (6 sessions to promote physical activity nutritional education 	<p>DCCT Package Gym equipment 8800.00</p>	<ul style="list-style-type: none"> - Year 5 have participated in Move and Learn session to help develop healthy lifestyles. 	<ul style="list-style-type: none"> - KS1 to participate in Healthy Heroes package run by DCCT - Year 5 to participate in Move and Learn

	<p>and the importance of a healthy diet and lifestyle.)</p> <ul style="list-style-type: none"> • 			
--	---	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To make teachers aware of current and up to date changes in the development of PE	<ul style="list-style-type: none"> • Both PE coordinators to attend breakfast briefing • PE coordinators to attend assessing PE conference • Coordinator development meeting 	DCCT package	<ul style="list-style-type: none"> - Attended breakfast briefing - CPD for Schools Games Mark. - Met with Adam from AM Sports to support and develop the teaching of PE in School. - Met with Adam from AM Sports to support his coaches in our school. - Kept up to date with DCCT newsletters and APFE. - Share information with staff when appropriate.
Increase knowledge of PE coordinators with recent developments to support ALL learners	<ul style="list-style-type: none"> • Both coordinators to complete their Level 6 Certificate in Primary School Physical Education Specialism 		<ul style="list-style-type: none"> - Attended first session of Level 6
			- Keep in touch with Jack regarding completion

Access resources to improve the delivery of PE and Sport and ensure a consistent approach across the whole school, enabling pupils to make progress in PE throughout their primary years	<ul style="list-style-type: none"> PE Curriculum wish list in each staffroom, so resources can be ordered. Develop Assessment strategies and share in staff meeting (purchase whiteboard) Ensure all staff know where SSP lesson plans are kept and have access to the Premier sports portal. 	384.67 550.00	<ul style="list-style-type: none"> Introduced Getset4 PE to staff members Reintroduced HHH to all staff and teachers so they are sharing these with the children. 	- Monitor the use of Get Set 4 PE across the school
To increase the teacher confidence in PE.	<ul style="list-style-type: none"> Send on appropriate courses that are available through AM Sports e.g. gymnastics, Dance workshops led by specialist Corrina Lea 	Corrina – 2695 Adam - 1310	<ul style="list-style-type: none"> ECT attended PE course throughout the year to support teaching. Corrina has worked with teachers to develop confidence in teaching Dance. Adam from AM Sports has support Year 1, 2 and 5 teachers in delivering PE 	- Use staff survey to find areas for development from DCCT or Adam.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4%
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:
Additional achievements:				

<p>Book a range of competitions, festivals, events and tournaments across Derby City</p>	<ul style="list-style-type: none"> • Book event via Derby SSP website – contact Jack Southwart if fully booked. 	<p>Transport - 1099.00</p>	<p>Festivals- Handball, Tem Building, Bench ball, Xmas Festivals, Netball, Commonwealth, Grass Track Cycling x2, Women’s Euros, Alternative Sports</p>	<p>- Target individual children e.g. SEN - Use Active Schools data to target children for festivals.</p>
<p>Introduce intra-school challenges to encourage children to take part in daily challenges and competitions</p>	<ul style="list-style-type: none"> • In staff meeting remind teachers about children taking part in intra school competitions. • PE coordinators to display winning house each term in the entrance hall. • Reward pupils for taking part dojo’s • Reward winning house 		<p>- Year 5 have participated in a rounders intra competition - Year 6 have participated in a netball intra competition - Year 5 and 6 football match - Sports day- Award winning house</p>	<p>- Develop more intra competitions based on houses.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:
Increase participation of school games	<ul style="list-style-type: none"> Ensure that children at Redwood participate in school competitions as part of SSP Roadshows Inter-school competitions across Derby City as part of SSP festivals and events Sports days 		<ul style="list-style-type: none"> Festivals- Handball, Tem Building, Bench ball, Xmas Festivals, Netball, Commonwealth, Grass Track Cycling x2, Women's Euros, Alternative Sports. Inter competitions have been organised for Years 5 and 6 Intra Competition for Sports Day 	- Develop more intra competitions based on houses.
Provide KS1 and KS2 pupils with greater opportunities to represent their club and school	<ul style="list-style-type: none"> Autumn 1 - Year 5/6 Fencing Autumn 2 - Year 3/4 Archery Spring 1 - Year 1/2 Boccia Spring 2 - Year 5/6 Tchoukball Summer 1 - Year 3/4 Handball Summer 2 - Year 1/2 Tri-Golf 	Premier 1596.00	Premier Sports have delivered enrichment sessions to all children. Autumn 1 - Year 5/6 Fencing Autumn 2 - Year 3/4 Archery Spring 1 - Year 1/2 Boccia Spring 2 - Year 5/6 Tchoukball Summer 1 - Year 3/4 Handball Summer 2 - Year 1/2 Tri-Golf	We would like to continue enrichment but we are going to look into different provider

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	
Date:	
Governor:	
Date:	