



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised May 2021

Commissioned by the Department for Education

Created by

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Physical Education

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 2020/21 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 2022:	Areas for further improvement and baseline evidence of need:
<p>Quality PE lessons delivered by a specialist sports leader, weekly in EYFS, KS1 and KS2. Within these lessons, the vast majority of children are motivated and on task.</p> <p>100% of KS1 and KS2 children participated in several competitive events against other schools in 2021-2022, including SEND and disadvantaged pupils.</p> <p>All KS2 pupils attend weekly swimming lessons.</p> <p>Physical Activity Leads employed to support PE lessons, engage children in physical activities at lunchtimes and enhance weekly outdoor provision across all phases.</p> <p>All KS2 children offered adventurous activities annually on the Edale residential trip, with over 100% uptake in 2021-2022.</p> <p>100% of Reception children completed a course of Balanceability. The majority of KS2 children completed Stage 1 Bikeability. 100% of Y6 children attained both Stage 1 and 2.</p> <p>The purchase of new PE equipment has ensured the use of quality resources for high-quality PE lessons and after-school clubs. Pupils are regularly engaging in a wide range of physical activity, using high quality and age/ability-appropriate equipment.</p> <p>All lunchtime staff completed midday supervisor sports training in order to ensure the support of Physical Activity Leaders and the successful implementation of sport and physical activity during lunch times.</p>	<p>Continue to improve children’s knowledge or rules and tactics in team sports, in order to enhance their enjoyment of inter-school competitions and their placing within these.</p> <p>Continue to widen the provision of specialised coaches invited into school to deliver additional sporting activities to engage a wide range of children, including less active children.</p> <p>Ensure lunchtime provision is successfully passed down to the new Physical Activity Leads in order to provide a variety of physical activities that appeal to a wide range of children.</p> <p>All new midday supervisors also to receive midday supervisor sports training to ensure the continued success of lunch time sports and physical activities provided by the Physical Activity Leaders.</p> <p>Improve motivation and participation levels in Daily Mile.</p> <p>Encourage children to partake in sports outside of school through advertisements and celebrating pupils’ external sporting success within school.</p>

Did you carry forward an underspend from 2021-22 academic year into the current academic year? YES

+Total amount for this academic year 2022/2023 £16, 580

<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? 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 2023. Please see note above.</p>	66%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.</p>	66%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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: 2022/23		Total fund allocated: £16, 580		Date Updated: 1st July 2022	
<p>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</p>					Percentage of total allocation:
					%
Intent	Implementation		Impact		
<p><i>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:</i></p> <p>Inclusive and engaging PE lessons, ensuring that the children acquire, develop and refine their practical skills and techniques in order to further their knowledge and understanding of PE concepts and principles.</p> <p>High-quality teaching enabling the children to develop their overall competence and to develop a life-long enjoyment of sport and being active.</p> <p>Small School Sports Partnership: organise official Physical Activity Leader training for Y6 children. Pupils are to continue in their roles throughout the academic year and to assist in the training of new pupils at the end of the academic year.</p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p> <p>Highly qualified Physical Activity Leader timetabled for Thursday and Friday PE slots across school, as well as additional hours for extra outdoor learning</p> <p>A range of Sports learning to be provided via the iMoves platform, to ensure children find a sport that they enjoy and feel positive about learning.</p> <p>MS/SM to arrange annual membership payments. Increased physical activity at break times and increased enjoyment in being active. Increased awareness of healthy lifestyles throughout school.</p>	<p><i>Funding allocated:</i></p> <p>£4,902</p> <p>£480</p> <p>£200</p>	<p><i>Evidence of impact: what do pupils now know and what has changed?:</i></p> <p>More children (least active) engaged with physical activities during break times. Maximum 1:9 adult-child ratio for PE lessons, maximising activity time and the choice of activities on offer.</p> <p>Children are enthusiastic about PE lessons and enjoy the learning that takes place. Children are motivated by the variety of learning on offer.</p> <p>Physical Activity Leaders are busy at break times organising activities, aiming to get the least active pupils active. Majority of children partake in break time games.</p>	<p><i>Sustainability and suggested next steps?</i></p> <p>MS and TB to evaluate the running of PE lessons termly to continue to develop best practice.</p> <p>MS and TB to evaluate the running of PE lessons termly to continue to develop best practice</p> <p>These pupils will continue in the role for the foreseeable future. They will be supported by their class teacher and PE coordinator in this role.</p>	

All families made aware of their responsibility to travel actively to school wherever possible, to contribute towards child's daily activity levels and in order to create healthy habits	Continue to run 'cycle to school events' to encourage children and their family's to make use of the cycle path to school. Continue to run Bikeability events in school to promote greater levels of cycling confidence and ability in order to support this	£2000	Increased number of children cycling to school and / or travelling to school via active means	Ms to regularly review data on how children travel to school and to devise reward scheme for those that use active means.
Continue to monitor groups of pupils highlighted in fitness data to ensure all groups make equal or better progress on previous years' results	Teachers to make PE data available to PE coordinator to monitor so that extra support may be provided where necessary	£0	Children continue to make expected or above expected progress within PE	MS to review data at the end of term to ensure consistent progress for all children and to provide support where necessary
Understand physical activity (pupils, parents/carers, staff) is intrinsically linked to fitness + health and impacts on improved sleep, behaviour and attainment	Cross curricular links e.g. in PSHE and by using the new iMoves platform to encourage active learning in core and foundation subjects. Continue to educate children on the wider benefits of PE and why we teach it	£0	Increased number of children engaged in physical activity in / out of school leading to improved health and wellbeing	Pupil Voice demonstrates understanding of the connection between physical and mental health

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	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
PESSPA acknowledged by all teaching staff as a means of enhancing school aims/ethos	Cross curricular links using the new iMoves platform to encourage engaging, fun and active learning	(cost included above)	Pupil's knowledge and understanding in both core and foundation subjects is enhanced by active learning. Children enjoy their learning and being active in school	MS to introduce teachers to the cross curricular links provided by imoves in order to support the implementation of PESSPA in other subjects
Install an outdoor sports board to raise awareness of sports and healthy lifestyles in school. E.g. participation in various competitions, advertising local clubs and providing pupils with the opportunity to share their experiences.	Time allocated during the school day for pupils to complete 'Information Posters'. Pupils encouraged to bring flyers, medals and certificates from their clubs to share with their peers / for use within the information board.	£200	Increased awareness of local clubs. Increased participation	Board to be updated termly by MS to ensure it is up to date and displaying correct details for current clubs on offer in the local community.

Children are to create sports posters for the school website– to provide/share information about external clubs they attend/ their participation in physical activity outside of school.	Time allocated for this activity will be provided within the school timetable.	£0	Increased awareness of local clubs. Increased participation. Children who partake in sport outside of school feel recognised and celebrated	Posters to be shared on the school sports page to encourage awareness and participation.
Regular match reports uploaded onto school website and included in monthly newsletter– produced by staff and pupils	MS to document all sporting events, achievements, news etc. and circulate within school for use on class pages and newsletters	£0	Inform, update and engage parents, staff, pupils and local community in school sport.	MS to continue documenting sporting achievements in school through the use of the school website.
Continue to award Sports Star of the Week during celebration assembly for infants and juniors.	TB to create certificates to be given out by AW during celebration assembly	£0	Increased motivation and recognition / reward for effort	TB / MS to maintain stock of certificates and engage in regular conversation about which children are making good progress and / or making a particular effort
A school culture that recognises the overall importance of PESSPA through regular inclusion of Sports Premium Funding on the governor meeting agenda.	MS/ AW to produce regular updates in addition to an end of year report presented to the full governing body, providing in detail feedback on the impact of the sports funding	£0	Will ensure pupils' health and wellbeing is a key focus point within the school throughout the year.	Governors' opportunity to regularly scrutinise the implementation of PEPPSA as a method of school improvement and to voice any suggestions, ensuring consistency and effective budget allocation
Regular review of whether PESSPA is being effectively implemented within school through discussion with pupils, parents and staff - highlighting the importance of its effective application for both pupils and school as a whole	MS to produce and distribute questionnaires for pupils / members of the school community in order to ensure consistent, effective implementation of PESSPA in school	£0	Increased motivation. More emphasis on sporting benefits	Questionnaires are collected and data is analysed. Staff will also assess the impact on pupils throughout the school year

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
School staff to be confident, across school, in the delivery of PE and the supporting of physical activity	A range of planning, resources and CPD to be provided via the iMoves platform, to ensure staff confidence in PE skills and knowledge, as well as regular meetings with MS to ensure staff feel supported in this area	(included above)	Staff feel confident in the delivery of PE lessons and feel that they have both the tools and support to deliver high quality lessons. Thus the subject is taught consistently and effectively	MS to carry out regular staff surveys to ensure confidence in PE delivery and that staff feel supported in this area.
MS to continue with CPD as Sports Coordinator in order to ensure best practice and as a means of supporting other staff in school	MS to continue to build on knowledge acquired through various workshops and CDP events to improve overall knowledge, confidence and experience	£200	PE provision is well managed and those invested in school feel content with the standard of PESSPA. Staff feel confidence towards the sports coordinator and that they are able to receive support with the subject wherever necessary. Improved sports provision in school. Up-to-date best practice shared.	MS to actively seek CPD opportunities and to continue to sustain links with Sheffield Hallam's PCGE sports department. MS to seek opportunities to meet with other sports coordinators / observe at other schools in order to ensure best practice
Midday supervisors will continue to receive 'lunch time sports training' via the RDSSP to ensure they are knowledgeable and confident when it comes to delivering / supporting activities at lunch times, alongside the Physical Activity Lead Pupils	Teaching staff to model and support with lunchtime activities. Further guidance and targets given	£200	Staff are able to lead / assist with fun and engaging physical activity sessions to children, including those who most require PA or have previously been reluctant during break times	Lunchtime supervisors are equipped with additional skills and greater confidence resulting in more successful lunchtime sporting activities.
Regular lesson observations of PE to ensure that teaching is consistent and effective. Staff are provided with their own CPD opportunities through constructive feedback and collaborative discussion	PE co-ordinator to liaise with teaching staff- share good practice and observe lessons.	£0	Increase provision of quality PE. Teachers receiving constructive feedback. Staff working together, sharing good practice, developing their own knowledge and understanding.	Teachers continue to work with confidence and stay up-to-date with contemporary practice.

PE progression of skills curriculum map referred to regularly by staff.	All staff aware of and using to inform best practice. Staff are able to effectively support pupils and are informed about their long term progression	£0	Children progressing and developing skills, ability, knowledge and understanding.	Pupils progression monitored and assessed.
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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 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>A range of Sports learning to be provided via the iMoves platform, to ensure children find a sport that they enjoy and feel positive about learning.</p> <p>Infants trip to Lea Green and Edale Junior 2 night Residential. Provides the opportunity to develop class cohesion, self- esteem and confidence. Pupils experience a wide range of activities not possible throughout the normal school week, for example: rock climbing, abseiling, orienteering and gill scrambling.</p> <p>Bikeability and Balance Ability made available for all reception and KS2 children, ensuring that those who have not learnt to cycle outside of school are given the opportunity within school</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>In addition to the core PE areas taught as part of the PE curriculum, provide regular taster sessions in other sports, as provided by the iMoves platform</p> <p>AW & CL to organise itinerary and book. AW and CH to organise itinerary and book.</p> <p>SM to book instructors to deliver the sessions to all pupils.</p>	<p>Funding allocated:</p> <p>(included above)</p> <p>£500</p> <p>£2000</p> <p>(included above)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Children are able to participate in a wider variety of sports / activities and are increasingly aware of the many sports / activities that they are able to take up</p> <p>Increased class cohesion – sense of unity within class. Increased opportunity to partake in OAA and develop skills in this area.</p> <p>Increased class cohesion – sense of unity within class. Increased opportunity to partake in OAA and develop skills in this area.</p> <p>Increased number of pupils able to confidently ride a bike. Increased road safety enabling children to ride independently. Increase participation in physical exercise. Increased numbers of children using the cycle path into school.</p>	<p>Sustainability and suggested next steps:</p> <p>Invite guest speakers / professionals to deliver a session with the children to improve motivation and awareness of a wide range of sports and activities available outside of school and beyond</p> <p>Providing infant and junior pupils with the opportunity to engage with a wider range of physical activities will enhance their interests and provide them with a deeper insight to the opportunities available to them. Evidence of pupils participating in extra-curricular activities such as fencing and abseiling post visit. Igniting interest and providing opportunities</p> <p>Providing the pupils with the opportunity to increase their cycling proficiency will equip pupils with essential skills to help establish regular exercise habits and routines.</p>

Continue with external coaching sessions in school from local sports clubs & providers e.g. Darley Dale Cricket Club, Bakewell Golf Club etc.	Sustain links with local sports clubs.	£0 Sessions run for free.	Children being taught by a range of qualified adults with different skills. Access to a wider range of physical activities.	Continue to maintain links with local clubs, as well as reaching out to additional, new clubs to create new links and further widen provision
Opportunities for a wider range of activities through the use of the green zone.	Ongoing weekly throughout the academic year. Infants: Wednesday afternoon Junior: Thursday afternoon	£3, 267	Children develop life-long healthy habits through engagement with the outdoors. The children are physically active and continue to develop their physical literacy and fine motor skills through a range of activities provided	A love of the outdoors established early on, instilling and reinforcing positive attitudes towards physical activity.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 consolidate through practice:</p> <p>ALL children to participate in Extra Time sporting events, regardless of ability, age, gender etc, including SEND and PP children, giving children the opportunity to represent school in competitive sport</p> <p>Hiring of coaches to transport children to cluster events.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>High quality, targeted PE lessons ensure that children are equipped with the skills and knowledge to take part in these cluster events and feel positive / confident about their participation. SM to book annual membership</p> <p>SM to book coaches.</p>	<p>Funding allocated:</p> <p>£1200</p> <p>£2000</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>Pupils experiencing the competitive nature of sport. Increased levels of teamwork and resilience.</p> <p>All pupils are given the opportunity to compete in local tournaments and represent school.</p>	<p>Sustainability and suggested next steps:</p> <p>Participating in competitive sport is considered a vital role in children's overall development. Opportunities for pupils of all abilities will continue to be provided regularly throughout the academic year</p> <p>Opportunities for pupils of all abilities will continue to be provided regularly throughout the academic year</p>

Small Schools Sports Partnership (SSSP)	SM to liaise with EXTRA TIME coaches and SSSP organisers	£400	Additional opportunities for successful athletes/teams	Successful athletes/teams progressing to county level competitions.
Annual sports day that is inclusive and enables every child to compete with the support of their peers, parents / carers and the wider school community	TB & MS to organise annually, including certificates for 'sportsmanship', 'resilience', 'teamwork' etc. in order to highlight the importance of 'taking part'	£0	All children are given the opportunity to compete against others in front of an audience. Children feel confident and positive about taking part, and recognise the benefit of hard work, self belief and determination. Children are able to develop life skills by experiencing the range of emotions that form a part of competitive sports	Children look forward to sports day and are positive / eager to compete. Children are able to experience familial / community support and seek to transfer the experience into life outside of school and beyond
Children are encouraged to bring certificates / medals etc., that have been won through external sports competitions, in to school for the recognition of the school community	AW to invite children out during collective worship / celebration assembly to allow the children to share their successes	£0	Children feel that their personal hard work, commitment and talent has been recognised and celebrated by school and the school community, inspiring others and leading to increased participation in competitive sports outside of school.	Children at Rowsley C of E recognise the importance of partaking in competitive sports and feel proud to share their achievements. A culture that celebrates all active children, regardless of their chosen sport or sporting ability, is fostered and supported by school.

Signed off by	
Head Teacher:	Alexia Wyer
Date:	8 th July 2022
Subject Leader:	Marie Sutton
Date:	8 th July 2022
Governor:	Adrian Thornhill
Date:	14 th July 2022