



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Cottons Farm Primary Academy

Primary PE and Sports Premium

2021/ 22

Rationale

At Cottons Farm Primary Academy, we provide our pupils with quality and varied physical education lessons with access to excellent sports provision throughout the academic year. We aim to help our pupils to develop a healthy lifestyle and reach their full potential, as well as, improve their attainment and achievement in physical education and specific sports. We aim to build on our pupil's natural enthusiasm for physical exploration whilst providing stimulating, purposeful and challenging experiences through games, dance, gymnastics, swimming, athletics, the daily mile and outdoor and adventurous activities.

Physically active pupils are not only healthier but also achieve better academically and in life and are far more likely to be active as adults. The first ten years of life provide children with a blueprint for their adult lives and is the time when they develop the critical fundamental movement skills that act as foundations and building blocks for future activity. PE at Cottons Farm is based on a foundation of fitness and fundamental movement skills, which are prerequisites for sporting ability.

Physical skills include:

- Agility (being able to move the body quickly and easily)
- Balance (being able to distribute weight easily to achieve stability)
- Co-ordination (being able to use limbs together smoothly and efficiently)
- Sports-specific skills (hitting, catching, jumping, throwing, running).

We also aim to develop our pupils' positive attitudes towards physical activity and sports and gain the relevant skills, knowledge and understanding, which allow them to develop a healthy lifestyle, achieve their full potential in physical activity and gain skills for life.

Our aim is:

- To meet the Chief Medical Officer's recommendations that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- To increase participation in competitive sports
- To enable access to a wider range of sports and activities

We also encourage our staff members to be active and physically fit not only to act as role models to our children but also to support their own health and well-being. This forms part of our 'Great Place to Work' Strategy.

Summary of Proposed activity for 2021-22

1. Develop the **skill level of staff** through coaching and modelling by Sports Specialists and PE CPD and Leadership time.
2. Ensure **high quality PE lessons** through the application of Specialist Sports Lessons, which links PE with character education and social emotional development.
3. Ensure the **outside environment** is well equipped to provide high quality physical activity during break and lunch times as well as outdoor continuous provision in EYFS.
4. Equip the academy with high quality **sports equipment** for PE lessons.
5. The provision **sports clubs** to engage pupils in physical activity including competitive and non-competitive sport. Children are provided with the opportunity to participate in a wide range of sports and sporting events (Both competitive and for pleasure through SSP membership)

Intended Impact of the Pupil Premium / Sports Funding

The curriculum is varied and the children are presented with a range of physical exercise and games, which in turn allows us to offer pupils many opportunities to develop skills and excel in physical exercise. e.g. Gym, Dance, Games – including multi skills and specific, Swimming, and Freddie Fit. Pupils that display further potential or are identified as talented in different sports are filtered into school competitions, alongside other local schools and directed to clubs and activities within the local area where they can be further developed.

Our pupils attain well in PE. These sessions are delivered by Cottons Farm Primary Academy staff and staff from Derby County and Premier Sports to ensure all our pupils receive a good standard teaching in PE. Most pupils have positive attitudes towards physical activity and they enjoy the daily mile challenges. Feedback from pupils show an improved attitude towards sports and physical activity. The level of achievement in PE is good or better in Early Years and both Key Stage 1 and 2. Progress throughout the year groups is evident in lesson observations along with progress within modules and individual lessons. Sports Leaders are in place to develop pupil's knowledge of how to lead/support sporting events throughout the year helping younger pupils and representing our academy and sporting events within the community. The academy seeks opportunities to work with other local providers to develop pupils' knowledge and understanding of how to maintain a healthy lifestyle.

Review of our previous strategy

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <ol style="list-style-type: none"> 1. the engagement of all pupils in regular physical activity <ul style="list-style-type: none"> ○ Employ a school coach/ es to lead after school club sports clubs, open to all learners regardless of any disability or special educational need. We have 2 hours of PE curriculum time for all year groups ○ The majority of pupils wear their PE kit for lessons ○ All classes were allocated activity tubs for playtimes ○ Premier Sports – all children allocated a session with specialist coaches over lunchtime throughout the year 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"> ○ Two PE sessions introduced ○ Weight and Height measures completed on children from Year R to Year 5 ○ Playground games training for a class in each year group. ○ PE lessons remapped. ○ New equipment bought so that children have access to a suitable amount for the lesson and are not stood around awaiting turns 3. increased confidence, knowledge and skills of all staff in teaching PE and sport <ul style="list-style-type: none"> ○ Employment of a sports coach to work with school staff to plan and support the teaching of PE to increase their subject knowledge and confidence in PE. ○ Affiliation to Derby City School Sport Partnership- links to professional training for staff and competitions for the children. ○ CPD for PE coordinator. ○ Units of work in place for all PE lessons. 4. broader experience of a range of sports and activities offered to all pupils <ul style="list-style-type: none"> ○ Range of after school clubs on offer to pupils ○ All year groups have the opportunity to attend sporting events and festivals enabling all children to take part (inclusive of SEN) ○ Qualified Sports Coaches (Premier Sports) running various weekly sports clubs | <ol style="list-style-type: none"> 1. the engagement of all pupils in regular physical activity <ul style="list-style-type: none"> ○ Engaging the least active pupils in after school/ physical activities through Active Schools. Increase attendance at extra-curricular sport activities by introducing before school and lunchtime clubs. ○ Increase the amount of children bringing in appropriate PE kit so that majority of children are ready for PE. ○ Improve communication with parents to ensure they know which sports clubs are available for their children to attend. ○ Need to take advantage of more national initiatives. e.g. change4life, national fitness day. 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"> ○ Increase the profile of PE by providing two hours of high quality PE for each class. ○ Updated PE policy and vision. ○ Apply for the Bronze School Games Mark. ○ Assessment for PE to be revised 3. increased confidence, knowledge and skills of all staff in teaching PE and sport <ul style="list-style-type: none"> ○ Further CPD training needs identified in gym, dance & OAA ○ NQTs+1 require in depth training and support to be confident in PE ○ Mentor scheme for less confident teachers in games and dance. ○ Yearly questionnaire to access staff CPD needs ○ Assessment framework for PE developed and introduced 4. broader experience of a range of sports and activities offered to all pupils <ul style="list-style-type: none"> ○ Physical activity challenges set for each year group termly in a different sport. ○ Ask the children which sports they would like to see provided as extracurricular activities. ○ Access more SSP festivals to encourage all children to participate in physical activity. 5. increased participation in competitive sport <ul style="list-style-type: none"> ○ Involve more parents as volunteers so that children can access sports festivals. |

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| <ul style="list-style-type: none"> ○ A range of school sports clubs for children to attend including, athletics, netball, gymnastics, fencing, football, archery, cricket and multi-sports <p>5. increased participation in competitive sport</p> <ul style="list-style-type: none"> ○ No interschool competitions were held last year due to Covid. All children were involved in a class bubble sports day and this was set up so that there would be a winning team from each year group. | <ul style="list-style-type: none"> ○ Staffing in school, at times, cannot support the amount of adults required to support taking groups to events. ○ Increase the number of children who participate in competitive sports through intra and inter school competitions. |
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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 50% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 25% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 25% |
| 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 students today and for the future.

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| Academic Year: 2021/22 | | Total fund allocated: £16900 21/22 allocation and £3335 c/f from 20/21 Total: £20235 | | Date Updated: June 2022 | |
| 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: 36% |
| Intent | | Implementation | | Impact | |
| School focus with clarity on intended impact on pupils: | Actions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: | |
| Sports coaches are employed to deliver after school clubs for all children to access, regardless of disability or special educational need. | Sports coaches deliver after school clubs for all children to access regardless of disability or special educational need. Liaise with coach on half termly basis. Advertise the clubs and complete risk assessments. Ensure that families are aware that there is no cost for the extracurricular clubs this year | £4600 Admin £90 | New multisport clubs have been set up to target the least active pupils. Increase in % of pupils meeting CMO guidelines Average attendance at clubs has improved this year. Increase in % of pupils attending extra curricular clubs | Continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact. Coaches signposting children to community sessions. | |
| Playtime are active and equipment is available to support adult led games, learning of new skills (skipping) and engagement in physical activity Maintain current playtime equipment-trim trial | Playtime kits for each class enhanced with new and replacement equipment, throughout the year. | £1650 £1000 | Pupils activity at lunch and break increased - ALL children taking part in daily additional activities such regularly Children across the school more active on a daily basis and enjoy being active Evidence - - Curriculum map - PE policy - Registers of participation - Extra-curricular data | | |

| Using active lessons to increase physical activity levels and learning. Raising awareness of the best places to take part in sport and physical activity outside of school. By increasing our pupils' activity levels throughout the day. | Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy. | | Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour. | Continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact. |
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| Training/supporting lunchtime staff to engage more children in active play at lunchtimes | PE lead to deliver training sessions | N/A In-house cover during lunchtime | Lunchtime staff confidence has increased. More children are engaging actively at lunchtime Children are calmer coming into class- less behaviour /friendship issues | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 18% |
| Intent | Implementation | | Impact | |
| School focus with clarity on intended impact on pupils: | Actions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| To have good quality PE equipment for all areas of the PE curriculum, for the storage of the PE equipment to be suitable. | Audit of current equipment and order of new equipment needed. Equipment sorted and new equipment purchased so that there is enough for the children to use during a lesson. Purchase new equipment to ensure all areas of the curriculum are resourced. | Staff cover for audit- £200 £1524 | Personal development (physical skills, thinking skills, social skills and personal skills). Attainment and achievement, behaviour and attendance. PE physical activity and school sport have a high profile and are celebrated across the life of the school | Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. |
| Use national and local strategies to raise the profile of PE and Sport and to ensure pupils fully benefit from opportunities in PE, Sport and Physical Activity. | Attend termly DCCT Breakfast Briefing and annual conference to be updated on key national and local strategies. Share information with SLT and staff. | Included in Affiliation Fee (£1500 total) | SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. Continued progression of all pupils during curriculum PE lessons. Pupil interviews inform us that pupils enjoy | Review School development plan Use PE conference to review, evaluate and plan for the next academic year. |

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| | | | their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. | Sports leaders develop younger pupils into becoming leaders themselves |
| PE synopsis updated to reflect 2021-22 curriculum offer. | Staff training in school PE leader time to update synopsis. Website/ social media updated to showcase sporting achievements and PE provision at Cottons Farm. | Staff cover- £200 | Whole school policies/PE policy | |
| Evaluation of the PE Schemes of work written, staff voice to ascertain the impact of the planning. Revise planning as required. (for each of the KS2 PE curriculum, ensuring progression of skills throughout KS2). | Evaluate and revise as required scheme of works for Athletics, OAA, Netball, Football, planning to ensure progression of skills throughout KS2. | £200 | School staff better equipped/ more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 25% |
| Intent | Implementation | | Impact | |
| School focus with clarity on intended impact on pupils: | Actions: | Funding | Evidence of impact: what do | Sustainability and suggested |
| Ensure school is up to date with key national and local developments in PE and Sport to ensure pupils can benefit from high quality PE and Sport provision | Attend SSP training. | Included in Affiliation Fee (£1500 total) | Increased staff knowledge and understanding More confident and competent staff evidenced through feedback and lesson observations A more inclusive curriculum which inspires and engages all pupils Continued progression of all pupils during curriculum PE lessons. - | Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities Further 1:1 lesson observations to monitor staff effectiveness and confidence |
| Coaching and modelling by Sports Specialists: 2 x week sports session per class in Y1-6 each week To increase confidence of TA in supporting PE sessions | Teach PE lessons for 45 classes weekly, alongside class Teacher/TA Support with planning of future PE sessions of three year groups. | £3292 | Teachers and HLTAs develop their skills in teaching a wide range of sports for a sustainable impact across the academy. (relates to £6000 cost below) Teacher feedback to show increased confidence with teaching PE. Post surveys to show that TA's confidence in supporting PE has increased. | Coaches signposting children to community sessions. |
| PE CPD and Leadership time. PE leadership time 1 x half day per half term: CPD on subject leadership and PE plus 2 half days monitoring time | PE lead to attend the training offered by Derby County Community Trust. | £1750 | Subject Leader more confident conducting learning walks/ team teaching and able to provide effective feedback - Broad and balanced PE curriculum accessed by all pupils. | Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities |
| Purchase TVs in the hall to enhance PE lessons and use to support teaching | Arrange installment through Vinci. Share good practice from another school in the Trust who recently | £2129 | Staff increased engagement in PE lesson enhancements and confidence. Pupil voice- enjoyment when using | Further 1:1 lesson observations to monitor staff effectiveness and confidence |

| | purchased TVs for the same reason. Link PE coordinators. | | video with music to enhance lessons | |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 10% |
| Intent | Implementation | | Impact | |
| School focus with clarity on intended impact on pupils: | Actions: | Funding | Evidence of impact: what do | Sustainability and suggested |
| Link with Sinfin Golf Academy in order to provide golf lessons | Purchase Tri-golf sets Pay for golf teachers | £765 | Discussions inform us that pupils enjoy the variety of activities on offer | Complete pupil survey every year to allow student voice to influence our extra-curricular sports programme. Further increase opportunities for KS1 children in and out of school |
| To give children more information about different sports and sporting heroes by providing books where they can find out more about something that they are interested in. | Pupil voice to find out which sports they would like to find out more about and whether there are any athletes that they would like to learn more about. Order the books. Put the books in the library and encourage the children to read them. Create a theme shelf with the books so that they are easily accessible. | £250 | Registers from additional clubs have shown an increase in participation particularly of PP children. Increase in attendance of extra curricular clubs | |
| For EYFS pupils to be able to ride a balance bikes. | Replace broken helmets | £70 | | |
| To include a sports section in the weekly newsletter re participation in sports events, competitions and festivals, encouraging pupils to take part and informing parents of whole school commitment to PE and Sport | Sports successes shared on weekly roundup when relevant. Clubs to be promoted via newsletter Newsletter and DOJOS to signpost to community opportunities Post achievements on school DOJO account. | None | | |
| Year 6 going for the gap enhanced PE sessions | Liaise with PE leader around character competencies being interweaved through 7 week course. Monitor impact | £630 | Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership Pupil voice survey and discussion with | Book again for next year yr6. Meet with PE lead before initial session to discuss tailoring to the needs of the new yr6 cohort |

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| | | | class teacher evidence positive impact on health and wellbeing. In and outside of the classroom. | |
| | | | Children have better understanding of how to be healthy. | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 11% |
| Intent | Implementation | | Impact | |
| School focus with clarity on intended impact on pupils: | Actions: | Funding | Evidence of impact: what do | Sustainability and suggested |
| Access the Competition Plus calendar to provide SEND pupils, or those with low confidence/ self-esteem, with the opportunity to compete against others. Membership into Derby SSP 2021-2022 Access to external events with Derby County | External school events to promote sport <ul style="list-style-type: none"> • Introduction to dodgeball (LKS2) • Introduction to Cricket (KS1) • Mega Sport festival (UKS2) | Included in £1500 £250 | Engaged more staff/ parents/ volunteers and young leaders to support attendance at competitions. Used external coaches to run competitions to increase pupils' participation. Coaches signposting children to community sessions. | Review attendance data and identify children for appropriate opportunities. Continue to monitor % of pupils representing school in competitive sport and allow us to identify those that have not. Further widen opportunities for pupils to take part in competitive sporting events |
| Fully inclusive whole school sports day with parents attending | Sports day stickers and certificates to celebrate the children's achievements Line markings on the field for track events Advertise to parents DCC coaches to run- include events in PE lessons | £150 | Sports day set up, participated in and enjoyed by ALL pupils. Achievements shared on class dojo – school story. | Investigate further use of inter house competitions/ children leading own events Coaches signposting children to community sessions. |
| Take part in National Walk and Bike to school weeks. | Teachers to record number of children walking and biking to school. In school class competition for the most active classes. Celebration assembly to announce the most active | Cover to facilitate administration. £100 | Provided opportunities for all children-the least active and the least confident- to actively take part. | |

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| Signed off by | |
| Head Teacher: | KPatmore |
| Date: | June 2022 |
| Subject Leader: | KPatmore |
| Date: | June 2022 |
| Governor: | The Harmony Trust |
| Date: | June 2022 |