

# Evidencing the Impact of the Primary PE and Sport Premium



North Wingfield Primary  
School and Nursery

2018 - 2019

Commissioned by  
**Department for Education**

Created by



YOUTH  
SPORT  
TRUST

**Department for Education Vision for the Primary PE and Sport Premium**

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

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

- develop or add to the PE and sport activities that our 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

This document will help you to review our provision and to report our spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

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.





Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> <li>1. The Provision of staff CPD in PE through employment of Lead Practitioner to provide subject guidance and bespoke training opportunities, this also involved investing in the Real PE framework, to enhance curriculum provision.</li> <li>2. Affiliation to NEDSSP to access opportunities for competitive activities, at level 2 /3.</li> <li>3. Providing a range of physical activities and sports during curricular time.</li> <li>4. KS1 children accessed extra-curricular gymnastics club, which resulted in gymnastics award.</li> <li>5. Raising the profile of sport by inviting athletes and running sports based charity events</li> <li>6. Successful whole school games afternoon (Sports Day).</li> <li>7. Leadership training for Mini Leaders to be utilized at dinnertime.</li> <li>8. Y5 pupils have had weekly swimming lessons, where huge progress has been seen in water; confidence, ability and safety.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue Programme of staff CPD for enhanced quality teaching and learning opportunities, based on staff audit of need.</li> <li>2. To work alongside accredited sports company to enhance sport in school.</li> <li>3. To continue to build upon the access to competitions and events</li> <li>4. To enhance and extend the range of physical activities and sports provided in both the curriculum and extra-curricular time.</li> <li>5. To improve whole school games afternoon, through various of events e.g. opening and closing ceremonies.</li> <li>6. To implement points system relevant to the 5Es/growth mindset in PE and whole school.</li> <li>7. To provide a schedule of activities at dinnertime and break time.</li> </ol>

Meeting national curriculum requirements for swimming and water safety. <b>SEE APPENDIX.</b>	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic (2017-18) year?	72%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic (2017-18) year?	72%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic (2017-18) year?	94%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <b>No</b>

## 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.

Academic Year: 2018/19		Total fund allocated: £	Date Updated: 10 <sup>th</sup> September 2018	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact: <b>Intended Impact</b> <b>Current Impact</b>	Sustainability and suggested <b>next steps:</b>
To ensure at least 30 minutes of physical activity a day in our school to support the obesity strategy. This will be through active dinnertimes, as well as within curriculum time.	A timetable of physical activity per day and hear the viewpoint of the child.	See Below	<b>Children participate in different games/activities to generate an interest and link to learning.</b> <b>Assembly asking children what type of sporting activities they would like to be taught.</b>	PE coordinator to observe lessons half-termly to ensure members of staff are teaching high quality PE lessons.
To incorporate active teaching styles throughout the curriculum, with use of Kagan strategies. This will allow children to move around the classroom and become active whilst learning.	For teachers to implement Kagan strategies which influence active teaching.	Kagan resources (using of paper, printing and laminating pouches)	<b>Kagan Strategies will encourage children to get out of their sits and move around the classroom and discuss current learning intention/for a specific activity.</b> <b>All teaching staff attended Kagan twilight and INSET days to embed strategies in everyday teaching.</b>	
To continue to provide a play leader for lunch time physical activity. This will further improve leadership in lunchtime sporting activities and, as well as offer pupils leadership training in sport, will allow for structured and high quality lunch time sporting activities for pupils to become involved in.	To continue to offer a lunch time play leader. This needs a schedule which will be run by LK and LG. RP/MG to look into trim trial or fixed play equipment for the playground - to boost participation at dinnertime in physical activity.	AB Excellence £ _____ Mini Leader Training – Qualitas £175 Resources for Outdoor Schedule board £ _____	<b>Some pupils will have quality assured training, which will benefit them and could lead to further leadership opportunities in school/later life. All pupils will benefit from having highly trained pupils leading high quality lunch time sessions for them to get active in.</b> <b>Children have attended Leadership training and began implementing games on the playground.</b>	Break time box to increase activity levels. Price up a schedule for each playground (ks1&ks2) e.g. Friday – Music on the playground to encourage movement/dancing.  Encouraging KS2 mini leader to set up games on the playground/grass area.

<p>To put in place a healthy living week in school, implement this into the wider curriculum and <b>provide pupils with the unusual experiences that they are not prone to experiencing, such as; anti-smoking, diet, exercise, drugs (SMSC).</b></p> <p>To promote walking, biking, scooting to school.</p>	<p>Speak to PSHCE coordinator and pencil in a date.</p> <p>Communicate with outside agencies to come into school on that week, for example dental nurses about brushing our teeth, washing our hands correctly, nutritionists – making snacks, class talks/discussion on smoking/drug use/alcohol effects .</p> <p>Promote home-school initiatives/events, as well as promoting biking to school. Celebrate walking to school week. Contact Bike-Ability to organize a course for KS1 (Balance Bikes) and KS2 (Level 2/3).</p>	<p>£300 for 36 children - Balance Bikes</p> <p>In year 6 only 5 children have bikes/helmets.</p>	<p>KS1 accessing a range of physical activities lead by play leader. KS2 children on Qualitas mini leader training (8 weeks). Play Leaders attending as well. KS2 play leader-organizing games for KS2 children. Qualitas lead an assembly based on growth mindset (The 5 E's) 7/9/18.</p> <p>Feedback from Qualitas through observation was positive →</p> <p>Pupils will develop a deeper understanding of a range of important issues relating to their health in relation to SMSC and know the impact that choices can have and lead to.</p> <p>To encourage children to want to learn how to ride a bike. Bring a bike to school on KS1 playground.</p>	<p>For children to encourage the younger ones to take part in their games. Ensure mini leaders have ideas on how they can adapt their sessions to ensure all KS1 can access.</p> <p>Children enjoyed follow up with Bring a Bike to School week?</p> <p>Bring a Bike to School week → Last week of term. Could we implement a track at playtime to use their bike at dinner/playtime?</p>
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To accelerate pupil progress in English and Maths so that all children reach at least national expectations by the end of Key Stage, this will be linked to growth mindset emphasized by the 5E's used in PE. <u>18 – 19 SIP</u></p> <p>All pupils to take an active role in charity work, through sporting activities such as; Sports Relief and other charity based sporting activities. This will give pupils opportunities to get active as well as learn the importance of charity work and the ways money can be raised to help those in need.</p> <p>Contact local sports teams; Chesterfield Football Club, Chesterfield Tennis club, Tupton Rugby coaches, etc. Ask these clubs to come into school to <b>promote participation for pupils</b> in and out of school and the <b>importance of sporting activities on pupils' well-being</b> (giving the pupils an understanding).</p>	<p>Allowing children to apply a growth mindset to many different areas of the curriculum, not just in PE. To provide inspiring and motivating events which link to all areas of the curriculum.</p> <p>Complete a timetable and organise resources for Sports Relief/Comic Relief. Identify any other charities that the school want to get involved in and arrange sporting activities to encourage raising the charity's profile/awareness and/or raising money.</p> <p>Email/phone the different sports teams and arrange dates for teams to come into school to talk/work with pupils.</p>	<p>Posters around school. Printing cost. £1.00</p> <p>Cost Pending</p> <p>Cost Pending</p>	<p><b>Intended impact for children to develop a growth mindset throughout the curriculum. Qualitas to deliver 5E's assembly.</b> Children (especially KS1) engaged and listened to the Qualitas assembly.</p> <p><b>Sports for Champions – to raise profile of PE (focused on an 'unusual sport' – Judo)</b> Enjoyment – pupils inspired and asked about Judo classes 2017. Children attend Judo classes in the local community. We intend to raise profile of what an impact sport can have on raising money for select charities, through the enjoyment of physical activity. In 2017-2018, children enjoyed and participated in Sports for Champions workshop, sports relief mile and promotion of games afternoon – Money was raised through children coming in sportswear.</p> <p>Some pupils may learn about a sport that they haven't taken an interest in as of yet. Beyond this, they may also learn of opportunities to get involved in said sports and teams and improve. All pupils will learn of the importance that sports activities can have on well-being and ways to get involved in this.</p>	<p>We need to make it child friendly for the KS1 children to roll out for the whole of the school.</p> <p>KD - Anti Stigma ambassadors – children to support and help other when feeling 'low/sad/down' or just want a chat.</p> <p>November – Sports for Champions planned in 2018. Athlete = Kate Stainton Heptathlon.</p> <p>Continue to identify other charities and appropriate sporting activities for pupils to get involved in.</p> <p>Plan and contact for local sports-stars in school to discuss and coach techniques to inspire children across KS1 and KS2. Footballer?</p>

To apply for Bronze/Silver School Games Mark to celebrate the success in PE and school sport.	To continue competitive sport at the heart of the school and providing the children with the opportunity to compete and achieve their personal best. <ul style="list-style-type: none"> <li>■ Intra-School competition (Level 1)</li> <li>■ Local Inter-School Competition (Level 2).</li> </ul>	N/A	To continue competitive sport at the heart of the school and providing the children with the opportunity to compete and achieve their personal best.	Plan calendar for intra competitions to happen throughout the year. To showcase sport through assemblies/performances.
To put in place a healthy living week in school, implement this into the wider curriculum and provide children with the unusual experiences that they are not prone to experiencing. Such as: anti smoking, diet, exercise, drugs (SMSC)	Plan and prepared healthy living week. Arrange a date that doesn't interfere with any other commitments to undertake the week. Organise resources and a timetable for the week to allow the pupils to get the most out of it.	In process of planning.	Pupils will develop a deeper understanding of a range of important issues relating to their health in relation to SMSC and know the impact that choices can have and lead to.	Liaise with PSHCE/SMSC coordinator. Part of transition?
Teachers to appoint house captains, to encourage team participation during house competitions.	To talk to RP about implementing house points as part of behavior policy but also to use within the whole school games day.	N/A	To allow children to take a lead on their own behaviour and how it impacts on success as a sportsman/women. Coloured 'houses' (Clumber, Sherwood, Chatsworth and Hardwick) were implemented for the school games day.	Talk to RP about creating house points and the management of it.
Celebration assemblies to take place to celebrate pupil's sporting achievements/awards/ trophies etc. Pupils get the opportunity to show off what they have achieved and motivate other pupils to get involved in competitive sport.	Time within celebration assemblies to raise profile of sports around the school to be delivered by P.E Coordinator.	N/A	Assemblies delivered so far this year have allowed for pupils to showcase their achievements and have encouraged other pupils to bring achievements in and raise the profile of P.E and sports activities.	A continuation of raising awareness of sports in and out of schools.
To encourage children to talk about sports/PE lessons/physical activity through use of displays.	To display photographs on the PE display board to encourage children to talk about specific skills learnt. Staff collecting evidence on the server for PE Coordinator to use as evidence and display. Place questions around the board and sentence starter prompts.	Cost of printing.	Intended: To encourage children to talk about what they are learning in PE as well as outside of school.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Distribution of staff audits to identify confidence and skill sets in school. This will lead to an improvement in staff confidence <b>which can allow for pupils to be part of improved P.E lessons and differing opportunities.</b></p> <p>To provide staff CPD in PE through working with Qualitas. Specialist coaches to work alongside teachers to teach P.E sessions and offer support and advice in teaching high quality P.E lessons. <b>This will lead to consistent high quality P.E lessons being delivered to pupils.</b></p> <p>Walk arounds to take place in P.E sessions by P.E Coordinator and other senior members of staff to <b>ensure quality of P.E lessons remains high and effective for pupils to take part in.</b></p> <p>P.E Coordinator to hold regular meetings with Qualitas to assess the progress in development of the school and staff. Improvement on school and staff <b>will be directly reflected on the way in which pupils interact with P.E in school.</b></p>	<p>Staff audit to be made and handed out to all teachers, TAs and midday supervisors. Feedback to be analysed and appropriate needs to be identified.</p> <p>Working alongside Qualitas coaches, mirroring their teaching techniques. To ensure staff are asking relevant questions to the qualitas coaches about teaching styles/building up skills.</p> <p>Inform staff on any dates staff will walk through and observe any P.E lessons and give feedback to staff on any findings from these walk arounds in staff meetings etc.</p> <p>Schedule in regular meetings with John Barker and record any notes from meetings to allow for progress and actions to be taken beyond the meetings.</p>	<p>Paper/Printing cost.</p> <p>Qualitas working alongside teaching staff. 2018-2019 Approx: £4,400</p> <p>Staff release</p> <p>Staff release</p>	<p>Audits allowed evidence on particular areas where staff felt confident and unconfident, improving direction of budget use to personalise improvement of the school's skill set.</p> <p><b>The intended impact is for the confidence of teaching staff teaching specific skills (i.e benchball, multi skills – mini games). Ensure staff understand the importance of Qualitas being present. Perform a mid-review, in Autumn Term 2.</b></p> <p>Current impact: Chn are embedding the 5E's through Qualitas coaches.</p> <p><b>Regular walk arounds will lead to consistent progress and improvements being made to the lessons the pupils are part of. Good practice can be shared between staff to improve lessons.</b></p> <p><b>The intended impact is to ensure consistency throughout the cluster when delivering sports. To engage with new/different ideas through communication with cluster schools. To develop next steps for Qualitas and the cluster schools.</b></p> <p>Current impact: Discussing ideas for change4life scheme and play maker training and implementation.</p>	<p>Regular audits to be handed out to continue to track staff's confidence in teaching of P.E and sport in school. These to be acted upon each time with individuals/groups of staff.</p> <p>Monitor use of Qualitas</p> <p>Share ideas of Qualitas coaches.</p> <p>- Bring one game you admired/liked from the Qualitas coach.</p>



To further enhance staff assessment skills in PE as a tool for whole school improvement.	For PE Coordinator to ensure scheme of work is known and consistent throughout the school. Using simple 'I can' statements to show progression through a series of skills. Discuss with staff how to assess PE to evidence	Printing cost.	Intended impact: For children to be aware of their next steps and their learning objectives. To ensure progression is built upon throughout the whole of the school. <b>REVIEW.</b>	To review assessment tool in place.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Enhance and extend the range of physical activities and sports offered at lunch times and as after school clubs.	<p>Increase the range and sports offered as after school clubs (Boxing, Archery, Street Dance, etc.)</p> <p>When speaking to parents on parents evening a request for gymnastics club after school, as the demand is high in the local community/leisure centre.</p> <p>Increase number of after school clubs</p> <p>Continue using RuggerEds for after-school activities for KS1. Children enjoyment and way to build on basic skills in sports.</p> <p>To enhance existing resource provision.</p> <p>Resources audit for an assessment of need.</p>	<p>Charge of gymnastic coach.</p> <p>Dance Club/Coach - £175 Summer 2018 - 15th June/22nd/29th/6th July/13th July</p> <p>£2,100 – cost children pay.</p> <p>RuggerEds</p> <p>Additional Resources (£500 for goal posts + cost of balls) Rounders posts, bats, balls. (Cost 100+)</p>	<p>Archery/Street Dance/Archery – contacted and no reply from companies. No impact due to no follow up of these coaches.</p> <p>Use of specialized coaches to run the after-school club. Gymnastic club ran for 10 weeks with two sets of children. Children were awarded with Gymnastic badge Summer 2018..</p> <p>Met with Qualitas about extra-curricular activities.</p> <p>The year has been mapped out with costings.</p> <p>KS1 enjoy RuggerEds and they can confidently talk about the skills they are learning (Term 1, 2018).</p> <p>Children to engage with afterschool clubs that Qualitas set up. Make sure all parents are aware – first come first serve basis. Produce posters.</p> <p>Audit completed – storage/access issue. Talk to governors/RP/MG about the issue.</p> <p>Football team needed football post therefore ordered post to be able to train and have home matches within the league football.</p> <p>Rounders Equipment to support teaching with summer term, for both KS1 and KS2.</p>	<p>LB needs time to chase up outside agencies to allow chn to experience a broad range of sporting activities.</p> <p>Make sure children are aware of after school sports clubs available in term 2 – 6. LB has mapped out for the year 2018 – 2019.</p> <p>Assembly lead by Qualitas to promote after school clubs. Taster organized to enhance children attending after school clubs.</p> <p>Rounders' tournament to follow.</p>

		LB Time out		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To hold a school sports afternoon which promotes competitive sports but also individuality involving:</p> <p>Opening ceremony</p> <p>Intra school competition</p> <p>Dance performance</p>	<p>A date to be confirmed for later on in the summer term. Organisation of the event to take place, where appropriate staff are given roles and all pupils become involved in some capacity. Pupils given time to practice.</p>	<p>Resources.</p> <p>£500</p> <p>Credit Voucher for last year's tug of war rope.</p> <p>Qualitas Coaches to assist.</p> <p>£150</p>	<p>This will allow for all pupils to become involved in a sports afternoon where competition, involvement and talent can be celebrated and encouraged throughout school.</p>	<p>Look at different athletics stations for next year.</p> <p>An opening ceremony with music and an organized dance group.</p> <p>How to raise money whilst parents are on site?</p>
<p>To participate in Qualitas competition of events.</p>	<p>Attendance of Qualitas inter-competitions events.</p> <p>Dates and competitions to be arranged at PLT meetings.</p> <p>Teams to be put together through trails before the competitions and appropriate sessions/after-school time to be set aside for the team to practice before the competition.</p> <p>Coaches/transport and staffing to be organised in advance and cover to be arranged.</p>	<p>Transport</p> <p>--- Where possible share with neighbouring schools.</p> <p>PENDING.</p>	<p>A range of competitions/events will be provided for children across the school to ensure participation in competitions/events and also to raise awareness of different sports and its enjoyment. Make sure this is celebrated in the next day's assembly.</p> <p>September – Multi Skills Y2</p> <p>Futsal Y5/6</p>	
<p>To put in place Football team/Football training to compete in league games.</p>	<p>To arrange dates according to the fixtures list.</p> <p>To set up a letter system in which AB can quickly adapt.</p>	<p>£1000 Qualitas Events Programme</p> <p>AB – dinner time cost</p>	<p>For children to participate and encourage their home football team. To develop growth mindset through the football team. To show awareness of a competition to the whole school, as well</p>	<p>Continue with football league with two teams (Team A and Team B).</p> <p>This is for more children to participate in football matches and</p>

<p>To hold termly Intra-competition events, to achieve level 1 school games</p> <p>Purchase of new equipment for school <b>for pupils to use</b>; in P.E lessons, at break/lunch times, in afterschool clubs.</p>	<p>Devise and publish an events schedule and showcase participation. Discuss as a whole staff.</p> <p>Clear expectation of storage of equipment. Use of equipment by staff and children. Maintained of equipment.</p>	<p>for football training – Monday dinner time.</p>	<p>as the footballers i.e. how fixtures/points work in a league. To celebrate through a noticeboard type display in the hall so all children can keep up to date with the football league.</p> <p>All pupils will get the opportunity to get involved in competitive sports within the school environment. All pupils will get the opportunity to watch and take other roles within intra school competitions. LB has complied an intra-competitions timetable, which staff can add too in their year groups.</p> <p>The opportunity for pupils to use high quality equipment that they may not normally get access to outside of school. A further array of sports on offer to pupils.</p>	<p>training.</p>
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# APPENDIX 7

## END OF YEAR 6 – SCHOOL SWIMMING STANDARD – Academic Year 2018 /2019












Schools must publish, on their website, information about their use of the Primary PE and Sport Premium, including attainment figures for swimming and water safety of their year 6 pupils.

Please also return this form prior to the end of the summer term 6 OR send us a copy of your completed PE and Sports Premium plan / impact statement with swimming attainment included (preferably the AfPE Version (Evidencing the Impact of the Primary PE + Sport Premium)), by either:

E-mail : [dawn.clark@derbyshire.gov.uk](mailto:dawn.clark@derbyshire.gov.uk)

OR

Post : Dawn Clark, School Swimming, 2 Godkin House, Park Road, Ripley, DE5 3EF

<b>SCHOOL NAME:</b> North Wingfield Primary School		<b>DfE Number:</b>
<b>Meeting National Curriculum requirements for swimming and water safety.</b>		
<b>What do I report on?</b>	<b>What should pupils know and do</b>	
<p><b>What percentage of your current Year 6 cohort swim Competently, confidently and proficiently over a distance of at least 25 metres?</b></p> <p>72%</p>	<ul style="list-style-type: none"> <li>A continuous swim of more than 25 metres, without touching the side of the pool or pool floor. Part of the swim should be completed in deep water.</li> <li>Strokes are as strong at the end as at the start</li> <li>Strokes are recognisable to an informed onlooker.</li> </ul> <p>Pupils choose stroke and start in the water, must be relaxed.</p>	
<p><b>What percentage of your current Year 6 cohort use a range of strokes effectively, for example, front crawl, backstroke and breaststroke?</b></p> <p>72%</p>	<p>Children should be able to use a range of strokes, alternating on their front and back, and adapt them for a range of purposes. Swimming strokes do not have to be technically correct, but they need to be effective for the intended outcomes to be successfully achieved.</p> <p>E.g. swim 15 metres using a range of strokes, with change of strokes to be fluent, treading water using a breaststroke type action and sculling with hands.</p>	
<p>Created by:   YOUTH SPORT TRUST</p>		<p>Supported by:         </p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water – based situations?</b></p> <p>94%</p>	<p><b>Water Safety Message:</b></p> <p><u>S</u>pot the Dangers</p> <p><u>A</u>dvice – take advice</p> <p><u>F</u>riends – go with a friend</p> <p><u>E</u>mergency- learn what to do in an emergency</p> <p>Children should know the dangers of water locally and nationally. Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and knowing what to do if others get into trouble.</p>	