





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

It is important that your grant is used effectively and based on school need. The Education Inspection Framework 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 Ofsted inspectors consider:
Intent - Curriculum design, coverage and appropriateness
Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment
Impact - Attainment and progress

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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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. **All funding must be spent by 31st July 2022.**

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.

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£3, 980
Total amount allocated for 2020/21	£16,812
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8,167
Total amount allocated for 2021/22	£16, 780
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,947

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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 then transfer to the pool when school swimming restarts. **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**	
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 2021. Please see note above	81%
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	69%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	69%
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?	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 all 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: £8,230 = £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:
All pupils to engage in whole class exercise every day. This will be separate from P.E lessons. This will be in the form of morning exercise / movement breaks / sensory circuits	Midday Supervisors will lead playtime games and encourage less active pupils to take part	£2,000	Adults ability to encourage all pupils to be active / particularly those who would not otherwise engage in physical activity	Further training opportunities for midday supervisors
	Improvement of playground resources (small parts, skipping ropes, etc.) and sensory circuit equipment	£730 + £115	Pupils are playing a greater range of games e.g. – throwing and catching games as well as building objects	Review and order new equipment when needed.
	Older pupils leading lunch time football / with support of adults only when necessary.		Older pupils have developed organisational and leadership skills. The initiative has also led to improved attitude towards school life / learning from one pupil.	Extend pupil leadership programme to include other pupils. Possible course through *Sports Leaders – Play Maker Award*
EYFS and Key Stage 1 children to be physically active during Forest School	Forest School activities for all pupils in EYFS and KS1, supporting	£5500	Children enjoy being led by peers – leads to increased participation	Include Year 3 & 4 in Forest School programme next year.

afternoons.	children's learning, physical development 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: £1,046 = 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:
Pupils understand what wellbeing is and how to monitor their feelings/emotions/relationships and safety	The school follows a weekly wellbeing theme – introduced on a Monday during the Wellbeing Assembly. Teachers are supported with wellbeing resources including singing resources	£126 (on line subscriptions - Sparkyard)	Children know what is meant by wellbeing and how to lead a healthy lifestyle	Continue to look for high quality wellbeing resources
Increase the profile of a leading a healthy life style throughout the school – communicating message to whole school community through newsletter / display / local and social media	Dedicated page on website for communicating positive messages about sport at school and importance of leading a healthy lifestyle	Website / Press release and Facebook admin time: £620	Active lifestyles are celebrated by the whole school community	Embed practice
Pupils know about professional sports men and women – their lives and their commitment to improving their personal skills	Library books including: - autobiographies on modern day sports men and women – acting as inspirational figures. - books on all varieties of activity / sport	TA non-class time for displays: £200 Sporting autobiographies £100	Pupils are inspired by the lives of successful sports men and women	Invite sporting role models into school to give talks to engage and raise the achievement in sport
Link in house school events to national and international events	Use national and international sporting events to promote sport and activity in children's lives			

(Olympics and European Football Championships)				
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £1,925 = 10%
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:
Development of PE scheme of work – with focus on assessments	Whole school adoption of Get Set 4 PE scheme of work to support skills and consistency of provision	Get set for PE £1375	Lessons follow a better sequence and pupils now work to clear end points. Teachers developed a better understanding of how to assessment knowledge and skills.	Embedding use of scheme. Subject leader to observe lessons complete a deep dive in PE. CPD opportunities for ECT.
Pupils to develop their dance skills – sequencing and remembering movements from one week to the next	Dance / Gym Instructor to work alongside class teachers to improve quality of dance and gym lessons) School to continue supporting member of staff currently working towards Forest School Level 3 award	£550 + 670	Teachers' knowledge and skills and confidence in delivering / modelling dance have developed.	Extend to other parts of the PE curriculum – gymnastics / yoga
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £9,560 = £47%
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:
All pupils to have the opportunity to engage in different sporting activities Offer a variety of after school sporting clubs Teachers monitor wellbeing of all pupils – work alongside parents/carers to identify emotion needs Children will participate in healthy eating / food and nutrition lessons. (Cooking ingredients provided by the school) Breakfast club - in order for school to be able to provide breakfast for all children in an inclusive way	Variety of activity days held: skipping / Capoeira / Quidditch / Olympic Dance / Shelter building / Football After school clubs include: multisport, cricket, netball, hockey, running, dance, gardening, and knitting A child counsellor will be available to all pupils when and if required.	Skipping Day £275 Quidditch £750 Capoeira £280 Olympic Dance £420 Shelter building £300 Football Day £35 Secret Garden £400 wellbeing After School Clubs £1,075 + £256 Counsellor £815 + £940 Circus Workshop £360 Premiere Sports £1610 Trim Trail - £385 £1,500 £2,100 + £1,641	Pupils have experience of activities / sports not taught within PE lessons. Pupils know the importance of talking to trusted adults about feelings / emotional regulation	Continue to arrange active enrichment activities Continue to monitor wellbeing of pupils
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £890 = 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:
Buying into Norwich School Sports Partnership network in order to take part in organised events Participate in Cluster and Norwich East Partnership events – virtually and face-to face if possible. Participate in sports festivals	Participate in all key events organised by NSSP as well as attending PE meetings / inset Cost of transport to and from events	£575 £315	Being a small school it is important for all pupils, especially pupils working above expectation to experience sport alongside pupils of similar ability Opportunity for all pupils to represent their school and compete in a sporting activity.	To maintain relationships with external organisations and other schools – provide opportunity for competitions to take place PE subject leader to keep a record of pupils participation so that all Key Stage 2 pupils are given an opportunity during the year

Signed off by	
Head Teacher:	Mrs S Lake
Date:	27.09.2022
Subject Leader:	Mr J Branch
Date:	27.09.2022
Governor:	Mrs S Strowger
Date:	27.09.2022