



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised December 2017

Commissioned by

Department for Education

Created by



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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 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](#).



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.

<p>Key achievements to date:</p> <ul style="list-style-type: none"> - Teachers find PE easier to teach with improved resources. - Informal feedback from staff and children that PE is fun. - Games plans provided by GetSet4PE seem to give better ideas of games lessons to show progression of skills (i.e. not just repeating same objects in one year group to the next). - Curriculum is broad and offers opportunities to engage with a wider variety of physical activity (e.g. yoga, boccea, table tennis and other less traditional activities). - Lots of interest in Bikeability courses and children keen to do their next level. 	<p>Areas for further improvement and baseline evidence of need:</p> <ul style="list-style-type: none"> - Summer Term plans have not been 'tried out/tested' by staff and pupils due to COVID-19 shutdown of schools. These will need reviewing and tweaking once they have been trialed. - Get visitors into school to deliver part of the Y6 Colman CrossFit Curriculum. - Consider how we could potentially use Premier Sport to enhance our PE teaching, as they currently provide lunchtime sessions each day. - EA tennis club did not have a high up-take this year, how will we improve that next academic year? - Football training clubs – Look into how and when training is done to get more children to attend and possibility of lower school club too?
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<p>Meeting national curriculum requirements for swimming and water safety</p>	<p>Please complete all of the below*:</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>100%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>100%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<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?

No

*Schools may wish to provide this information in April, just before the publication deadline.

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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: 2019/20	Total fund allocated: £18,370.00	Date Updated: 29/05/2020	Key indicator 1: The engagement of all 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 impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Norwich SSP Membership.</p> <ul style="list-style-type: none"> - Wider opportunities for children to compete in sports and development leagues, as well as trying new sports (e.g. his netball) that the school currently doesn't offer. - Target specific Pupil Premium children (those that are less active outside of school) to attend Change4Life events. 	<ul style="list-style-type: none"> - Meet with Jon Osborne to see what else we can get from our membership and align this with our agendas to improve PE within our school. - Select groups of Pupil Premium children to participate in C4L activities. - HC identify which SSP events we will participate in for the academic year based on feedback from previous year. - Attend development leagues to enhance and develop teaching of those sports. - Target groups of pupils for each event so that at least 50% of children are involved in additional sporting activities. 	<p>£2,264.40</p>	<ul style="list-style-type: none"> - Initial chats with Jon Osborne gave more information about the different Bikeability courses we could take (in addition to those that we already do), information about new events that we would be a part of the trial of during this academic year (bounce festival and outdoor festival), more information and contact with Suzy Brookes who could provide sports leader training. 	<ul style="list-style-type: none"> - Definitely continue with SSP membership – provides lots of opportunities for exposure to sports that we aren't able to offer at school (either from lack of equipment or opportunities to run). Provides development leagues for various sports also and gives us the access route to Free Bikeability and trialing new events to shape what in offer. 	

<p>Purchase of new goalposts (in a range of sizes) so that all age group are able to participate within regulation size guidelines for football and will be able to be used for football club at lunchtimes and matches afterschool by all 3 of our football teams.</p>	<p>N/A. (Purchased, assembled and being used.)</p>	<p>£865.00</p>	<p>Goalposts in 3 sizes purchased. All on wheels so can be used on the different sizes of pitch, and safely stored away (hopefully helping to keep them in good condition for longer). All Under 11s, girls and Under 10s fixtures for Autumn and Spring played with them – but due to COVID-19, Summer was not able to utilize them.</p>	<p>Ensure they are kept and stored appropriately. The children aren't necessarily able to move them (perhaps only Y6 with adult support), so expectations should be clear about this. For the Winter (snow, frost etc.) consider taking the nets off and storing them inside to protect during the season that they are not used.</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: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Kevin Holland (Optimum Coaching) in school to meet with Hannah Cracknell to evaluate previous spending of the Sport and PE premium funding and formulating this year's/next year's spend.</p>	<ul style="list-style-type: none"> - Meet with Jon Osborne (SSP). - Conversation with Trevor Ellis/Rachel Smith about sailing and the impact it has. - What impacts we would like to have that is holistic for the school/community – what can we do to offer that? What options are financially viable? 	<p>£525.00</p>	<ul style="list-style-type: none"> - Met with Jon to discuss how we could maximise our SSP membership. - Sailing will not continue into the academic year 20/21 after conversations with JS/RGS/TE. 	<p>Kevin Holland continues to be a good contact to have within Colman Federation (currently doing some work with CIS on their curriculum) and will continue to provide with us support, as and when we require/request it.</p>
<p>Full day of Sports Leader Training delivered to 20 upper school pupils by Suzy Brooks, to enable those pupils to deliver lunchtime activities supervised by an adult and how to effectively support Premier Sports coach for when sessions are popular and need support.</p>	<ul style="list-style-type: none"> - Check with TM how this is going. - Make rota for children per day and per lunch sitting. 	<p>£200.00</p>	<ul style="list-style-type: none"> - TM had to have a couple of meetings with the Sports Leaders to reinforce expectations of what they need to do during their slot. - Covid-19 meant that the children weren't really able to run their own activities and our monitoring of this was greatly impacted. 	<ul style="list-style-type: none"> - Consider how this works alongside Premier Sports. Are the Sports Leaders using all of their skills to help deliver sessions? - Suzy Brooks wanted to come in to do some monitoring with the children to see how they were getting on. SK to contact when safe to do so (after returning in September – date TBC around Covid-19).

<p>Premier Sports – 1 hour at lunch time, daily. Range of sports on offer. Lots of feedback from us and changing all the time. Aiming to get children active at lunchtimes too in the hope that behavior issues are minimized.</p>	<ul style="list-style-type: none"> - Sessions run (2 each Lunchtime) by Premier Sports coach. - RGS – termly meetings with Ross Catchpole to discuss how they are doing and next steps (HC also attends these when cover is available). - Lunchtime adult assigned to aid with behaviour management at sessions when it had to be moved indoors due to poor weather as these sessions were highly attended (RGS did rota with MSAs). 	<p>£5,624.00</p>	<ul style="list-style-type: none"> - Over the data we have been given so far, on average the sessions are only being attended by about 8 pupils each Lunchtime. - First half of lunch always seems more popular than second half. Consider why this might be. - Sports are not being rotated as we asked – so RGS has been following up with Ross to get the coach to change them as agreed. 	<ul style="list-style-type: none"> - RGS will continue to meet with Ross to discuss on a termly basis. - Timetable of different sports needs to be refreshed more often by the coach as requested by us. - Follow this up in Sep2020 to ensure it happens.
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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>GetSet4PE lesson plans purchased for use in some PE lessons and all Games lesson (to ensure a range of sports are covered and that the objectives show progression across year groups).</p>	<p>Purchased and HC using in line with 'new' curriculum. (See curriculum overviews if need to know which units of work being used by which year groups etc).</p>	<p>£438.00</p>	<p>Teachers feel Games and PE lessons that use these plans are a success and general attitude from teachers is that these plans are easier to use and provide more of a structure to the Games lessons than before. HC happy with curriculum coverage and progression between year groups.</p>	<p>Renew this subscription next year for sure to maintain access to online resources (but HC did download all the ones we are currently using onto StaffOnly), but Summer term</p>

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:
<p>Trevor Ellis costs and Pat Whittear support costs for sailing.</p> <p>- Increased breadth of extra-curricular offer and experience for pupils who attending sailing club.</p>	<p>Children attend sailing club for 2 half-terms of the year afterschool.</p>	<p>£3,240.00</p>	<p>Agreed with all parties that this is the final year of sailing wit Year 3 AND of sailing club, as it is not cost effective for the small number of pupils that it impacts.</p> <p>- Some of this sailing couldn't go ahead due to COVID-19 anyway.</p>	<p>N/A as won't be continuing next academic year.</p> <p>SK will consider another after school club (perhaps climbing/something the UEA can help to offer) which will be more cost effective and can impact a higher number of children.</p>
<p>Contribution to Year 3 sailing days.</p> <p>- Increased breadth of offer for children who chose to take up the opportunity within the school day, water confidence/safety skills practice after learning in swimming lesson time.</p>	<p>Increased uptake of sailing club for the children that did participate in it.</p> <p>Think about how to get parents involved in an afterschool meeting and an exit route for nearby clubs? Consider for next year.</p>	<p>£490.00</p>	<p>- All children and staff enjoyed the sessions. Staff were requested to attend so that they could use the opportunity as CPD to feel more comfortable of how to run OAA map reading lessons in future.</p>	<p>- Contact Adrian for this to happen again next year, as it provides a great cross curricular geography and PE linked session for each class.</p>
<p>Adrian Hall into school for 2 days to deliver OAA map reading and skills and orienteering to every class.</p>	<p>- RGS organized alongside Geography lead and PE lead.</p>	<p>£148.50</p>	<p>- All of the children were happy to stay for the entire duration of the evening and the show was very well attended by parents/families in the audience. The children felt proud to be involved.</p>	<p>- We will be participating in the dance show again next year because we feel it is so valuable to the children for their positive relationship with dance, performing and feeling valued and</p>
<p>SSP Dance Show meal provided to all pupils in 3HC, so that every child is able to participate in both the afternoon and evening performance on a large stage in Open venue.</p>	<p>- Office ordered the meals for us – catered by Open Venue.</p>	<p>£148.50</p>	<p>- All of the children were happy to stay for the entire duration of the evening and the show was very well attended by parents/families in the audience. The children felt proud to be involved.</p>	<p>- We will be participating in the dance show again next year because we feel it is so valuable to the children for their positive relationship with dance, performing and feeling valued and</p>

<p>Pay for J Atkin for Loose Parts Play supervision during lunchtimes, daily.</p>	<ul style="list-style-type: none"> - N/A – already in action and successfully being used. 	<p>£2,658.00</p>	<ul style="list-style-type: none"> - For lots of them, this was the first time performing on a stage (other than school plays!) - LPP is always well attended by children (so much so that we had to introduce the coloured jackets and timer systems to make sure all that wanted to take part got the chance to). This continues to be true. - Children say “It’s fun” “I like to make ships with my friends” “It’s cool because we can make dens and then sit in them” 	<p>proud.</p> <ul style="list-style-type: none"> - Consider monitoring how many children are attending each day/week? - Consider how we could get other children – who don’t currently attend – to want to come to sessions. - Introduce building challenge cards perhaps to help children who struggle with the open-endedness of the task.
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Key indicator 5: Increased participation in competitive sport

<p>School focus with clarity on intended impact on pupils:</p> <p>Cover costs (HLTA) for sporting events/fixtures.</p> <ul style="list-style-type: none"> - Allowing more children to have the opportunities to be involved in competition. 	<p>Actions to achieve:</p> <ul style="list-style-type: none"> - Identify and target groups of children so that over the academic year at least 50% of pupils have attended sports events which required the use of the HLTAs to cover lessons back at school. 	<p>Funding allocated:</p> <p>£1,739.68</p>	<p>Evidence and impact:</p> <p>Unable to track and record this percentage this year due to covid-19 stopping a lot of sports fixtures in the Spring and Summer terms.</p> <p>Will carry this tracking over to next year.</p>	<p>Sustainability and suggested next steps:</p> <p>Unable to track and record this percentage this year due to covid-19 stopping a lot of sports fixtures in the Spring and Summer terms.</p> <p>Will carry this tracking over to next year.</p>
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<p>Memberships to NPAA and NPSSFA.</p> <ul style="list-style-type: none"> - Allowing more children to be involved in more diverse competition opportunities. 	<ul style="list-style-type: none"> - Attending fixtures and leagues from these organisations to allow the children to compete. 	<p>£110.00 (18/19 member fee, 19/20 member fee and 19/20 comp. entry form.</p>	<p>Unable to track and record fully due to Covid-19 stopping a lot of sports fixtures in the Spring and Summer terms.</p> <p>Will carry this tracking over to next year.</p>	<p>Unable to track and record fully due to Covid-19 stopping a lot of sports fixtures in the Spring and Summer terms.</p> <p>Will carry this tracking over to next year.</p>
<p>LH trained in Korfball coaching, provided with manual and membership fee, in order to run after school club and attend fixtures.</p>	<ul style="list-style-type: none"> - LH attend course - LH set up a korfball club either afterschool or lunchtime. - Investigate fixtures 	<p>£55.00</p>	<p>LH was due to run this in Summer term – unable due to Covid-19. Carry over to next year.</p>	<p>LH was due to run this in Summer term – unable due to Covid-19. Carry over to next year.</p>
<p>Cup engraving (MBS) – giving children the opportunity to celebrate success and have a lasting impact on the 'history' of the school with the trophy and photo on display.</p>	<ul style="list-style-type: none"> - N/A - Cup already engraved and ready to present. 	<p>£12.42</p>	<p>Presented in assembly in front of all other peers – feeling of pride and having it displayed for all to see in school reception.</p>	<p>N/A.</p>