



# 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](http://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.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- Engagement of all pupils in physical activity- Pupils have been enthusiastic and eager to take part in P.E this year. We have adapted to the changing situation with COVID, and made the curriculum accessible not just in school, but online as well. This has been done through virtual tournaments, CSF (Community Sports Foundation) activities and online tasks. Pupils have also accessed lessons from GetSet4PE, Real PE and OAA.</li> <li>- Key Indicator 2- Virtual Tournaments and adapted Sports Day has raised the profile of P.E, despite the limits posed by COVID.</li> <li>- Key Indicator 3- Staff have been engaged by a changing curriculum. The feedback of plans from GetSet4PE, Real PE and OAA has been positive. Staff also have access to all the equipment they need.</li> <li>- Key Indicator 4- Pupils have access to a broad range of sports at CJS. The curriculum offers many different opportunities for physical activities, as well as regular opportunity for swimming lessons.</li> <li>- Key Indicator 5- Participation in competitive events- N/A due to COVID. Virtual tournaments in the Autumn term were competitive and helped the pupils for motivation. Target for next year.</li> </ul>	<ul style="list-style-type: none"> <li>- Making sure all pupils are engaged with P.E. Converse with staff about different ways to get all pupils involved in Physical education. Do staff enjoy teaching P.E? What can be done to ensure staff and pupils continue to be enthused?</li> <li>- Questionnaire with staff about what can be improved with teaching P.E. Specifically, feedback on plans and delivery of lessons is important.</li> <li>- Focus on different ways to get pupils involved in competitive sports (post COVID), Whether it be through virtual tournaments or face to face.</li> </ul>

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]?- Sharon Cole	91%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	<b>No</b>

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

## 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: 2020/21		Total fund allocated: £18,352.00		Date Updated: 19/05/21	
<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:	Sustainability and suggested next steps:	
Norwich SSP Membership. <ul style="list-style-type: none"> <li>- Wider opportunities for children to compete in sports and development leagues, as well as trying new sports (e.g. hi5 netball) that the school currently doesn't offer.</li> <li>- Target specific Pupil Premium children (those that are less active outside of school) to attend Change4Life events.</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Select groups of Pupil Premium children to participate in C4L activities.</li> <li>- HC identify which SSP events we will participate in for the academic year based on feedback from previous year.</li> <li>- Attend development leagues to enhance and develop teaching of those sports.</li> <li>- Target groups of pupils for each event so that at least 50% of children are involved in additional sporting activities.</li> </ul>	£3071.52	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. (impacted due to COVID- will continue next year)	<ul style="list-style-type: none"> <li>- 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.</li> </ul>	

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<b>Key indicator 2:</b> 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 <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<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. Also introduced running of structured play groups for Year 3 pupils.</p>	<ul style="list-style-type: none"> <li>- Sessions run by Premier Sports coach.</li> <li>- RGS – termly meetings with Ross Catchpole to discuss how they are doing and next steps.</li> <li>- Identified need for structured play group for Year 3s.</li> </ul>	<p>£5160.00</p>	<p>A minimum of 5 pupils attend structured play every day. Numbers can vary depending on the need. Beneficial to those pupils who need structure at lunch time. These 5 pupils can also bring a friend with them which they enjoy.</p>	<ul style="list-style-type: none"> <li>- RGS will continue to meet with Ross to discuss on a termly basis.</li> <li>- Timetable of different sports needs to be refreshed more often by the coach as requested by us.</li> <li>- Follow this up in Sep2021 to ensure it happens.</li> </ul>
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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:
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).	Purchased and we continue to use in line with 'new' curriculum. (See curriculum overviews if need to know which units of work being used by which year groups etc).	£691.83	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.	Renew this subscription next year for sure to maintain access to online resources (but SK did download all the ones we are currently using onto StaffOnly), but Summer term



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:
Pay for J Atkins for Loose Parts Play supervision during lunchtimes, daily.	<ul style="list-style-type: none"> <li>- N/A – already in action and successfully being used.</li> </ul>	£1984.00	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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”</li> </ul>	<p>Consider monitoring how many children are attending each day/week?</p> <ul style="list-style-type: none"> <li>- Consider how we could get other children – who don’t currently attend – to want to come to sessions.</li> <li>- Introduce building challenge cards perhaps to help children who struggle with the open-endedness of the task.</li> </ul>

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Korfball Hire and Affiliation Fee. High quality competitive environment. Hire of specialist equipment to aid with pupils' experiences and enhance learning.	Not applicable (COVID)	£45.00	Not applicable (COVID)	Carry over to next year.
Minibus upkeep- Done to aid with pupils' engagement with competitive events after and during school, taking them to pre-arranged fixtures.	Done.	£1,197.42	Limited due to COVID.	Minibus will be able to continue to transport pupils to sports events for coming years.