

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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.

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.

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](#).



Details with regard to funding

Please complete the table below.

Total amount allocated for 2020/21	£17,140
Total carried over from 2020/21 to 2021/22	£7,388
Total amount allocated for 2021/22	£17,170
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,558

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	N/A KS1
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	N/A KS1
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	N/A KS1
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A KS1
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?	N/A KS1

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: 2021/2022		Total fund allocated: £24,558		Date Updated: 29/07/2022	
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: %
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:
To have all necessary equipment to enable pupils to access a varied PE curriculum and playtime/lunchtimes. To buy a range of equipment to inspire children to want to be physical active in lesson times and in free choice times.	<ul style="list-style-type: none"> - Audit current equipment - Get rid of equipment that is not age appropriate - Throw away broken items - Clear PE cupboard - Order new, good quality equipment - Ensure teaching staff are aware of new arrivals - Get playboxes out at breaktimes/lunchtimes 		£1,622.44	<ul style="list-style-type: none"> - Informal pupil voice: pupil's enjoy PE sessions more now than before. - Pupils more active at playtimes/lunchtimes since equipment been provided outside. 	<ul style="list-style-type: none"> - Set up sports leaders/Y2s responsible for equipment in and out at break/lunch - New subject leader to gather official pupil voice about PE lessons and physical activity at school. - Continued monitoring of equipment and replenishing when necessary.
To maintain the pirate ship and play trail to the appropriate health and safety standards, so that all children within the school can play exploratively, develop gross motor skills, get experience of climbing and jumping and dynamic risk assessing within their play.	<ul style="list-style-type: none"> - Sportsafe check equipment - Sportsafe replace and repair equipment where necessary - Other various maintenance to outside areas (e.g. Jet wash, grass replacements, etc. so all can be used safely.) 		£4,240.22	<ul style="list-style-type: none"> - Pirate ship and play trail both very well loved and used by all pupils at breaktimes and lunchtimes. - Rota created for the use of them because so popular. 	<ul style="list-style-type: none"> - Review annual maintenance cost and evaluate if the benefit outweighs the cost. Currently, I feel yes it does. Annual maintenance should mean less large spends

				as it had been left unchecked for a number of years under the previous management.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
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:
To utilise Premier Sports lunchtime provision adult to engage pupils with active play, teamwork games and physical challenges. This engages a wide range of children – across year groups, genders and abilities. The adult changes the activities each day/week/term based on feedback from children and staff.	<ul style="list-style-type: none"> - Check punctuality (issue with this last year) - Monitor attendance at sessions - Feedback to Ross Catchpole what sessions are working well and what ones aren't well attended. - Change activities based on feedback (termly?) 	£8,140	<ul style="list-style-type: none"> - Pupils visibly run out to the adult at lunchtimes as they are keen to play and get involved. - Children have formed a good relationship with consistent adults we have attend. - We have directed behaviourally challenging children to attend Premier Sports at lunchtime to give structure to their play and have seen less issues with them during these sessions. - Conventionally 'unsporty' children accessing physical games that they would chose to independently. 	<ul style="list-style-type: none"> - KM to monitor impact and effectiveness as HC moved roles to work at CJS. - KM meet regularly with Ross Catchpole to update and quality control.

<p>To provide each year group with a suitable space for outdoor learning to take place during continuous provision time – including Physical Activity, Physical Challenges, Dynamic Risk Taking, OAA opportunities, teamwork challenges and gross motor skill development.</p>	<ul style="list-style-type: none"> - Each year group give HC wishlist of things requested for outdoor environment with PE focus. - HC to order (some not in stock so will carry over to next year) - Next academic year, subject leader to monitor how outdoor areas being used and get examples of what children do when given independent time in outside area, to check if PESSPA is highlighted enough. 	<p>£2,991.13</p>	<ul style="list-style-type: none"> - Year groups very happy to be given budget to develop outside area - SLT very happy that it fits with our focus on developing continuous provision in KS1. - Children already beginning to enjoy the outdoor areas more – more choosing to go out there during independent times already, but this will be seen more from September. 	<ul style="list-style-type: none"> - Next academic year, subject leader to monitor how outdoor areas being used and get examples of what children do when given independent time in outside area, to check if PESSPA is highlighted enough. - After this initial big spend, there should only be minimal top up spends needed for maintenance in future years.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> - To give HC (primarily) additional PPA/cover/release time for subject leader action plan tasks and attending sports events/training/CPD. - To attend CPD training about how to be an effective PE subject co-ordinator, in order 	<ul style="list-style-type: none"> - HC to take time out of class to audit resources, order new equipment, begin to develop curriculum and attend any CPD that comes up throughout the year or sports events that HC or others may go to. - Vision for PE at CIS and Intent statement document 	<p>£2,389.17</p> <p>£768.15</p>	<ul style="list-style-type: none"> - PE cupboard sorted and better stocked for effective use. - Curriculum map developing - CIS PE overview document completed and on website for Intent. - HC unable to attend, but LK from CJS went instead and will feedback to new 	<ul style="list-style-type: none"> - Who will subject leader be next year? - September: complete restock of any equipment lost/broken. - Check what CPD year ahead. - Who will subject leader be next year?

<p>to improve our school offer and receive guidance.</p> <ul style="list-style-type: none"> - To have GetSet4PE as a resource our teaching team may use as a tool to aid their teaching 	<ul style="list-style-type: none"> - Advice on next steps and how to move forward. - HC and LK share GetSet Primary Account – pay half. - See where it can fit in with our curriculum overview and check for progression of skills across year groups. - Download plans for appropriate topics and assign to year groups. 	<p>£220</p>	<p>subject leader next academic year.</p> <ul style="list-style-type: none"> - Teachers have overview for the year of what they are teaching when and have access to the downloaded plans that would be suitable for each topic, if they wish to use them from GetSet4PE. 	<ul style="list-style-type: none"> - LK (CJS) to have time given to feedback to them. - How do teachers find using these plans? Are they overwhelming or too much in them? - Be clear that they are only there as ideas and are not expected to be followed to the letter. - Will we renew this Federation-wide subscription next year or are CJS moving away from GetSet? - Should we look into what they do too to offer continuity?
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> - To experience orienteering, map reading, compass use and other OAA experiences on our school grounds. 	<ul style="list-style-type: none"> - Adrian Hall to come in and deliver a session to each class. - Y1 teachers to use this as CPD opportunity to then do some simple linked activities in Outdoor activities day. 	<p>£580</p>	<ul style="list-style-type: none"> - Pupils loved the activities – informal feedback at the time was excellent and all wished we could have had even longer! - Pupils have all experienced reading maps, language around symbols/compasses and been successful to some degree at simple orienteering. 	<ul style="list-style-type: none"> - Definite value for money – book in for next year too. - Make sure teachers are engaging well with sessions so they can then include simple versions of these activities in outdoor provision. - Website post next time.
<ul style="list-style-type: none"> - To fund two weekly afterschool multi-sports club, run by Premier Sports, so that children are getting extracurricular opportunities to explore sports not taught in our school (e.g., archery). 	<ul style="list-style-type: none"> - Y1 and Y2 on separate days to allow more children to access and more skill progression. - Feedback what sports are popular and which ones less so. 	<p>£1,530</p>	<ul style="list-style-type: none"> - Waiting list for the clubs as it was so desired by Y1 and Y2 pupils. - Groups changed termly to ensure all got a go who wanted to. 	<ul style="list-style-type: none"> - Can we offer something for Year R pupils? - New subject lead to evaluate if this can continue being fully funded.
<ul style="list-style-type: none"> - To raise the profile of dance as a sport and get all pupils to participate in physically demanding dance sessions, linked to an international theme. 	<ul style="list-style-type: none"> - Each class takes part in workshop session of an hour with instructor. - Children will be taught by a professional instructor alongside their teachers. - Collect feedback afterwards to see if we want to book again. 	<p>£559</p>	<ul style="list-style-type: none"> - HC informally collected feedback after event (no longer working at the school at this time) and teachers said children enjoyed it generally and would like to do it again. 	<ul style="list-style-type: none"> - Do we want to do this next academic year? - Good value for money session? Or could we find someone else? - Consider how dance could be working into our curriculum more or offered as a club after school?

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> - To enable pupils to experience new and familiar sports/games/team events, in and out of school time, so that they can gain experience of elements of competition via the Norwich SSP subscription. 	<ul style="list-style-type: none"> - Subscribe to NSSP - Look over what events we can attend. - Find other adults (not just HC) willing to attend and book events. - Dance show – Y1? 	£1,515.89	<ul style="list-style-type: none"> - We weren't able to attend many events this year, due to high staff absences due to high COVID numbers still. - Bikeability courses not able to run at the times convenient for us, but all year groups keen for this to be offered to their pupils when possible. - Dance Show got rescheduled to a time that did not fit in with our curriculum so we weren't able to do this. 	<ul style="list-style-type: none"> - Subscription is definitely worth (from previous experiences) so hopefully new subject leader can get listing of events and book onto them and actually attend, without cancellations due to staff illness/curriculum clashes and HC leaving school approx. halfway through the year.