

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 carried over from 2019/20	£23596
Total amount allocated for 2020/21	£17390
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17460
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17460

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
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 2020. Please see note above	N/A
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
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A

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 <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: 62.5%	
Intent	Implementation	Funding allocated	Impact	Sustainability and suggested next steps:
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?	
2 NPECTS, level 3 PE trained members of staff to run lunchtime activity sessions - offered across the school, throughout the year to enable all pupils to have access to high quality physical activity outside of lesson time	NPECTS trained current staff to cover activity from Mon-Friday – with new varied equipment not accessed during PE lessons. Activities identified and timetabled across the year. Mentoring and supporting training staff with their PE sessions and portfolios / mentoring lunchtime support.	£3577	Regular participation of pupils accessing these sessions - activities changing regularly to entice a variety of participants. Only 1 NPECTS trained at the moment – other staff members completing their training.	Increase the variety of activities on offer. Increase the sessions from 1 staff member to 2. One staff member to oversee the skipping challenges. 1 staff member overseeing the social skills activity trolley when needed for specific work with individual pupils identified by teachers...
Engage with Skip2Bfit to teach correct use of skipping ropes and encourage high intensity fitness at break and lunchtimes.	Book Skip2Bfit sessions in Spring 2022 and ensure supply of skipping ropes. Ensure NPECTS current staff encourage skipping activities by helping with large rope/group skipping activities...lunchtime skipping provision.	£1386	Skipping workshops completed by all Reception classes and all classes in KS1 on 13 th and 14 th June 2022.	Skip2bfit kit purchased for PE lessons and lunch/break time active sessions. Skipping display.

Consistent outdoor learning provision and all-weather access to the Daily Mile.	Ensure access to Daily Mile throughout the school year – new route with markings (footsteps?) Continued provision to outdoor active cross-curricular lessons.		<i>Daily mile to be re-routed around playground (therefore accessible and visible to pupils and staff...to be restarted September 2022</i> Outdoor English and Maths activity items trolley used by Reception and KS1 – thus engaging pupils who need a more active lesson to help engagement and recall.	No need for playground marking to enable re-routing of the daily mile.
Explore further after-school ideas for extending active engagement with parents beyond the school day.	Investigate local facilities for clubs and engage with local providers. Provide taster sessions and promote out of school local clubs.		Unable to implement due to continuing constraints until summer 2022 – look to do in autumn 2022...	Implement sessions for pupils with local sports and activities provision in the area.
Improve fine and gross motor-skills across the year groups as identified post-covid and easy access storage.	Identify and provide extra kit for focused provision across the various year groups – nursery, reception and KS1	£6006	Improved provision and access to activities helping bridge the lack of proficient fine and gross motor skills across the school.	Monitor use and sharing of equipment now available to improve these skills across the schools
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 7 %
Intent	Implementatio		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:

Participation in the Virtual Competition Summer Games – all children to be encouraged to aim to represent the school.	Enter the Virtual Competition Summer Games.		N/A	Not currently being run – Post-Covid
Subject Leader time to support staff in subject planning and teaching of PE. Meet with WJS PE Lead to ensure smooth transition of skills and techniques from KS1 to KS2. Ensure continuity through the use of planning programme at both schools.	Timetable preparation for support lesson teaching and evaluation time. Meet with PE Lead to aid transition and implementation of consistent use of planning tool.	£1060	Progression documentation being upgraded and rewritten. Smooth transition from one school to another with progressions appropriate for year groups within each subject/activity within PE.	Monitor PE sessions across both schools to ensure planning and progression is effective and uniform with efficient correct use of adapted plans using planning tool as a basis.
PE Lead (NPECTS trained level 4) to team-teach PE sessions – the intended impact is to support Teachers to deliver quality PE lessons.	PE Lead DN to Team-Teach PE across the school on a rolling program for all classes and staff.	£150	Mentoring and team teaching for new trainees provided. Team teaching in Penguins/Elephants class...	Increase the team-teaching undertaken through timetabling this provision
Promote Active lifestyles; aid mental wellbeing	Provision of Active Animal per class to promote activity and a display book to share active lifestyles across the school, within each class to help improve mental health.	£65	Animals bought and class books ready to go for Autumn 2022 implementation.	Monitor use and replace animals when needed.
NPECTS, level 4 PE trained member of staff to run a lunchtime activity session - offered across the school, throughout the year to enable all pupils to have access to high quality physical activity outside of lessons	NPECTS trained current staff to cover activity from Mon-Friday – with new varied equipment not accessed during PE lessons. Activities identified and timetabled across the year.	See Key Indicator 1		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1%
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:
Membership of AfPE – ensuring that new initiatives, Health and Safety training is available to the school therefore ensuring the children receive high quality with the latest information.	Ensure membership is maintained.	£80	Key staff have access to updates and necessary implementation of any changes.	Renew membership yearly to ensure current and high-quality PE provision.
Arrange for all staff to have OAA CPD training with a high-quality training company; including newly qualified NPECTS trained TA staff. Ensure equipment enables provision of OAA teambuilding sessions from Autumn 2022; use new resources with improving fine and gross motor skills	Book OAA inset training for Spring 2022. Ensure provision of training includes electronic versions of information to train new staff when needed; VisionEd. Assess and provide relevant equipment.	See key Indicator 1	Twilight OAA sessions attended by all Teachers and Tas at WW New equipment bought to upgrade the provision and ideas available Work cards/ideas created for all to easily access and use Full week of OAA activities – an hour each day for each class in Reception and KS1/ improved resources for outdoor exploration and problem solving in Nursery.	Create some new ideas cards to progress provision. Keep an overview of resources and update to ensure quality provision. Repeat OAA activities provided/given during outdoor Learning Week 2023 to build on confidence gained by staff this year. OAA – teambuilding to be a focus in Autumn 2022 to aid settling and bonding of children in their new classes.

PE Lead (NPECTS trained level 4) to team-teach PE sessions – the intended impact is to support Teachers to deliver quality PE lessons.	PE Lead DN to Team-Teach PE across the school on a rolling program for all classes and staff.	See key Indicator 2		
Subject leader to attend the PE conference to find out about the latest updates and opportunities.	Attend the conference.	£135	Attended at UEA in June 2022 New ideas being investigated.	Up to date with possible new ideas to incorporate appropriately when feasible. Continued contact directly with Norfolk PE hub.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 29.5%
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:
Introduce new sports available in local area; Children to experience new sports through workshops and visitors.	Look into and book workshops for taster sessions and visitors to share their clubs with the children. Organise timetables.	See Key Indicator 1		
Outdoor Active Learning Week - Children to experience the archery, BMX track, low ropes etc – children exposed to new sports/skills testing their confidence, co-ordination, and enjoyment.	Book archery, BMX track, baby bouldering and low ropes etc for Outdoor Active Learning week	£4375	Higher quality OAA sessions taught by more confident teaching staff and newly qualified NPECTs trainees. Amazing Outdoor Learning week with OAA focus – NCFC (football skills), Bouldering wall, Archery, Spider Mountain, Caterpillar Climb and large climbing wall. Excited pupils across the week – building confidence to have a go and be the best that they can be...personal challenges, improved confidence and resilience, teamwork built on and greater empathy	Continue to build on teaching confidence with focus on OAA in Autumn to bond classes Introduce and update OAA idea cards and resources Outdoor Learning Week 2023 – new experiences, challenges and extra OAA provision for all.

			for fellow pupils.	
Arrange for all staff to have OAA CPD training with a high-quality training company; including newly qualified NPECTS trained TA staff. Ensure equipment enables provision of OAA teambuilding sessions from Autumn 2022.	Book OAA inset training for Spring 2022. Ensure provision of training includes electronic versions of information to train new staff when needed; VisionEd. Assess and provide relevant equipment.	See Key Indicator 3		
Improve fine and gross motor-skills across the year groups as identified post-covid.	Identify and provide extra kit for focussed provision across the classes on a rota system.	See Key Indicator 1		
Participate in Indian Dance workshops for each class. Provide opportunities for children to see physical activity across a range of subjects as part of their normal learning.	Participate in Indian Dance workshops during Diwali.	£770	Nov 2021	Possible bi-annual event to cover mixed year groups in KS1

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:

Participation in the Virtual Competition Summer Games – ensure all children have the opportunity to compete in competitive sport and represent the school. Annual Athletics Competition within School.	Enter the Virtual Comp Summer Games. Arrange and facilitate the running of the school Athletics competition.	See Key Indicator 2	N/A for Virtual Summer Games Competition enjoyed with Athletics competition – activities mornings on Sports Day and traditional racing pm.	Not currently being run – Post-Covid Recreate activities morning – adjusting as skills improve. Create competition within school for other sports where possible.
To participate in Inter-Trust competitions – to participate in inter school sport, meet new friends and learn new sports.	Arrange visits with Asl and MF. Organise events and transport.		Not able to due to not being reinstated since Covid 19 restrictions	Look into how this can be reinstated during 2022-2023
To participate in the Cluster Sports Programme – all children have the chance to play against other local schools in regular competition.	Ensure staff know the dates for the events and organise staffing and transportation.		Not able to due to not being reinstated since Covid 19 restrictions	Look into how this can be reinstated during 2022-2023

Signed off by	
Head Teacher:	<i>M. Kemp</i>
Date:	30.9.22
Subject Leader:	<i>D. Newby</i>
Date:	15.7.22

Governor:	
Date:	