

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](https://www.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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18340
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18200
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18200
Total amount of funding for 2022/2023. To be spent and reported on by 31 st July 2023	£18200

Swimming Data Year 6 cohort in July 2023

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 2023. Please see note above	Our pupils in year 6 had their swimming provision when they were in year 5. In addition to the provision our current year 6s had when they were in year 5- they have had provision in years 3 and 4 also- some of this was interrupted due to COVID restrictions when they were in Year 4 62%

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	62%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	62%
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?	Yes- as our school changed from a junior to a primary we have many pupils who joined us from a feeder school in year 3 and had not ever been swimming before- so we carry out an enhanced swimming curriculum that includes swimming in Years 3, 4 and 5.

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: 2022/2023	Total fund allocated: 18 200	Date Updated: updated October 2022 Reviewed July 2023		
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: 30%
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: Reviewed
To enable pupils to independently access physical activity opportunities and take on leadership responsibility and to be able to provide even more opportunities to be active (lunchtime).	To train a new cohort of Sports Leaders- pupils who are trained to run activities at lunch times (train Year 5 to take over from last years’ year 6). Resource team of sports leaders. Lead teacher to oversee. To implement ‘Lunchtime Friends’ – Year 6 leaders to lead and support physical activity in reception and Year 1- time to train, meet, organise so lunchtime friends rotate across year R and Yr 1 at lunchtime across the year- eat with the children and then lead play. AHT to oversee.	£5000	More pupils are involved in regular physical activity. More children participating in Outdoor and adventurous activities Children take more responsibility.	Reviewed July 2023 Sports Leaders- Year 5 trained by W Honeybone- now leading activities at lunchtime Additional equipment purchased- more hoppers, footballs and goals and pumps. Lunchtime Friends has been another huge success and really supported improvements in behaviour at lunchtime- DHT trained these pupils. New SPA Way award launched too- recognises children showing values at lunchtime. MSA team have been empowered by this development. Number of behaviour incidents have
Continue to support a wide range of	Line markings for athletics and sports day events. PE cupboard to	£500		

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activities on the field – both within PE curriculum and at other times of the day.	be well resourced, well organised and resources accessible to MSAs and teachers to ease the delivery of PE/ activities at lunchtime.			reduced. Pupil leadership roles have been particularly powerful in supporting SEND pupils at lunchtime. More inclusive-taking part in games and activities. Role was recognised by Ofsted as a strength June 2023.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 50%
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:
Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity	Continue to devote Curriculum Team Time to action planning around improved outcomes in PE, sports and promoting and protecting mental health- in particular around Early yrs and Yr 1 PE provision now that our school is a primary. Introduce OAA and support staff development with this. Release time for curriculum team for planning and working with HT/ DHT/ attending DNEAT PE networks and other networks through the Swaffham Cluster.	£5000 £1- 2000	Refine vision for PE, update and evaluate action plan and curriculum/ progression documents. Continued increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. Review our Early Yrs and Yr 1 PE curriculum as this is new to our school having moved from a junior to a primary.	The curriculum has now been taught all the way through from Reception to year 6- this year was our first year of the whole curriculum as we now have Year 2. OAA sessions took place in Years 3 and 4- children thoroughly enjoyed this- strong pupil voice. The problem-solving aspect of this was good- impact was more outside learning. 2 x staff worked alongside the OAA instructor- impact = increased confidence in delivering PE and OAA.

	Explicit focus to developing our outdoor learning and curriculum time. P Work with SBM and Resources Committee to ensure that improving our outdoor environment remains a priority- linked to using more areas of our outdoors for physical activity. Continue to add to our resources for lunchtime play- equipment and resources in early Years/ yr 1 in particular as this is new to our school.	£400 £3000		Next step is to introduce weekly PE breakfast meeting with ICS coach- this started to happen in July. PE Lead attended DNEAT networks – really useful in supporting development as subject lead, self evaluation and action planning. More improvements to outdoor area have been made- investments made in Early Yrs and Yr 1 outdoor areas, area outside Year 4 classroom- mud kitchen, new tepee- encourages more role play and discovery play in outdoors. OAA problem solving- orienteering- very popular and supported awareness of space and place as well as developing skills of map reading.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:

Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity	Release time for PE Lead to work with SLT, network with other PE leads and attend PE ambassador training through DNEAT.	£2000	Impact / Outcomes for staff: Identification of strengths and areas of staff need with regards to training – specific focus on OAA More effective subject leadership – Subject leader file evidences monitoring and next steps. Increased PESSPA opportunities provided by staff Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template Clearer understanding of the updated National Outcome Indicators A more focused action plan to enhance standards of provision Staff upskilled to deliver enhanced provision in PE lessons Impact / Outcomes for children: Children engaged in more effective, enhanced provision from upskilled staff . Years 3 & 4 have more outdoor learning/ problem solving through OAA.	There has been impact in particular in Reception,&Yr 1- increase staff confidence in teaching and delivering PE. Year 3 and Year 4- teachers here have benefitted from CPD on OAA. Assessment system has started- lots to do here as curriculum only just been taught all the way through.
	Release time for teachers and school leaders to work with OAA instructor	£500		
	Re-visit staff CPD needs and support from PE Lead.			
	Develop PE assessment system	£250- £500		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
5%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps: Analysis of uptake in clubs shared with Ofsted (June 2023)- over 200 children involved- shows that clubs are very popular. Children enjoy taking part in activities across different classes- mixing with

and be able to do and about what they need to learn and to consolidate through practice: Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	intentions: Provide additional healthy, physical activity opportunities outside of curriculum time – after school clubs/ lunchtime: athletics, football, gardening, art. Improve children’s range of sports and sessions given. Look at less traditional activities that could build upon the PE provision- in particular the dance units in Dimensions. Mental Health focus: continue to embed meditation and mindfulness as part of our whole school curriculum (see also notes under key indicator2 as there is over- lap here)	£500 (approx.)	can they now do? What has changed? Increased awareness of the wide range of different types of healthy activity available. Increased opportunities for healthy activity available. Additional activity opportunities available. Increased engagement in exercise. Increased understanding of the benefits of exercise for health. Improvement in sense of health and wellbeing. Increased participation by children who normally don’t engage with sporting / physical activity opportunities Increased number of children enjoying taking part in school clubs. Children develop greater understanding of the health benefits of exercise. Children are confident when discussing a healthy lifestyle.	children they wouldn’t usually mix with and trying out something new. Dance has been a big success and children have requested a Karaoke club for next year.
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Additional achievements:

£

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
Continue to take part in competitive opportunities in inter-school sport and therefore increase the number of pupils that are participating.	Continue to buy into the Cluster inter school competitions and ensure that all children have opportunities to take part. Inter house competitions within school	£500	Experience of competition against self and others. Experience and understanding of rules and scoring systems. Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship. Enjoyment of sport and games across the school. Opportunities to participate in a wider variety of activities. Awareness of the importance of physical activity and health. Socialisation with other children from other schools / backgrounds. Experience sense of well-being and the feeling of achieving their best. Experience of gaining awards and certificates and the feelings of achievement. Increased engagement in teamwork and exercise. Increased confidence. Increased sense of belonging and engagement in whole school life.	This was a great success and included events in Year 1 and 2 as well as 3,4,5 and 6. There was also a fun run for Reception pupils. Pupils enjoyed taking part and competing with other children from other schools. All pupils are proud of these achievements-celebrated through Celebration Assembly and in the Family newsletter. Continue to keep this going.

Signed off by Reviewed in July 2023	
Head Teacher:	Nicola Kaye
Date:	October 2022
Subject Leader:	Will Honeybone
Date:	October 2022
Governor:	Bill Muir
Date:	October 2022