

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised Autumn 2020

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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

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 2020. 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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Real PE successfully introduced in our school. Girls Year 5/6 Norfolk Schools Football Plate winners. Took part in a range of events with our SSP. Outside Gym purchased and used. CSF lunchtime clubs successful. Year R/1/2 Equipment purchased.</p>	<p>Update outdoor trim trail and tyre swing. Improve PE storage. Update old PE equipment. New sports kits for teams. Outdoor play equipment to be fixed and updated e.g wooden tyre swings and trim trail.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>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.</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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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?</p>	Yes/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: £8575 Estimate carried forward £2634.57 Total Funds: £11,209.57	Date Updated: 09/11/20			Total spend (Autumn) £8963.00 £2246.57 left over.
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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:
Additional achievements: Clubs are readily available to all pupils (some restrictions due to COVID). CSF to offer 2 x after school clubs each week.	Contribution to CSF to run 2 after school clubs for 17 weeks. Offering a range of sports and engaging more children (focussing on PP children)		£595	The aim of this will be to offer a wider range of sports to children. Multi sports club is starting, 2 PP children taking part so far. Numbers limited due to COVID 19.	Continue this club over into the Spring term. 6.7%
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:

<p>Children have access to our Forest School in small mixed age groups. They are able to develop their confidence, resilience and self-esteem through the activities on offer, whilst developing their physical skills and being active.</p>	<p>Forest School Teaching assistant employed to enable the groups to be led by 2 qualified members of staff, as well as volunteers.</p>	<p>10 hours per week scale C = £2,970</p>	<p>A fantastic programme for a range of children identified by teachers e.g Pupil premium or vulnerable. Having a great impact, especially after lockdown. Improvements in children's self esteem, social skills and knowledge of outdoor learning.</p>	<p>Continue to identify children each term that will benefit from this. Forest school lead completes before and after assessments to track improvements. 33%</p>
--	---	---	---	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Staff to have modelled lessons and training for Real PE. =	Real PE leaders modelled lessons for teachers. Staff meeting focussing on Real PE as well as observing lessons. Subject leads took part in 3 days of CPD. Continuous networking with Real PE schools.	£3500.00	PE Subject lead took part in 3 days CPD to then feedback to all staff. Each year have mapped their long term PE plans using Real PE. Consistent across the school and easier to support staff.	Continued contact with Real PE staff to offer courses to staff. PE lead to check in with staff during staff meeting to ensure Real PE is being delivered well and to address any questions. PE networking possibly to start with other schools. 40%
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
For children to be able to take part in a range of sports in their PE lessons and after school clubs. Hopefully to then engage in a club outside of school.	Range of equipment purchased to ensure high quality PE is able to be taught using the correct equipment	£788.00	Quality PE lessons. PE equipment updated to ensure teachers have resources available to meet needs of Real PE.	Continue to monitor and update PE equipment. Storage to be looked at for the Spring term. We will also look at the outdoor play equipment on the fields (tyre swings and trim trail). Possibly update table tennis tables as one was not safe. 5.8%

Improved access to equipment at lunch time during COVID 19.	To have a collection of equipment available for lunch time that can be sanitised and safe to use.	£200 (not yet spent)	This will increase physical activity at lunch times and make play times for engaging for children.	2.3%
---	---	-------------------------	--	------

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:
Children are able to compete in sporting events and tournaments, competing to a county level.	Continue to participate in North Norfolk School Sports Partnership events.	Nil	Children have taken part in online sports events. This improved their competitiveness. The class also took part in multi sports so they were able to try some different games which they really enjoyed.	Continue to share these events during the Spring term. 5.8%
Continue to participate in school sports at a local level to include children from Year 1-6, team and individual events and activities for those who are less confident about sports.	Join local schools sports partnership.	£780	Children have taken part in online sports events. This improved their competitiveness. The class also took part in multi sports so they were able to try some different games which they really enjoyed.	Continue to share these events during the Spring term 8.9%
Transport is freely available and low cost, enabling children to attend more events and compete regularly in a range of sports.	Contribution towards fuel for the two school minibuses to travel to sporting events.	£300	Did not use Minibus due to COVID 19 and competitions taking place virtually.	Continue to contribute to minibus fuel fund. 3.4%

Signed off by	
Head Teacher:	R. Carter

Date:	9/11/20
Subject Leader:	J.Roper
Date:	9/11/20
Governor:	
Date:	