

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised Spring 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](#) (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.

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 March 2021:	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. A wider range of clubs (table tennis and daily mile). Daily Mile happening across the school. Many staff have taken part in Real PE CPD (at least 1 from every year group). Outdoor playground equipment updated.</p>	<p>Update outdoor trim trail and tyre swing. Improve PE storage. New sports kits for teams.</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: £15,297.53 Estimate carried forward £9,632.47 Total Funds: £14196	Date Updated: 23/03/21	Total spend (Spring) £11,940.13 Left over £2,255.87
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	28%
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?:
Playground equipment is available and accessible to all children. These are exciting and safe and will develop physical and social skills.	Upgrade to the playground and installation.	£800.78	Children of all ages will have access to a range of playground equipment which will be fun and safe to use. Children use the equipment regularly and enjoy this at break and lunch times.
Bright stars (before and after school club) play area is updated and accessible for children.	Update to Bright stars play area and installation.	£3528.00	Children who access the before and after school club will have a range of playground equipment that they can play on.
			Sustainability and suggested next steps: Continue to monitor and assess how we can update playground equipment again in the future. Continue to monitor and update if needed.

Percentage of total allocation:

%
19%

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Inten t	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 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.	Forest School Teaching assistant employed to enable the groups to be led by 2 qualified members of staff, as well as volunteers.	10 hours per week scale C = £2,970	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.	Continue to identify children each term that will benefit from this. Forest school lead completes before and after assessments to track improvements.
Children to take part in at least 30 mins of physical activity every day with the Daily Mile.	All teachers encouraged to take children outside for a Daily Mile each day. Year 6 to run a before school club.	Free	Children love it! Teachers have also mentioned a positive impact on behaviour after taking part in the run and a rise in self esteem. Teachers are joining in too!	To continue you this for the foreseeable future.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Ensure PE staff are given opportunities for PE CPD events to upskill their teaching abilities.	Staff to attend REAL PE CPD. Member of staff to take part in Tennis CPD course.	Free as part of membership paid in Autumn term. Free	6 members of staff took part in Real PE, Real Dance, Real GYM and Real Play training. These members of staff will now be better equipped to teach their PE lessons and possibility of Real Play club. School now has £250 vouchers to spend on a coach/equipment or 12 week course.	Real PE mentor to run staff meeting in summer term and host a showcase day to model lessons. Real PE membership to be continued for next 2 years. School will use voucher for equipment and to run a tennis club.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
				3%

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	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:

consolidate through practice:				
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.	<p>Range of equipment purchased to ensure high quality PE is able to be taught using the correct equipment.</p> <p>Some new equipment purchased so the school is able to run a wider range of clubs.</p>	£459.95	<p>Quality PE lessons. PE equipment updated to ensure teachers have resources available to meet needs of Real PE.</p> <p>Wider range of clubs are able to be offered e.g table tennis, dodgeball (summer term).</p>	<p>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).</p>

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:
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.	£800	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.	£N/A	Did not use Minibus due to COVID 19 and competitions taking place virtually.	Continue to contribute to minibus fuel fund for summer term.

Signed off by	
Head Teacher:	R. Carter
Date:	23/3/21
Subject Leader:	J.Roper
Date:	23/3/21
Governor:	
Date:	