

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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 2021** at the latest.

**** In the case of any under-spend from 2021/22 which has been carried over this must be used and published by 31st March 2023.**

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 2022. 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.

Please note: Although there has been considerable disruption in 2021 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p>Investment in Get Set 4 PE programme provides staff with a clear structure for each area and lesson plans/ideas. This ensures high quality lessons for the children and progression of skills throughout the age groups. Pupil voice shows a positive relationship with PE for many. "Can we do PE everyday!" They enjoy being active and see the subject as fun. Majority of children are engaged in this subject. PE can remove many of barriers that children may experience within the classroom. It gives them the chance to shine. "I feel free".</p> <p>Children can recognise the value of PE. "It makes you fitter" "It keeps you healthy and fit" "It's good for your mental health". They talked about the skills it harnesses including confidence, commitment, determination, training hard, focus, acceptance and sportsmanship. Several mentioned that it helped them to focus in lessons.</p> <p>Children enjoy trying different sports and then go on to join clubs as a result. Inspiring them to be active!</p> <p>Providing swimming weekly for both Year 4 and 5 throughout the year in recognition of lost opportunities during covid.</p> <p>KS2 sports day was a highlight providing the opportunity for all of KS2 children to compete on an actual athletics track with spectators. A 'wow' moment for them and a chance to demonstrate all the skills and JONK values they have developed over the year e.g. cooperation, resilience etc</p>	<p>Continue to develop high quality PE lessons throughout the school. Make use of</p> <p>Continue to promote the mental and physical benefits of being physically active.</p> <p>Continue to maximise the opportunities provided through the School Sports Partnership to take part in various activities and represent the school.</p> <p>Continue with swimming for Year 4 and monitor those in Year 5 and 6 who need additional support.</p>

Did you carry forward an underspend from 2021-22 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you must complete the following section **If NO, the following section is not applicable to you**

If any funding from the academic year 2021/22 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2023.

Academic Year: September 2021 to March 2022	Total fund carried over: £ 2,494	Date Updated: 27/10/22		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £ 2,494
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

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.	
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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/No

2022-23 Sports Grant Plan

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: 2022/23		Total fund allocated: £ 22150		Date Updated: 27/10/22	
		C/f £2494			
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: 40
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:	
Maintain playground equipment to encourage physical activity at break and lunch time	Equipment audit and purchase new equipment where required	£500			
EYFS and Year 1 children to be physically active at forest school.	Forest school provided for EYFS and Year 1 to support children’s learning, physical development and mental health.	£5250			
Staff costs associated with Forest School provision	All Forest School sessions have adequate supervision from trained TAs – under direction of forest school leader.				
Paul Colbeck to run lunch clubs to encourage children to be active	Paul Colbeck to work with sports leaders to provide opportunities for children to take part in small physical activities.	£3000			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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 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:
Development of PE scheme of work to ensure high quality PE lessons Promote the positive values of being active e.g link to Jonk, stickers	Whole school adoption of Get Set 4 PE scheme of work to support progression of key skills and consistency of provision Children’s contribution in PE lessons and sports events to be recognise in celebration assemblies, through stickers and awards. Focusing on the values they show e.g. resilience, sportsmanship etc	£600 £100		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7 %
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:
Development of PE scheme of work	Whole school adoption of Get Set 4 PE scheme of work to support progression of key skills and consistency of provision	£600 (previously stated)		
Paul Colbeck to work alongside teachers for professional development in PE.	PC to demonstrate good practice. Model and support the teacher			
Adequate equipment to ensure teachers can deliver high quality lessons	Equipment is reviewed to ensure the teachers can confidently deliver the Get Set 4 PE lessons.	1500		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15 %
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:

KS2 sports day, track hire – for two events in the summer term 2022	Sports Park Hire allowing children to compete in athletics stadium.	£300		
Transport of all Key Stage 2 pupils to two Sports Day events at UEA		£300		
Buying into Norwich School Sports Partnership network in order to take part in organised events.	Participate in all key events organised by NSSP as well as attending bespoke PE Inset based on audit of skills within staff	Cost below		
Children gain confidence in the pool and can swim 25 m by end of Year 6.	Transport to a swimming pool to be taught by a trained swimming teacher.	£1700		
Markings on the playground to ensure games and activities can take place.	Markings painted to facilitate the opportunity for more children to be active	£1000		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				36 %
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:
Buying into Norwich School Sports Partnership network in order to take part in organised events.	Participate in all key events organised by NSSP as well as attending bespoke PE Inset based on audit of skills within staff	£5000		
Supply cover, overtime and travel expenses to support PE Link Teacher to take pupils to sports fixtures and events: cross country, netball, football, basketball, athletics etc.	Increase pupil participation rates in competitive sports events as well as giving pupils the chance to reach the performance levels they are capable of	£2800		
Affiliation fees for football leagues, cross country and athletics organisations	Opportunities for pupils to participate in a wide range of competitive sporting events	£100		

Signed off by	
Head Teacher:	Mrs J. Humphrey
Date:	29/10/22
Subject Leader:	Mr R. Donovan
Date:	29/10/22
Governor:	Rev G. Wilkins
Date:	29/10/22