

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 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](#) 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 2021/22	£0
Total amount allocated for 2022/23	£20640
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20640
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£20640

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	70%
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. Please see note above	70%
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	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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: 2022/23		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:
				21%
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:
With input from staff and other community stakeholders, develop a bank of resources for classes to use which will enable every class to access 30 mins of physical activity every day.	Reach out to staff and school community for input. (Meeting arranged with Microsoft Form sent out to staff for suggestions) In addition to current offerings of Jump Start Jonny and assorted other online resources, research and purchase resources to encourage a wide range of activities to be accessed during the school day. Communicate with Active Norfolk	JSJ- £289	Pupil voice interviews with representatives from each year group showed positivity and developing engagement with accessing 30 mins of physical education. This positive feeling is felt stronger in years 3 and 4 therefore there will be a focus next year on how to engage and enthuse upper school with 30 mins of physical education a day. Children will feel more engaged across the curriculum as a direct impact of more physical activity. Children will access a wider range of physical activities on offer, particularly incorporated into lessons.	We will build upon the successes of this year in lower school and plan to investigate how to empower the children to retain their engagement throughout their entire time in Junior School.

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RR Release time for admin and implementation and impact of this target.	(Jo Thompson) regarding staff meeting training about the benefits of 30 mins a day. This training was delivered four years ago, but high staff turnover means this would be beneficial.	1 Day Cover- £195	Time spent conducting pupil voice interviews, researching and trialling various methods of providing 30 mins of physical activity.	
Create a safer space for physical activity that will be sustainable	Soft wet pour surface under newly installed gym equipment with space for circuit style activities	£4000	Children will be able to use the space more safely as currently hard surface underneath	
			Key Indicator 1 Impact Summary	
			This year, children are reporting having a deeper understanding of the links between physical activity and good mental health, this understanding in turn has led to increased enthusiasm and participation in a range of activities designed to provide children opportunities to be physically active for the targeted time of 30 mins per day.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7.1%
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:
<p>As per the AJS school improvement plan: <i>'Provide a curriculum that promotes positivity, good mental health and well-being ensuring staff have access to high quality training to deliver this.'</i></p> <p>The use of sport, dance and physical activity will be used to impact positively on the mental health and well-being.</p> <p>Staff will be provided with CPD to further improve our development of using physical activity to help mental health and well-being.</p> <p>Review the impact of last year's sports backpack initiative. Invest in additional resources for targeted children so they are able to access a</p>	<p>RR, MA and EC to form a working group to develop and implement physical activity to improve mental health. Will meet half termly to share good practice which will be fed back in staff meetings.</p> <p>RR and EW to take the L4 Qualification <i>'Supporting Children's Well-being through physical activity'</i> via the Sports and PE Hub.</p> <p>Staff Voice Survey regarding the impact of Sports Backpacks.</p> <p>RR to speak with children from each class regarding use of Sports Backpacks and ideas for further resources.</p> <p>Teachers to forward pictures to RR</p>	<p>£700 (Course) £384 (Cover)</p> <p>SB item cost: £196</p>	<p>Targeted Pupil Voice surveys for vulnerable, PP and SEN children accessing physical activity for mental health sessions will show increased confidence both socially and academically.</p> <p>RR and EW due to complete the course in Autumn 1 of Sept 23. Assessment of this target to be carried over until then.</p> <p>Feedback on sports backpacks from both children and staff was overwhelmingly positive. Being able to target children who stood to get the most from the packs was effective.</p>	<p>In Autumn 2, RR and EW to provide a staff meeting to share information with teaching staff and to collaboratively create an action plan to ensure mental health and wellbeing is at the centre of our approach to Physical Education.</p> <p>We will continue to monitor the effectiveness of the sports backpacks and will really push for my photos of items being used at home to create a display to heighten the profile of PESSPA across the school.</p>

<p>range of sports at home as well as at school.</p> <p>RR Release time for admin and implementation and impact of this target.</p>	<p>of children using sports backpacks to create a whole school display.</p> <p>Pupil Voice Survey on additional items to be included in the sports backpacks. Suitable items will be purchased and distributed accordingly.</p>	<p>£195</p>	<p>Children from across the school suggested new items for the packs to keep them fresh, these were distributed in Summer 1.</p> <p>Release time enabled RR to research, order, organise and distribute new items for sports backpacks, as well as take an inventory for what was missing.</p> <div data-bbox="1285 1054 1727 1455"> <p>Key Indicator 2 Impact Summary</p> <p>This year, we have continued to build and develop the profile of PESSPA across the school. Sports backpacks have been a success this year, enabling children to have physical activity at the forefront of their minds throughout the week, to</p> </div>	
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			<p>ensure they are in with a chance of winning the backpack to aid them in using resources and experience from school in a non-school environment. In addition to this CPD such as RR and EW's Physical Education and Mental Health L4 qualification will greatly improve the profile of PE among the staff as they provide training on this to staff. Furthermore, sensory circuits and other PE based interventions have had glowing feedback from staff involved, the children benefitting from it, and the class teachers of the children who report better focus and attainment due to these sessions.</p>	
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				Percentage of total allocation:
				9.8%
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 be given a clear and powerful PE scheme to follow, as well as the support of their colleagues to adapt, change and mold their classes PE offer to the specific needs of their class. Teachers to be given the freedom and trust to follow the scheme to the letter, or to use it as a basis from which to plan their lessons.	Continued subscription to the Jasmine Real PE scheme has enabled staff to see a clear progression of what they should be teaching. This has enabled children to access high quality lessons that cover the curriculum in both breadth and depth.	Cost of Scheme: £695	The impact of Real PE has been substantial. ECT teachers have a strong curriculum spine to work from and more experienced teachers are able to adapt lessons freely whilst still achieving the same outcome. During a school council meeting in Autumn 2, RR discussed the scheme with children, they understood the importance of a skills based curriculum and enjoyed how units of work all built up to a game/sport/dance/performance at the end of a half term.	Continued monitoring of the implementation of the scheme in 23/24. It will have been 2 years since we last had a in depth monitoring cycle of PE and there are many new members of staff. The main focus of this monitoring cycle will be the utilization of support staff and technology where appropriate as this is an area we have the capacity to make massive strides forward.
Staff feel confident to teach PE and to lead sports clubs.	RR to send out a questionnaire asking people to submit their requests for any PE and sport related CPD.	£0	Of the few responses to the questionnaire, there were no suitable opportunities for CPD at this time. However, this is certainly something we will continue to offer.	We will continue to actively encourage and support staff to access PE and sport related CPD.
Staff have the resources they require to effectively implement the lessons of the Real PE Scheme.	RR delegated the job to SS of taking stock of current resources, making a list of items required to teach the scheme across all year groups and then ordering these items.	£1139		
RR Release time for admin and implementation and impact of this target.		£196	RR was able to organise questionnaires and sit with the few members of staff to go through their requests. RR spent time	

			researching CPD (Cricket coaching, dance, Korfball) however there were no suitable opportunities to access these this year.	
			Key Indicator 3 Impact Summary	
			The impact of the Real PE scheme of work and associated support has been substantial this year. Particular effort was put into supporting new members of staff, or staff who flagged themselves as being less confident with the teaching of PE. This has enabled confident teaching of PE for all, which has in turn impacted positively on the breadth and depth of PE instruction the children have received. In addition to this, staff have appreciated the opportunity to research opportunities for PE based CPD and have reported this as a good way to develop any of their own areas of weakness or inexperience.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				55%

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>Create a partnership with Norwich Wildcats to increase uptake in girl's football.</p> <p>Provide children with unique extra-curricular sports clubs, in addition to our current offering.</p> <p>To ensure that children have access to a range of physically stimulating sports equipment.</p>	<p>Contact Wildcats about creating this link. Whole school workshops and targeted small group activities on a regular basis would be best outcome. (Initial meeting held in November, agreed to hold workshops in the new year)</p> <p>Staff voice survey about what would encourage and inspire them to provide unique after-school sports provision to our children. Encourage staff to research their own CPD to follow their personal interests in sport. Provide CPD and funding for clubs that broaden our current offer.</p> <p>In addition to ordering equipment to support the scheme, repairs have been made to existing equipment.</p>	<p>£0</p> <p>SS and LB running after-school clubs: £3132.44</p> <p>£1800</p>	<p>As well as providing football kits to our girls football team, Wildcats has been an invaluable resource for advising us how to attract more girls to play football. This has resulted in a good turnout of girls accessing football clubs both inside and outside of school.</p> <p>Responses to staff voice survey suggested barriers to staff providing clubs including the availability of paid tutoring after school, and work-life balance issues. Despite this, we have been able to provide Y5 Football, Y6 Football, Girls football, Running, Netball, Volleyball, Korfbal and athletics clubs with some of these being ran by staff who had not run a club until this point.</p> <p>Properly maintained equipment has enabled children to access a broader range of activities and</p>	<p>Due to scheduling conflicts, we will be arranging workshops in the 23/24 academic year to build upon the massive impact that wildcats has had on girls football in our school.</p> <p>We will continue to support and encourage staff to run sports clubs to further improve our offer. They will be offered CPD and a budget to purchase resources in 23/24.</p>

<p>RR Release time for admin and implementation and impact of this target.</p> <p>Staff investment in Forest School, Alternative Provision, and After-School Clubs.</p>		<p>£195</p> <p>£6300</p>	<p>sports.</p> <p>This time was spent setting up and organising a timetable for sports clubs, meeting a representative of Wildcats to discuss future plans and other admin tasks related to the running of sports clubs. This has allowed the clubs to be set up, staffed and run in a timely manner.</p> <p>The investment in staff to provide the opportunities for children to take part in activities geared towards Physical Activity in Forest School, Alternative Provision, and after school clubs has enabled children to access a wider range of physical experiences than would otherwise be available to them.</p> <p>Key Indicator 4 Impact Summary</p> <p>Girls football and girls sport in general has been a focus this year, and the impact we have been able to achieve has been significant. By making community links with</p>	
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			<p>Norwich Wildcats we have gained additional resource and expertise which has in turn provided a platform for more girls to follow their interest and passion in football. We have been able to provide a number of after-school sports clubs, with some staff costs covered by the SSP. This has enabled children to learn about and develop skills in sports they may not ordinarily be able to access in the normal PE curriculum. Children in year 6 who are leaving the school are actively encouraged to join organised clubs out of school to continue their development and persure their passion, this was hugely evident in both Korfbal and football. Additionally, continued funding for our forest school provision has enabled children to access a wide range of adventurous activities, impacting on their engagement, social skills and mental health. A weekly report by forest school staff is sent to all teachers to inform them of what has been done in these sessions and this has been really helpful to measure the impact on the children.</p>	
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Key indicator 5: Increased participation in competitive 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:
In addition to our current offer of competitive sport (Football, Korfbal, Running). Communicate with other schools who would like to arrange one-off/recurring sports competitions across a greater range of sports.	Join the SSP. (Enquiry sent out Feb 23 to join for remainder of academic year on reduced rate with a view to a full membership next year)	£0 this year.	Meeting arranged with SSP, however it became apparent that it would make more sense to start our membership from the start of the next academic year to make the most of the opportunities for competitive sport.	Sign up to SSP for Sept '23.
Enable children in all year groups to access a range of competitive sports managed by experienced coaches at lunch times.	Reach out to and create partnerships with 2-4 schools who would be interested in linking up for competitions. (Positive reaction from two schools so far, agreed to meeting Jan to discuss 'friendly' tournaments across the year groups) Sports Factory come in to school at lunch times to manage, organise and coach competitive sports between children at lunch times.	£1300	Communicated with three schools who all agreed this would be a positive idea to enable more children to access competitive sport in addition to our current offer. Unfortunately of these schools, one had a change of leadership and another has had a change of PE lead. Meeting held with Brooke Primary School in April who stated they would love to get this started in the next academic year, even if it were just two schools. RR spent this time communicating with the SSP, meeting the head teacher of Brooke Primary School to discuss future opportunities for competitive sport, and communicating	Set up half termly competitive sports events with Brooke Primary school and potentially two others with the priority being to give disadvantaged children the opportunity to experience competitive sport.

RR Release time for admin and implementation and impact of this target.		£195	with other schools.	
			Key Indicator 5 Impact Summary	
			This year, children have had the opportunity to access competitive sport in a wide range of disciplines. Football, running, Korfball, Netball, Cricket, Athletics and Volleyball have all provided valuable pathways for competitive sport for a range of children across the school. This has enabled children to feel a sense of belonging and community, whilst developing their teamwork, leadership and physical literacy. Next year, with more opportunities for competitive sports targeted at vulnerable children, we look forward to developing this target further.	

Signed off by	
Head Teacher:	Mike Hooper
Date:	25.07.23
Subject Leader:	Rob Reynolds
Date:	18.07.23
Governor:	
Date:	

