

# 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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|   |        |
|---|--------|
| Total amount carried over from 2019/20  | £0     |
| Total amount allocated for 2020/21  | £0     |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £0     |
| Total amount allocated for 2021/22  | £17660 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £17660 |

|  |                    |
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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><b>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</b></p> |                    |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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>Please see note above</p>  | 10/11 pupils - 91% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>  | 9/11 pupils - 82%  |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>   | 9/11 pupils - 82%  |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?  | Yes                |

## 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:£16,740 | Date Updated: July 2021                                       |  |
|--|---|------------------------------|---|--|
| <b>Key indicator 1:</b> 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:<br>39.7%   |
| 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:  | Sustainability and suggested next steps:   |
| Playground/Outdoor Equipment needs considerable updating. Several pieces of equipment have been identified as needing repair.<br>Additional investment if budget allows to ensure a high quality and stimulating outdoor play area encouraging active play during break and lunch times. |   |                              | Large equipment<br>£1000<br><br>Small play equipment<br>£1000 | Pupil voice indicates that play equipment is popular.<br>Evidence from staff on duty that equipment is well used.<br>Decrease in behaviour incidents recorded, as pupils are well engaged at break times.<br>Several pieces of larger play equipment have now been repaired meaning that pupils can now access these.  |
| Coach for extra-curricular activities – such as football and multi-sports clubs. These will allow opportunities for KS1 and KS2.   | School to offer a variety of sporting clubs for pupils.<br>Football, Dodgeball, multi-sports, Gymnastics, Woodland club, Rounders and Maypole Dancing |                              | £800  | Clubs have been full.<br>Participation in clubs is high:<br>At KS2, 71% of pupils have participated in at least one club/activity.<br>At KS1, 92% have participated.<br>100% of those in receipt of Pupil Premium have participated.   |
|  |   |                              |   | Small equipment has become 'worn-out' quickly with heavy usage. Staff to order commercial grade items wherever possible to ensure longevity. Regular checks on small equipment to maintain safety and allow stocks to be replenished at needed. Orders have been spread throughout the year to keep stock fresh, and a further order has been made to ensure equipment is in place at the start of the next academic year. |
|  |   |                              |   | Summer Term – Multi-sports has now been offered to EYFS pupils in Reception.<br><br>Rounders and Maypole Dancing have been added for Summer term – it is hoped this will increase participation rates.   |

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| Additional swimming offered for any pupil in year 5 who has not achieved 25 metre certificate, with the intent that all pupils can achieve this before they leave GHPS&N. These pupils missed at least some of their swimming opportunities over the last two academic years due to Covid -19. | Pupils who have not achieved expected standard will be offered the opportunity to join swimming sessions. An additional swimming coach will be engaged through the local leisure centre. A larger coach will be hired to allow the transport of more pupils.   | £952          | Pupils are swimming in the summer term.<br><br>All year 5 pupils who had been unable to were offered a place. 80% of these pupils can now swim. 60% of them are able to swim 25 metres plus. | Swimming has been booked for next academic year. A new member of staff appointed to the school for September is a qualified swimming instructor. This, along with the training Miss House undertook this year will support the sustainability of provision, and the quality of teaching. |
| To run a Holiday Sports Camp, allowing pupils to continue to be active in the holidays, and increasing range of sports offered and opportunities to participate for pupils.  | Easter Camp Offered.<br>Summer Camp offered.<br>Varied sports included including Archery and Street Dance.   | £350          | 18 pupils attended Easter Camp.<br><br>A summer camp has been offered. Currently 12 pupils have signed up to the camp which runs in August.  | Easter Camp was offered to other small schools in the Trust to increase numbers and ensure viability. A similar offer was made for Summer Camp.  |
| Opportunities to participate in Sensory circuits introduced for all Nursery aged pupils.<br>To help pupils develop gross motor skills and to improve physical development – measurable in part through progress towards ELG.   | S. Searle has previously trained to deliver sensory circuits, and will lead sessions for Nursery pupils.<br>Allocated staff and Hall time.   | £400          | 100% of pupils are now at the expected standard for Gross Motor Skills. ( Sept 65%). Self-regulation- 88% at expected standard (Sept 29%) and Managing Self – 88% (Sept 71%).                | School has the equipment and a trained member of staff to lead these sessions. For next year, timetabling of the hall to ringfence time for this to continue will be needed. Training for an additional staff member would be useful.  |
| All pupils will be supported to participate in sporting activities, including those with additional needs, those who are less skilled, and younger pupils.   | Younger children will benefit from being able to participate safely in a full range of sporting and outdoor activities.<br>Increased levels of pupil engagement supported by higher staff: pupil ratio.<br>Pupils who dislike sport, or who experience emotional difficulties will be supported.<br>Time to be ringfenced. | £2516         | Higher pupil engagement – fewer accidents and behaviour incidents during PE lessons.<br>Several pupils with SEND have experienced considerably fewer incidents.                              | Aim to continue this – as it has increased effective teaching time – allowing main member of teaching staff to focus on high quality delivery.   |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>  |  |               |  | Percentage of total allocation:<br>8.1%  |
| <b>Intent</b>  | <b>Implementation</b>  | <b>Impact</b> |  |  |

|   |   |                    |   |  |
|---|---|--------------------|---|--|
| 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:   |
| Introduction of Sports Ambassadors – in line with our school ambassador scheme, that aims to foster pupils' love of, and engagement with sport. Pupils actively involved in the promotion of sport with their peers   | S.House will introduce the Sports Ambassador programme with pupils. Criteria for achieving the award will be developed with pupils. Pupils will then work to meet the required standard and be awarded a 'badge' to indicate this. Pupils will support identification of equipment needed. Pupils will organise and lead sessions for other pupils at school. | £300               | The Sports Ambassador Scheme has been introduced. 10 pupils have earned this award so far, with others currently working towards it. Badges have been purchased – and the impact of this is that pupils are very keen to achieve the standard and be awarded a badge. Sports Ambassadors help raise the profile of sport throughout the school. | This scheme will continue to run and develop. Part of the remit of the scheme is that pupils have to retain an interest in the subject, and continue to promote it across the school, and for pupils in all year groups. |
| Increased emphasis on Learning outdoors, building opportunities for active lessons and teaching   | C.Fowler will attend a 2 day outdoor learning course. (May 2022)  | £250<br>(approx)   | C. Fowler has attended this course, and delivered CPD to the rest of the teaching staff. Further training will take place next academic year (to account for staff turnover). An audit of outdoor learning took place with all teachers, this has informed the action plan for next year.   | C.Fowler to deliver CPD for other school staff, and to provide monitoring of the quality of outdoor learning across a range of subjects. Implementation of created action plan next year will ensure sustainability.     |
| To provide and enhance the Outdoor Learning sessions for each class (2+ afternoons for each class each term – including Reception and Nursery) Children's ability to concentrate, engage in group activities successfully and learn new skills is improved through the programme. | R.Garrod will lead sessions for all pupils. Some will be outdoors on school site. There will additionally be opportunities to engage in outdoor learning at the Fuel and Furze woodland.  | £873               | Photographic evidence, and pupil voice suggest these sessions are very engaging and active participation levels are high.   | NH and CF to support development of outdoor learning area on the school site.  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport |                           |         |                             | Percentage of total allocation: |
|---|---------------------------|---------|-----------------------------|---------------------------------|
|   |                           |         |                             | 26.1%                           |
| Intent  | Implementation            |         | Impact                      |                                 |
| Your school focus should be clear   | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested    |



|   |  |   |  |  |
|---|--|---|--|--|
| what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:   | achieve are linked to your intentions:   | allocated:  | pupils now know and what can they now do? What has changed?:   | next steps:  |
| To raise the profile of PE and the quality of subject leadership. This is a School Improvement Plan objective for this academic year.   | Appoint new PE subject leader, and provide time for training and increased subject knowledge.= - this will be additional non-contact time. Attendance at foundation subject leader meetings. Mentoring support from Ian Hunter (head at Seething and Mundham Primary School.               | £463 – cover costs<br>£500 – courses and training | Profile of PE and quality of leadership has improved. S.House has increased knowledge and skills to lead the subject, and to support other school teaching staff.                              | Next year opportunities to continue to develop knowledge base and skills should be provided. Work will enter an embedding phase. She will have the opportunity to develop any specific skills. |
| To introduce a new scheme of work.  | S. House to research and identify the best scheme of work for school to adopt. This will ensure a high quality sequentially planned scheme is in place supporting teachers to deliver high quality lessons, based on planned progression of knowledge and skills.                          | £1000 (estimate)                                  | Children benefit from a high quality sequentially planned scheme. Teachers deliver high quality lessons, based on planned progression of knowledge and skills devised by experts in the field. | CPD of all staff currently teaching PE. School to be mindful of staff changes, to ensure those delivering PE have received the necessary CPD   |
| Staff teaching PE will have opportunities to work alongside qualified sports coaches and PE specialists, to enhance and extend current opportunities and the quality of teaching. | Pro-Coach will provide 4 hours coaching weekly. This will allow pupils to receive 2 hours and 15 minutes of teaching each week (statutory 90 minutes). Sessions led by pro-coach will be attended by school staff with the intention that school staff knowledge and skills are increased. | £2660 (partial funding)                           | Children benefit from high quality specialist sports tuition. They access over 2 hours of sports PE teaching weekly.   | The development of staff skills, modelling and mentoring opportunities should allow staff to deliver high quality lessons independently in the future.   |

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

Percentage of total allocation:  
21.4%

| 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: |

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| consolidate through practice:   |  |   |  |  |
| To offer a broad range of well resourced and high quality PE lessons for all pupils.<br><br>Pro-coach will broaden opportunities available through specialist teaching. They provide specialist equipment not currently owned by school to support this – such as tennis and archery resources. | Pro-coach will provide support some of the sports teaching at school. School to support storage of resources at school during teaching units. School staff to be part of the lessons alongside pupils to develop skills. | £2516                                       | Pupils are participating in sports that school do not currently have the resources, knowledge and skills to teach.   | Ensure audit of resources identifies what investment is needed from school to sustain these opportunities in future years, when they are led by school staff.                            |
| Year 5 and 6 pupils offered an opportunity to take part in cycling skills and cycling proficiency course.   | Dedicated time will be allocated in the Summer Term to teach all in year 5 and 6 the knowledge and skills outlined in the cycling proficiency test. This will be led by C.Fowler, with external support if needed.       | TA cover £281<br>Teacher £400<br>Badges £83 | Pupils will increase their skills and safety for cycling.<br>Pupils to leave school as confident and competent riders – with an enthusiasm for cycling.<br>Pupils will hold National Cycling Proficiency Award   | Consider S. House (P.E. lead) being able to join this in order that she can develop the knowledge and skills to lead cycling for additional year groups.                                 |
| To offer a broader opportunity to participate in sporting events with other schools.<br><br>To allow pupils who are less able or competent to have opportunities to participate   | Participation in non-competitive sporting events, where the emphasis is on participation rather than on sporting success.<br>PE subject lead to identify events to attend.<br>School to organise coaches etc.            | Entrance costs +coach<br><br>£500           | May trip for year 6 pupils to experience bowling. Taster opportunity to participate in a physical activity not available at school. Pupils report that they enjoyed the experience and spoke enthusiastically. They enjoyed the scoring, and the competitive nature of this event. | This is an annual event to allow all pupils to participate. In future years, consider taking a larger group, and allowing repeat opportunities rather than a single 'taster' experience. |



| Key indicator 5: Increased participation in competitive sport  |  |  |  | Percentage of total allocation:   |
|--|--|--|--|---|
|  |  |  |  | 5.1%  |
| 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:  |
| Participation cluster sporting events (Wayland Cup) allowing pupils the opportunity to compete against local schools and teams. Pupils have expressed a desire to be part of this. Participation will be dependent of Covid-19 restrictions. | P.E. Co-ordinator will identify suitable events for our pupils to join - both with the Cluster and SET. Coach will be booked, and entry fees covered. This will include participation in a variety of Sports to ensure interest for boys and girls, and for a variety of ages. | Entrance costs - £400 Coach costs £500 (based on previous years) | Two teams participated in Autumn Term Football Tournament - achieving 2nd and 3rd places from 12+teams. Pupil Voice shows that pupils enjoyed this event. We had booked for a dodgeball tournament (spring term) this was cancelled due to Omicron, a further tournament we had booked to join, was altered, to become a quidditch tournament, so we withdrew. S.House will continue to seek suitable events to participate in throughout the Summer Term. | School to join the Breckland Sports Partnership next year, to ensure school are aware of more opportunities to participate. |

|                 |                                      |
|-----------------|--------------------------------------|
| Signed off by   |                                      |
| Head Teacher:   | Natasha Hall                         |
| Date:           | September 2021    Reviewed July 2022 |
| Subject Leader: | Sammie House (from November 2021)    |
| Date:           | November 2021                        |
| Governor:       | Luke Pavey                           |
| Date:           | September 2021                       |