Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned by

Department for Education

Created by

association for Physical Education

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 2021** 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.

Created by: association for Physical Education, YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED, Active Partnerships, UK COACHING, UK active

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 2021:	Areas for further improvement and baseline evidence of need:
• Being an active part of the West Norfolk Sports Partnership • Increased staff confidence in teaching PE through use of trained sports teacher • Trained sports HLTA to take high quality lessons • Active participation in virtual competition through WNSSP during the pandemic and entry into the Norfolk School Games competition. 40% participation of school pupils within both local and county events • 100% of pupils given access to all virtual events	• Provide opportunities for all children to access 60 active minutes outside of PE lessons in line with the NEW Chief Medical Officer target • Increase range of extra-curricular PE clubs on offer to all pupils • Provide increased opportunities for all pupils to take part in competitive sport • The engagement of all pupils in regular physical activity- kick-starting healthy active lifestyles • Raising awareness of physical activity and health and well-being in pupils across the school • Ensure all pupils have support for mental health

Meeting national curriculum requirements for swimming and water safety.	Not assessed due to covid restrictions in previous school year
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?	**N/A**

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: 2021/22	**Total fund allocated:** £	**Date Updated: Sept 2021**	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 60 minutes of physical activity a day in school			Percentage of total allocation: %
Intent	**Implementation**		**Impact**	17%
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:
- Educate children in the value and benefits of a healthy active lifestyle. - Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Use active lessons to increase physical activity levels and learning. - Raise awareness of the best places to take part in sport and physical activity outside of school. - Provide opportunities for daily physical activity. - To increase pupils' activity levels throughout the day. - To continue to work in partnership with 'Active Norfolk' and our SGO to increase awareness of the importance of physical activity.	Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being. - Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy. - Build links with local community sports clubs through our SGO. - Develop action plan - Purchase Resources - Relaunch whole school initiative - Train sports leaders - Lead assemblies on importance of physical activity - Encourage use of initiatives such as the 'Daily Mile' in ALL year groups daily.	Staffing £ 2868 (SB)	- Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors - Pupils activity at lunch and break increased - Children taking part in daily additional activities such as 'The Daily Mile' regularly - children across the school more active on a daily basis and enjoy being active Evidence - - Curriculum map - PE policy - Registers of participation - Extra-curricular data	Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time. Use of funding to ensure all children leave school able to swim 25m . Introduce sports leaders to support with games at break and lunch.

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**	24%
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:
Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Use PE and sport to develop the whole person including thinking, social and personal skills? - Use PE teaching to aid fine and gross motor skill development? - Use sporting role models used to engage and raise achievement? - Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils) - High quality PE lessons delivered during curriculum time. - School staff better equipped/ more confident to teach PE in school	- As a school we contribute funding to sustain the West Norfolk School Sport Partnership which provides the following opportunities: • Additional competitions outside of the School Games programme • Comprehensive CPD programme • activity days • Support from Emma Wood and WNSSP • Dance curriculum support • Healthy Body Healthy Mind programme - SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC. - Employment of sports coaches - Continue to develop and use whole school plans and assessment. - Help run and record the events for Sports Day.	£950 – audit package Equipment £3180	- Personal development (physical skills, thinking skills, social skills and personal skills). - Attainment and achievement, behaviour and attendance. - PE physical activity and school sport have a high profile and are celebrated across the life of the school - SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. - Continued progression of all pupils during curriculum PE lessons. - Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE.	- Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. Review School development plan, Whole school policies/PE policy - Use PE conference to review, evaluate and plan for the next academic year. - School staff better equipped/more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage - Sports leaders develop pupils into becoming leaders themselves Introduce interhouse competitions Apply for Bronze award

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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?:	Sustainability and suggested next steps:
- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. - To ensure staff to observe Sports teacher employed to deliver the PE curriculum, to be increasingly involved teaching lessons - *to increase their confidence in delivery of the subject.*	Provide opportunities for staff to access CPD opportunities through the WNSSP CPD programme. • Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. • Purchase quality assured resources to support teachers and support staff. • PE lead/sports coaches used to help upskill teachers through modelling lessons. Classes rotated to ensure all teachers benefit from coaches' expertise (KS1 = skills focus, KS2 = sport specific focus)	£4875 -EW	- Enhanced quality of provision - Increased pupil participation in competitive activities and festivals - Increased range of opportunities - A more inclusive curriculum which inspires and engages all pupils - Increased capacity and sustainability - Continued progression of all pupils during curriculum PE lessons. - Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE.	- To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - *to increase their confidence in delivery of the subject.* - 1:1 lesson observations to monitor staff effectiveness and confidence - Questionnaire to monitor pupil and staff attitudes towards progression in PE

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	**Implementation**		**Impact**	5%
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: Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. - Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport - Providing additional links to Community Sports Clubs - Children participate in festivals/ tournaments held through WNSSSP. - Increase opportunities for KS1 children Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.	Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. - Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school - Professional teacher to provide after school provision in gymnastics for all pupils - To keep the website/PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year) - Pupils to take photos of themselves in 'the clothing they wear when taking part in their favourite activities and/or sports for noticeboard - Children to attend the extra-curricular clubs. - School to enter children into sporting festivals/ competitions. - Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey - Equipment continues to provide opportunities during break and lunchtimes.	£500 Lynnsport and coach trips £ 350 Active Kids	- Engaged pupils - Increased pupil participation - Enhanced quality of delivery of activities - Increased staffing capacity and sustainability - Enhanced, extended, inclusive extra-curricular provision - Improved behaviour and attendance and reduction of low level disruption - Increased pupil awareness of opportunities available in the community - improved physical, technical, tactical and mental understanding of a range of sports - Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership? - Coaches signposting children to community sessions. Evidence includes - Curriculum map, Inclusive health check, Registers of participation, Extra-curricular data	- Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision. - Further increase opportunities for KS1 children – in and out of school - Review extra-curricular activities through pupil voice.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	**Implementation**		**Impact**	3%
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:
Provide opportunities for all children to challenge themselves through school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. - Increased participation in School Games competitions. - Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. - Select children who we feel would benefit most from the opportunities available in WNSSP events calendar. - Enter external events to give pupils the opportunity to compete against other schools.	- Engage with partnership to attend competitions run by the WNSSP. - Use external coaches to run competitions to increase pupils' participation. - Identify a set number of competitions/events to provide transport to. - Ensure pupils get opportunity to take part in local tournaments and festivals. - To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school	£500	- % of young people represent their school - % of KS2 young people part of community clubs that the school has links to. - Fixture results to be published in Newsletters, on website - After school club registers Evidence includes - - Competition/ events calendar - Photos displayed at school and on website	- Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions - Review attendance data and identify children for appropriate opportunities. - Further widen opportunities for pupils to take part in competitive sporting events - Investigate further use of virtual inter house competitions/ children leading own events - Use external coaches to run competitions to increase pupils' participation. - Regular (termly), intra-house sports competitions for pupils across different sports.

Key indicator 6: Swimming			Percentage of total allocation:
			%
Intent	**Implementation**	**Impact**	24%

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:
• To achieve the KS2 target of pupils being able to swim 25m. • To provide opportunities for pupils to compete in gala events.	• All KS2 pupils to receive half a term of swimming sessions tailored to meet their needs • Record Year 6 data on to the website of pupils who have reached the KS2 swim 25m target • Pupils to be entered into gala competitions. • Pupils experience competitive swimming situations.	Pool hire/ Lifeguard costs/ Swimming £1522 Teacher costs £2550 =£4072	• Pupils to increase the distance they can swim in a recognisable stroke. • Pupils to reach the ability to swim 25m. • Pupils to gain further experience and confidence in the water • Assessment data/ Registers taken • Notes on the pupils' ability kept. • Statements written in the annual reports to parents /carers in the summer term.	• Investigate additional 'booster' swimming sessions (not possible this year due to Covid)

Signed off by	
Head Teacher:	Sophie Dickson.
Date:	Sept 2021
Subject Leader:	Sophie Dickson
Date:	