

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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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 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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 2020 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> The Covid-19 pandemic prevented us from organising swimming lessons, competitive sport and extra-curricular clubs. Planned trips to adventurous sporting activities as well as residential trips were unable to go ahead. 	<ul style="list-style-type: none"> A focus on increasing physical activity for all children is needed. Children have not been as active during lockdown and have not been able to experience a broad range of sports or competitive events. A review of the curriculum is needed to ensure that children experience a broad range of sports, teachers are confident in delivering these skills and have the equipment/resources needed to deliver high quality active lessons. Changes in staff has highlighted the need for staff professional development to increase confidence, knowledge and skills in teaching the subject. Children have had no opportunity to take part in competitive sport for over a year.

Did you carry forward an underspend from 2019-20 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 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £ 11,700	Date Updated: 1st March 2021			
<p>What Key indicator(s) are you going to focus on?</p> <p>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</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Total Carry Over Funding:</p> <p>£ 11,700</p>	
Intent	Implementation		Impact		
MSA training to provide physical activities to be used during lunchtimes	Onsite training for 6 staff by VisionEd	£385	Lead MSA/ PE subject leader to audit provision	Training will enable children to access a greater number of physical activities during lunchtimes as staff awareness and confidence improves	
To ensure that lunchtimes are active at that children are engaged in active, purposeful play at lunchtimes. Children have access to high quality equipment.	Review current provision and purchase additional equipment and storage.	£1000 equip £1570 storage	Lunchtimes are active and children are regularly taking part in physical activity.	Pupil voice to measure impact and areas for improvement. Regularly review equipment available and ensure it is fit for purpose.	
EYFS – increased outdoor provision to raise awareness and participation in regular physical activity	To provide a broad range of equipment to facilitate Gross motor development throughout the EYFS	£3910	EYFS physical activity and participation to be recorded as part of children’s observation and planning documentation.	Embedded practice to include specific activities for specific children.	
SLT training in order to support the curriculum development in terms of whole school improvement and the schools vision.	VisionEd online qualification taken to develop and embed quality provision across the school	£495	PE SL will support staff to develop and implement high quality PE across the school.	SLT to develop PE as part of a wider curriculum for outdoor learning embedded within the schools Vision.	
Training for staff – Level 3.	VisionEd Training and	£2700	Lesson observations will demonstrate	Increased confidence and capacity for	

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Increased confidence of staff when delivering PE across the school	qualification for 4 members of staff.		high quality lessons and impact.	staff to support PE across the school. Training for 2 teachers and 2 TA's one of whom is the lead MSA.
GetSet4PE Scheme of Work – high quality scheme of work for every year group.	3 year subscription to embed consistent practice across the school.	£1168	Consistent assessment using one scheme of work across the school.	Consistent scheme of work and staff training will enable staff to feel more confident when delivering PE across the school resulting in better outcomes for the children.
To promote active lifestyles across the school by providing a whole school shared activity – post lockdown.	Whole school experience of Boogie Bounce from Diss	£450	Children have fun whilst being engaged in a different sport.	Link made with children and families to the Bounce Centre in Diss as a fun and physical activity for all to enjoy.
Meeting national curriculum requirements for swimming and water safety.				No Swimming due to Covid 19
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
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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: £16,924	Date Updated: 1 st March 2021		
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:
				%
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:
Continuation of the daily mile initiative to promote physical activity throughout the school.	Classes participating in the daily mile to improve the amount of physical activity completed in school on a daily basis.	N/A	Children now able to complete the daily mile and show improvements in performance over time.	Time planned into timetable to allow time for the daily mile.
To ensure that lunchtimes are active at that children are engaged in active, purposeful play at lunchtimes. Children have access to high quality equipment.	Review current provision and purchase additional equipment and storage.	£250 per term	Lunchtimes are active and children are regularly taking part in physical activity.	Pupil voice to measure impact and areas for improvement. Regularly review equipment available and ensure it is fit for purpose.
EYFS – increased outdoor provision to raise awareness and participation in regular physical activity	To provide a broad range of equipment to facilitate Gross motor development throughout the EYFS	£1500	EYFS physical activity and participation to be recorded as part of children’s observation and planning documentation.	Embedded practice to include specific activities for specific children.

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	
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 develop a curriculum that embodies PESSPA principles alongside the PSHE, RSE areas of the curriculum and the school vision of C.A.R.E.	PSHE, RSE and PE curriculum are developed to complement each other utilising cross over skills and experiences – SL to develop with HT	SL 5 days@ £162.96 a day – £814.80	Children able to make links and to develop an active and healthy lifestyle to improve physical fitness and focus/concentration as well as resilience to challenge.	Pupil voice to measure impact and areas for improvement.
To develop and embed a sustainable Forest School Curriculum that allows all children to attend Forest Schools.	School provides safe, effective equipment and tools for children to use during Forest Schools supported by trained members of staff.	Resources and storage £6000	Children have the opportunity to engage in Forest School activities and increase their physical activity.	Forest Schools approach is integrated into the whole school curriculum
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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 attending relevant sports CPD through SNSSP.	Staff delivering PE lessons are increasingly confident and they are high quality lessons.	As part of SNSSP	Staff will be attending CPD sessions throughout the year	Staff will be able to disseminate CPD to the wider team and Trust staff.
Develop PE curriculum to support staff in delivering high quality lessons across a broad range of sports.	PE subject leader to map curriculum, skills and progression as well as resourcing each sport to	Resources £2500 Storage	Lessons will be purposeful and well resources thereby enabling children to progress and learn	

Embed learning from VisionEd training	support all staff in delivering high quality lessons. Staff are confident in delivering high quality lessons and whole school curriculum around sports and well being.	£1000 TBC following pandemic	more skills. Whole school curriculum around sports and well being is effective and children are able to live a healthy life.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
Provide a comprehensive programme of school trips which incorporate a range of sports and adventurous activities	Trips are planned with thought and consideration, building on skills learnt previously.	£2000	Children will be able to enjoy a broad range of sports and experience which support them lead a healthy and active lifestyle but also develops their resilience and ability to take risks.	Trips will be planned on a two year rolling programme to ensure that all children experience the same activities and sports

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Provide transport costs for children to attend competitive and cluster events.	Organise coaches to take children to and from events	£2000	Children will have experience of competitive sport.	Ongoing programme of events through cluster and South Norfolk.

Signed off by	
Head Teacher:	Matthew Gamble
Date:	01/03/2021
Subject Leader:	
Date:	
Governor:	
Date:	