

# 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](http://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](#).



## Details with regard to funding

Please complete the table below.

Total amount allocated for 2020/21	<b>£20100</b>
How much (if any) do you intend to carry over from this total fund into 2021/22?	<b>£0</b>
Total amount allocated for 2021/22	<b>£19890</b>
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	<b>£19890 (£1311 remaining)</b>

## Swimming Data

Please report on your Swimming Data below.

<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>Number of children in Year 6 cohort:</p> <p><b>96</b></p>
<p><b><i>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</i></b></p> <p>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 2022.</p> <p>Please see note above</p>	<p><b>60%</b></p> <p><b>(58 children)</b></p>
<p><b><i>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</i></b></p> <p>Please see note above</p>	<p><b>64% (61 children)</b></p>
<p><b><i>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</i></b></p>	<p><b>44% (42 children)</b></p>
<p>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?</p>	<p>No</p>

## 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: £19890		Date Updated: 18.07.22	
<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: <b>% 25</b>
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<b>Provision of Events/Festivals &amp; competitions as well as significant programme of CPD opportunities for all staff - including bespoke PE support for Subject leader and the School overall.</b>		<b>WNDSSP Membership</b>		<b>£2750</b>	
<b>Basketball Equipment for Break and Lunchtimes.</b>		<b>Equipment for Break and Lunchtimes.</b>		<b>£742</b>	
				<b>DATA Tools from SSP (Koboca) to track engagement / Staff audits around confidence and competence (Questionnaire) / new sport experiences via SSP / participation data from SSP</b>	
				<b>In response to Pupil voice and incredible popularity during break and lunchtimes, Basketball resources replenished, including brand new basketballs (sizes 5,6 and 7 for different age groups) and two full-size hoops, backboards and heavy duty wall brackets – one installed at regulation height; one to be installed early 2022-23 for lower school age children. (Position TBC)</b>	
				<b>Ongoing support and staff development for long term sustainable benefits</b>	
				<b>Mr Allott will continue to run unofficial Basketball club at break and lunch – 2022-23 making it official for both Upper and Lower School separately. - Basketball monitors/experts to be scouted for 2022-23 to encourage and support others, empowering the children and allowing them to be more proactive (Sports Leaders)</b>	

Investment in 9v9 mobile Aluminium goals with nets	Equipment for: <ul style="list-style-type: none"> <li>- Breaktimes</li> <li>- Lunchtimes</li> <li>- PE Curriculum</li> <li>- After school clubs</li> <li>- Local Sports teams</li> </ul>	<b>£1481</b>	Football is very popular with our cohort (as evidenced in Koboca survey from late 2021). An investment in 9v9 goals – the same size used by club football teams of ages 10-13 – has been a huge hit. They are frequently used throughout each day and can be easily moved to anywhere within the school grounds.	2022-23 and COVID risk assessments allowing so will hopefully bring more club opportunities and sports teams. Football, being the most popular, would be the best place to start. Prospective football clubs from Dereham and the surrounding areas also present the school with potential letting opportunities, developing community links etc.
<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: <b>% 34</b>
<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:
All PE lessons resourced appropriately resulting in good progress. Ensure all PE equipment matches curriculum. Adequate numbers of resources for class sizes/demand due to timetabling.	Identify and improve PE Equipment for curriculum provision.	<b>£2172</b>	All PE lessons resourced appropriately resulting in good progress. Pupil voice evidences learning experiences of the majority, including resources, space etc. As with every year in a school of this size, overuse and mistreatment means that resources are often in need of replacing.	Continue to check/audit the resources regularly (half termly) to ensure that they are regularly available. PE cupboards routinely reorganised to increase accessibility for teaching staff, updating them regularly about specific resources; where they are kept and how to use them.

Renewal of Jasmine Digital License	Create Development – RealPE digital platform license renewed to support teaching and learning within indoor curriculum.	<b>£594</b>	Excellent resource, very easy to use by both staff and children – confidence in teaching staff increased (will see evidence through Staff Audit in Autumn 22)	Will continue to renew every year to coincide with dual curriculum – an excellent resource and very simple to use and access.
School to establish partnership with outside provider to start Lunchtime, After school and Evening clubs in order to meet the needs of DJA pupils and raise the profile of PESSPA across the school	Lunchtime, After school and Evening clubs organised and run by ICS Coaching	<b>£3985</b> ICS Coaching	Opportunities offered to all pupils, ranging from Lower school and Upper school clubs; mixed clubs and Girls only football (Wildcats). PP children also offered subsidised places (PP funding used to subsidise). Very popular initially, uptake consistently high for clubs (until the Summer term - numbers reduced).	Use Pupil voice data to understand which sports/clubs are desired by the current cohort. Continue to offer subsidised places to PP children. Offer free places to particular children identified as within the least active category.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				<b>% 15</b>
<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:
Staff to work with Sports Coaching Partnership – ICS (and PE lead) to learn new skills/ sports and activities. Additional support for PE lessons to ensure good outcomes. TA or Class teacher involved in each lesson to support/lead group(s).	An ideal scenario of 2 different classes each half term, covering 12 out of the 14 available (in reality, we managed 6/14 due to timetabling etc but some staff supported twice to aid improvements)	<b>£2205</b> ICS Coaching	Higher quality PE lessons led by teaching staff/with measurable PE performance (Learning Nutrition framework used to support class observation – trialled with Year 6 class in Spring Term).	Pupils to have improved PE sessions and clear development, leading to heightened aspirations for PE and sports in later years.

P.E lead to work on assessment framework and progression in skills. PE Leader to be given time to develop Curriculum and Subject on a Page with Consultant support	P.E lead to be given subject time to develop school links, assessment and focus on progression in skills.	<b>SSP Membership + £400 release time</b>	Provision of P.E will be high quality in all year groups. Assessment will help staff to build skills focussing on progression across the year groups (Not released to Staff yet – This year, worked to reconfigure curriculum to streamline assessment to ensure teaching staff can assess smartly and effectively, focussing on a specific set of fundamental skills.	Clear progression of knowledge. Improved use of vocabulary and clear skills development.
Identify staff for any CPD where needed.	Staff to be given CPD where needed – observe sessions and identify through questionnaires, Staff Audit etc.	<b>SSP Membership</b>	CPD would both upskill teachers and allow them to develop confidence in teaching PE lessons. (All teachers to teach PE lessons) No staff enrolled on CPD training provided by SSP this year. Classes who had ICS support (6 in total) – all teachers/TAs received CPD and mentoring from an ICS coach for a minimum of a half term of lessons.	Continue to offer CPD to staff often and in a cyclical fashion. This allows staff to share skills and ensure children are being given high quality opportunities to succeed in a variety of sports.
Develop school networking opportunities and establish links with other schools	PE Lead attended Norfolk PE Conference.	<b>£315</b>	Networked with Norfolk school PE Leaders and shared resources and expertise in order to improve subject leadership, teaching and learning and ultimately raise its profile within the school.	Helped to establish school links for future competitive events, sports team fixtures etc. Developed support network with other leads in local area
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: <b>19%</b>
<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	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:

consolidate through practice:				
School to establish partnership with outside provider to start Lunchtime, After school and Evening clubs in order to meet the needs of DJA pupils and raise the profile of PESSPA across the school	Lunchtime, After school and Evening clubs organised and run by ICS Coaching	<b>Included within ICS costs (see above)</b>	Opportunities offered to all pupils, ranging from Lower school and Upper school clubs; mixed clubs and Girls only football (Wildcats). PP children also offered subsidised places (PP funding used to subsidise). Very popular initially, uptake consistently high for clubs (until the Summer term - numbers reduced).	Use Pupil voice data to understand which sports/clubs are desired by the current cohort. Continue to offer subsidised places to PP children. Offer free places to particular children identified as within the least active category.
Lake District Residential – Year 6 – subsidised to ensure affordability for all	Kayaking and Ghyll Scrambling (Outdoor pursuits provided by Carnegie Great Outdoors) opportunities subsidised to ensure affordability	<b>£1890</b>	84/96 originally signed up to attend (not all of those who didn't attend were for financial reasons) – increased affordability for our cohort of children	Continue to subsidise this element of Year 6 residential to ensure affordability. Look to do the same for Lower School residential and other sporting events for other year groups in future to ensure equal opportunities for all.
Purchase of PE Mats for new curriculum content	Investment in new, more mobile PE mats to resource and support the teaching and learning of a number of soon-to-be established elements of the curriculum (Mindfulness, Yoga, RealGYM).	<b>£1845</b>	Mats are easily removed, assembled and put away by most children within the school cohort. Foldable and also can be joined together to form larger supportive surfaces for larger scale gymnastics etc.	These mats have also been utilised by the after school clubs and could be used by prospective gymnastics groups/club in the future.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% 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:
<b>Opportunities to allow staff to take pupils to SSP competitions/festivals.</b>	<b>One event was suitably staffed in 2021-22 – Tag Rugby festival – 10 Year 5 children in attendance.</b>	<b>SSP Membership + £200 cover</b>	<b>Pupils learning Tag Rugby within the school curriculum given opportunity to attend WNDSSP festival at Crusaders RUFC with multiple other schools.</b>	<b>Ensure that events are committed to at the earliest opportunity. Advertise to the whole school to find staff to support children to as many events as possible (gives all adults an opportunity to experience them too)</b>
<b>Next Steps for 2022-23:</b> <ul style="list-style-type: none"> <li>- More opportunities encouraged for Staff Training and Support through SSP. (3 Day PE Refresher course for new staff?)</li> <li>- Jasmine Digital platform renewed and RealGym and RealDance established within the curriculum.</li> <li>- Assessment Framework rolled out to staff and Assessment Wheels used to record data.</li> <li>- Expand sports clubs and CPD support through ICS and explore a range of different sports – use Pupil Voice to inform here</li> </ul>				

Signed off by			
Head Teacher:	<i>Kelly Scott</i>		
Date:	<i>22.07.2022</i>		
Subject Leader:	<i>Sam Allott</i>	Governor:	
Date:	<i>18.07.2022</i>	Date:	