

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 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. 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 2021/2022	£0
Total amount allocated for 2021/2022	£17 660
How much (if any) do you intend to carry over from this total fund into 2022/2023?	£0
Total amount allocated for 2022/2023	£16 800
Total amount of funding for 2022/2023. To be spent and reported on by 31st July 2023.	£16 800

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>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</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>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 2023.</p> <p>Please see note above</p>	14/15 93.3%
<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>	14/15 93.3%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	14/15 93.3%

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
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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: 2022/2023		Total fund allocated:£16 800	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: 40.7 %
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Playground/Outdoor Equipment needs considerable updating, to ensure a high quality and stimulating outdoor play area with different zones to encourage active play during break and lunch times, with well qualified MSAs.	Pupil voice to find out which types of activities are popular. Purchase a range of resources and somewhere suitable to store them to ensure equipment is well looked after and maintained. Better lunchtime online training for MSAs.		£4500	When the children are in the playground – they are being active, playing with a range of resources, building their social skills and cooperating with each other.
Additional swimming offered for any pupil in year 5 or year 6 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.		£1200	All children are making progress in their confidence in water or their ability to swim. The number of children who cannot swim is decreasing in upper KS2.
				Monitor use of equipment and maintain it through regular checks, replacing anything that needs replacing and purchasing more of the most popular items.
				Next year 3 children in Year 6 and 3 children in Year 5 will need to continue swimming lessons.

More opportunities to support Nursery and Reception pupils in developing fine motor and gross motor skills and to improve physical development – measurable in part through progress towards ELG.	Audit outdoor provision in EYFS and develop provision through providing more equipment to support fine and gross motor skills during continuous provision.	£500	There was a big focus on fine or small motor skills this year and the children's ability to use a pencil, crayon, scissors is clearly developing. All children in Reception can clearly form their letters.	Next year the focus will be the large motor skills and developing resources in the outdoor area. Dough gym in the classroom will also become a regular activity for all of EYFS.
More equipment available to support children in KS1 and KS2 in developing their fine motor skills.	Audit provision and need in all classes and provide a selection of resources for developing fine motor skills.	£450	Children's fine motor skills are developing which is evident through their letter formation in their books.	Ensure specific interventions are planned for children in KS2 who need to develop their fine or gross motor skills- including sensory circuits.
Access to music to support PE lessons, other areas of the curriculum and at break or lunchtimes.	Purchase Spotify Premium and Portable bluetooth speakers	£200	The children have particularly enjoyed having a range of music to dance to during PE and the opportunity to dance around the Maypole in the playground, with the appropriate music.	To purchase a louder system for whole school events such as Sports Morning warm up – as not all of the children could hear the music.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 35.6%
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 our PE curriculum, the standard of teaching and learning in PE and other sporting opportunities further, ensuring our PE and sports provision is of highest quality possible.	To buy a support package from Norfolk PE, including access to a PE adviser and staff training to develop teaching and learning.	£1500	Staff are more confident and can access additional training if required. The children experience a wider range of sports during the curriculum and at after school clubs. High level teaching for all classes in PE.	Audit staff on confidence at teaching different areas of PE and plan CPD linked to SIP.

To develop Sports Ambassador's roles including leading play during lunch breaks. The aim is to foster pupils' love of, and engagement with sport. Pupils actively involved in the promotion of sport with their peers	S.House to work with Sports Ambassadors and develop a programme with the pupils. Pupils will support identification of equipment needed. Pupils will organise and lead sessions for other pupils at school, including during lunchtime breaks.	£200	Pupils have taken responsibility and supported their younger peers with using the new playtime equipment. They have ensured it is well looked after and organised so can be used by all children regularly.	Develop this further – using resources we have to lead a range of activities for younger children.
To repair and develop outdoor climbing equipment purposefully built for each key stage.	Ensure all resources are in a safe condition to be used by children. Pupil voice on what climbing equipment would be enjoyed by KS1 and EYFS	£3250	The children love climbing on the equipment in the playground. It develops their core strength and upper body strength. Keeping it well maintained and safe to use means it will last for many years to come.	Continue to maintain the equipment.
To provide and enhance the Outdoor Learning sessions for each class (Spring and Summer term) Children's ability to concentrate, engage in group activities successfully and learn new skills is improved through the programme.	Forest school leader will lead sessions for pupils. Some will be outdoors on school site. There will additionally be opportunities to engage in outdoor learning at the Fuel and Furze woodland. Including an overnight camping trip in a local Forest School Site.	£1030	Children have benefited from outdoor learning, in building self esteem and resilience and working cooperatively.	Develop opportunities for outdoor learning further next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21.3 %
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 raise the profile of PE and the quality of subject leadership.	S. House to attend new PE leads training and other PE networks to develop her confidence in leading PE.	£500 training costs £500 supply cover costs	PE lead confident in their role. She is able to develop the subject area further.	S House to organise and offer different sporting opportunities for children of all abilities.
Teachers to be confident in teaching PE through a new scheme of work.	Purchase Get Set for PE Package and train all staff in using the scheme and resources	£1320	Staff are confident in teaching a range of sporting areas in PE, with clear steps for teaching new skills and how to extend and develop children further.	Continue to use to support planning and teaching of PE.
PE HLTA and other specialists to support teachers in teaching high quality PE lessons.	Teachers learn and develop their own skills through watching others model the steps/ skills.	£1250	High quality lessons of PE are delivered – staff are more confident in teaching PE. Children have made good progress in their PE skills.	Audit staff need for areas of PE and support in those areas next academic year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 2.4 %
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 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:

School to participate in themed days where they work as teams focusing on different types of activities and PE skills	PE lead to organise – all of the school to participate, focusing on supporting each other, resilient, perseverance, trying new activities	Resources including awards £400	All children had the opportunity to participate in a day of Bollywood dance with a specialist- all children enjoyed learning a dance routine and wearing the costumes and using the bells. Many pushed themselves outside their comfort zone, gaining self esteem and persevering until they had mastered the dance routine.	PE lead to organise a wider range of opportunities to enrich the curriculum for 2023-2024
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0 %
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.	PE lead 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.	£0 – Money reallocated to updating PE equipment	There were not opportunities this year but it will be a priority next year.	We will be part of competitions between schools in the Trust if nothing is organised locally. SH to organise an event for KS1 and an event for KS2.

Signed off by	
Head Teacher:	Lisa Hazard
Date:	1/12/22 Reviewed 19/7/23
Subject Leader:	Sammie House
Date:	8/12/22

