

# 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.

**Final Document completed**  
**8<sup>th</sup> July 2022**

Total amount carried over from 2019/20	£ 8125.00
Total amount allocated for 2020/21	£ 27454.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 3707.00
Total amount allocated for 2021/22	£ 18954.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 22661.00

### Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <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>	<b>Percentage of children</b>
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2020. Please see note above	78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	78%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	78%
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?	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.

**Final Document completed**  
**8<sup>th</sup> July 2022**

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b> £22661.00		<b>Date Updated:</b> July 2022	
<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>81.4%</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:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Increasing the number of children involved in active and organised physical activity during break times, including the Daily Mile, and also encourage participation of children in before- and after-school clubs to engage and enthuse pupils in regular physical activity.</p> <p>Sports Captains announced in October, encouraging other children to become involved in sports during break and lunch times. Children to become ambassadors of healthy habits and be given more responsibility of creating games during these breaks after Christmas. Also be responsible for training of Year 5 children after Easter 2022.</p>	<p>Monitor/evaluate clubs offered on a termly basis. Clubs offered to target groups, including PP, and continue to liaise with Pastoral Support to ensure vulnerable groups are supported and included.</p> <p>Continue employment of sports coach (CS) before/during and after-school clubs.</p> <p>Whole school to continue to complete Daily Mile – incorporate sports challenges into routine (perhaps half-termly or termly?)</p> <p>Sports Captains to be trained – create and deliver focused games sessions throughout the week, working with PE Lead and Play Leaders at lunch times.</p> <p>Budget to be used to repair, replace and provide a range of sports for clubs.</p>	<p>Play Leaders and CS £18317.05</p> <p>Replace Equipment £109.95</p>	<p>Before- and after-school clubs began towards the end of September, and have continued since.</p> <p>Children have option for clubs from a full programme, ranging from delivery from the school or external agencies, including Norwich City Football Club and Premier Sports.</p> <p>Some opportunities for Y5/6 Leadership- including Sports Days and Play Leaders at lunchtimes. CS set-up a timetable for Sports Leaders to follow at lunchtimes to lead small activities.</p> <p>6 x Year 4's also took part in Sports Day leadership as a platform for training and talent id for future sports captains in Year 5/6.</p>	<p>Continue Sports Clubs timetable Mix of provision from Premier, CS and NCFC.</p> <p>Continue to offer leadership opportunities for Y5 and 6 (using trained children and those identified in year 4). Link to Breckland School Sports Partnership programme where children work through a booklet and gain stamps for their participation in leadership opportunities.</p>	

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<p>Sports days to be promoted as a whole school event (should government restrictions allow) – celebrating the importance of exercise and participating in sporting activities. These will include Sports Day, worldwide sports events, including Winter Olympics, FIFA World Cup, Women’s Cricket World Cup, Tennis Week/Wimbledon and the Tour de France.</p> <p>Also implement challenges with regards to the London Marathon in April, producing a whole-school challenge using the Daily Mile track.</p> <p>PE lead to provide staff training if needed to continue to provide good and outstanding PE lessons for all children.</p> <p>Enrichment Day via Premier to be planned as appropriate. It gives children the opportunity to develop leadership skills and work collaboratively with other children across year groups.</p>	<p>Successes to be celebrated in assemblies (whole school or Key Stage) throughout the course of the year, including sports events in school and external sports clubs that children are interested and participating in.</p> <p>Promote engagement and enjoyment during break and lunch times, celebrating these both in school and via the school’s social media pages.</p> <p>Teams and/or face-to-face training to assess and address areas of development – CPD targeted to those who find areas of PE tricky. PE Audits issued to new staff/ECT’s and PE Lead to structure CPD accordingly. Make use of CPD offered by LTA in return for free equipment.</p> <p>Liaise with Premier and CS to arrange during the academic year. Collate feedback from staff to ascertain positives and next steps to keep the same or change. Sports Captains could be given responsibility to lead events during the day.</p>	£ 0	<p>Assemblies have returned to the hall and so celebrations of sporting success have occurred. “Write-up reports” of the event have also been posted on the Sports noticeboard to tell others about our success. Winners of the Sports Day cup and School competitions have also been awarded in front of the school, to promote a positive and nurturing school community.</p> <p>Assembly delivered on 24<sup>th</sup> June to celebrate NSSW and Wimbledon-promoted Wimbledon based activities for school to participate in.</p> <p>Daily Mile is still part of our daily timetable and children still enjoy the “break” from classroom learning.</p> <p>PE Lead conducted Staff Training 19/5/2021 to provide updates on teaching learning opportunities and communicate PE standards for the rest of the academic year.</p> <p>Meeting held with Premier regularly to ensure extra-curricular sports provision is responsive to student feedback.</p>	<p>Assemblies to continue to showcase sporting success.</p> <p>Enrichment day with Premier has been rescheduled for Autumn 2022 to help introduce Reception children to APS and begin to inspire them to take part in clubs/physical activity at the school.</p> <p>Continue to tweet about the children’s physical activity throughout the school days and during sporting events.</p> <p>Schedule another opportunity to deliver CPD to address remaining questions on staff audits. (Gym and Dance).</p> <p>Continue to highlight sporting events on the calendar so that we can maintain a high profile of sports in school and celebrate enjoying sport and the sporting values through a variety of roles. E.g. participator, coach, referee and spectator.</p>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<p>Delivery and assessment of consistently well-planned and well-resourced lessons, with children receiving 2 main PE sessions delivered from the Get Set 4 PE scheme, which is taught between the school coach (CS) and classroom teachers/HLTAs through PPA cover. This also includes the impact of the Daily Mile and its benefits for the children.</p> <p>Children encouraged to participate in active play sessions during lunchtime, led by MSAs and TAs.</p>	<p>Get Set 4 PE to continue to be used in the school – staff feedback is positive of the scheme.</p> <p>Daily Mile to continue to be completed during the school day at the digression of the teacher – should be completed every day!</p> <p>PE Lead to observe practise when time permits.</p> <p>MSAs and TAs to continue to deliver activities during lunch times. Sports Captains to be able to be responsible for this as the year progresses.</p>	£ 0	<p>Whilst we no longer subscribe to GETSET programme we have continued to use lessons plans as they were helpful and straightforward to follow, easy to adapt to needs of all children in the class and children enjoy the lessons.</p> <p>Children are having regular opportunities to develop their learning of different sports to fulfil our APS PE vision.</p> <p>Fewer incidents of behaviour issues continuing to be evident since children are being actively engaged in sports. This will continue to be implemented to encourage children to be engaged and enthused in sporting activities.</p>	<p>Continue to use GETSET plans as a basis of delivering PE lessons. However, when assessing children abilities link to skills and knowledge based objectives and develop the child as a whole (promoting different roles within sports).</p> <p>Need to allow time for PE Lead to observe colleagues to ensure PE standards are maintained and CPD areas are identified.</p> <p>As previously mentioned; schedule another opportunity to deliver CPD to address remaining questions on staff audits. (Gym and Dance).</p> <p>Potentially use the Daily Mile in alternative ways to maintain high levels of engagement and enjoyment.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16.1%
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:
<p>Participation in extra-curricular sporting clubs and groups – held via the school’s sports coach (CS) and external agencies, including Premier Sports and Norwich City Football Club.</p> <p>Disadvantaged children continue to be offered opportunities (or be considered first-choice) when applying to take part in school club opportunities. These opportunities will be for a variety of sports, including table tennis, gymnastics, dodgeball and invasion games.</p>	<p>Clubs to be held by the sports coach (CS) with added clubs from Premier (minimum 3 times per week) and Norwich City Football Club (minimum once per week).</p> <p>Taster sessions with local clubs, if coincide with government guidelines, to promote, experience and advise children to be engaged with the opportunities available to them in the community.</p> <p>Mindfulness and yoga activities implemented in school through the Get Set 4 PE scheme and has been implemented as an after-school club towards the end of the last academic year.</p>	<p>£3665 Premier</p>	<p>Links set up with Premier and Norwich City Football Club already set up and running smoothly since the end of last academic year.</p> <p>JM liaises with NT and LS to ensure disadvantaged are targeted to attend clubs and fill clubs with any gaps if they occur.</p> <p>Yoga lessons have continued to be delivered and this has been particularly successful in KS2, in preparation for SATS and reinforcing coping strategies for managing behaviour and emotions.</p> <p>Mindfulness, Chess, Lego Clubs have also been set up in Summer 2 term to increase the appeal of clubs to a wider audience.</p>	<p>Continue links with Premier and NCFC to provide a range of clubs to promote activity.</p> <p>Publish a request/ ask local sports providers if they would be interested in hosting a club after school in our hall/ on our premises.</p> <p>PE Lead continue to liaise with JM, LS and NT to ensure disadvantaged children are included/ considered for clubs.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.5%
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:
<p>Children to be offered opportunity to compete against other schools in a range of different sports, including football, athletics, etc. This will also include those children who struggle to engage with PE and sports at school, offering them the chance to participate and be engaged with sport, for example, Panathlon.</p> <p>Children from disadvantaged backgrounds and those on the SEN register will be targeted and given opportunities to represent the school.</p> <p>Silver School Games Mark still needs to be analysed and considered for application.</p> <p>Now APS have federated with Rosecroft Primary school, PE Lead should organise competitions and events to increase engagement, experiences and enjoyment of PE.</p>	<p>Teachers to identify children to participate in such activities when opportunities arise.</p> <p>School sports teams entered into the Breckland Schools Sports Partnership to participate and compete against other schools, as well as participating in other events through other agencies, e.g. Active Education.</p> <p>PE Lead to liaise with Rich Leather at Rosecroft to organise competitions/events across the 2 sites.</p>	<p>BSSP Competitions transport</p> <p>£569</p>	<p>Children have competed in Breckland School Sports Partnership events. E.g. Tri-Golf, Bowling, Tag Rugby.</p> <p>Targeted children attended Bowling event and won awards which were celebrated in school.</p> <p>Children have competed in competitions with neighbouring schools within the partnerships- Y5/6 Dodgeball.</p> <p>Applied for Bronze School Games Mark this year.</p>	<p>Continue to offer sporting opportunities to children.</p> <p>Identify opportunities to organise competitions with children from Rosecroft.</p> <p>With the help from BSSP (SS) apply for Silver Award now that PE Lead is back fulltime and able to closely monitor school provision and how it meets the more demanding criteria.</p>



Signed off by	
Head of School:	Tom Copland
Date:	8.7.22
Subject Leader:	Laura Williams
Date:	08/07/2022
Governor:	Rebecca Frost
Date:	8.7.2022