

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 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.

Updated 13th July 2023
Updates from Feb 2023

Total amount carried over from 2020/2021	£0
Total amount allocated for 2022/23	£18905.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18905.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18905.00

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>	Percentage of children
<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 2020.</p> <p>Please see note above</p>	<p>78%*</p> <p>*Impact of COVID and many late starters in Year 6 current cohort.</p>
<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>	76%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	70%
<p>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?</p>	No

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.

Updated 13th July 2023


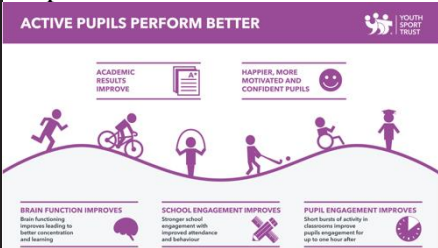
Academic Year: 2022/2023		Total fund allocated: £18905.00		Date Updated: July 2023			
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 72%		
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?:			
<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. Sports Captain Timetable to be trialled after Feb half term and reviewed in July.</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>Trial of Year 5 pupils to take Koboca survey to identify physical activity levels and activities they would like to try.</p> <p>Engage pupils not meeting the CMO guidelines by providing activities they have requested.</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 Timetable to lead/ liaise with Play Leaders and PE Lead.</p> <p>Budget to be used to repair, replace and provide a range of sports for clubs.</p>		<p>Play Leaders and CS £12676</p> <p>Before- and after-school clubs began towards the end of September, and have continued since. Children have option for clubs; including ICS, Cooking Club, Girls Football Programme and Premier Sports. These have encouraged Active 60 and engage children in healthy lifestyles and physical activity.</p> <p>Autumn 1 – 11 clubs 164 pupils Autumn 2 – 8 clubs 131 pupils Spring 1 – 6 clubs 82 pupils Spring 2 – 9 clubs 109 pupils Summer 1 – 7 clubs 99 pupils Summer 2 – 7 clubs 99 pupils</p> <p>Since Spring 1, sports clubs are only delivered by external providers.</p> <p>Sports Captains have had an increased presence around school, completing morning tasks, lunchtime activities and played a pivotal role on sports days.</p> <p>Replace Equipment £984</p>		<p>Sustainability and suggested next steps:</p> <p>Continue Sports Clubs timetable Mix of provision from Premier, CS, ICS and NCFC and potential other sports providers in Norfolk.</p> <p>Complete Koboca survey twice a year with other year groups/Key Stages to allow us to continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact.</p> <p>External Providers will continue to deliver clubs and potentially PE Apprentice will also contribute to the provision once trained.</p> <p>Sport Captains continue to be recruited and those Y4 children who have also helped for events, will be trained and encouraged to apply to be SC next academic year.</p>	

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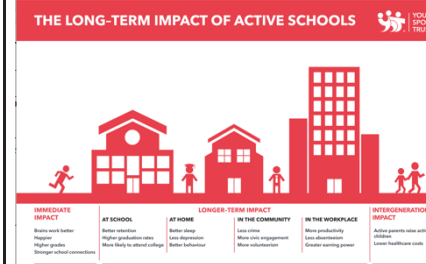


Supported by:



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 (possible tweak to scheduling actual sports day days) – celebrating the importance of exercise and participating in sporting activities. These will include Sports Day, worldwide sports events, including Commonwealth Games, Olympics, FIFA World Cup, Women’s Cricket World Cup, Rugby 6 Nations, Wimbledon, National School Sports Week 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. Use the TCS Mini Marathon Event again to raise awareness.</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(s) 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>Target – Reception new starters/ Nuture 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> <p>Identify pupils from Koboca survey who are not members of community clubs and facilitate their transition to a community club, whether as a player or volunteer.</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>Pupils more alert. Brain function improvements, better concentration and learning.</p>  <p>School engagement improves – Stronger school engagement with improved attendance and behavior.</p> 	<p>Assemblies to continue to showcase sporting success.</p> <p>Continue to tweet about the children’s physical activity throughout the school days and during sporting events.</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> <p>Continue to establish which pupils will gain the most from the sports premium funding utilizing the reports from Koboca.</p> <p>Continue to engage in School Games/ Partnership/local area competitions</p> <p>Continue to establish which pupils will gain the most from the sports premium funding utilizing the reports from Koboca.</p>

Pupil Engagement improves –
short bursts of activity in classroom
improve pupil's engagement for up
to one hour.



NSSW assembly in June Children participated in NSSW events, to promote Play for Fun, Play for 60

Daily Mile is still part of our daily timetable and children still enjoy the “break” from classroom learning.

Meeting held with Premier regularly to ensure extra-curricular sports provision is responsive to student feedback.

Whilst NSSW was celebrated this year, next year, invite Olympic Athlete to promote love of sport and motivate/inspire children and complete mini challenges with the children. Potentially hold Sports Days on this week too.

Staff training based on new style audits from R McCombe.

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>Twinkl Dance SoW have since been introduced to create stronger links to topics and more emphasis on drama based dance.</p> <p>Daily Mile to continue to be completed during the school day at the discretion of the teacher – should be completed every day! Could this be used in different ways going forward?</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> <p>Begin to use Koboca feedback to inform curriculum September 2023 and extra-curricular programme from Summer 2023.</p>	<p>£ 0</p>	<p>GETSET programme is still being taught, based on positive feedback. (It is thorough and progresses through the skills and knowledge based areas well)</p> <p>Children and staff have reported enjoyment of the new Twinkl units for dance.</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>Pupil feedback?- Responses collated on general survey indicate: enjoyment of clubs, happy with clubs on offer but children would like more clubs</p> <p>Responses from targeted Y5 – Children enjoyed Dodgeball/athletics/ swimming/football. Children are more active than not. Children would like more opportunities for leadership.</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>Daily Mile track- been used for London Mini Marathon Challenge- all children enjoyed the challenge and received certificates from TCS LM.</p> <p>Ensure curricular and extra-curricular programme delivers activities pupils would like and provide CPD support. Evidence taken from Koboca reports and pupil voice.</p> <p>Roll out Koboca survey use to wider school community in a phased approach to gauge broader specific PE pupil feedback and monitor effects of changes.</p> <p>Implement ideas from survey – design club timetable and opportunities for children based on responses.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
Inten t	Implement ation		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 increase involvement of external agencies, including Premier Sports, ICS 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 ICS (initially 1/week, increasing to 2/3)</p> <p>Taster sessions with local clubs, 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.</p>	<p>£3840 Premier</p>	<p>Links set up with Premier and Norwich City Football Club already set up. Now established links with ICS to deliver multi-sport sessions and local girls football WildCats.</p> <p>JM liaises with DL 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>Reduction of pupils not meeting 30 minutes physical activity per day – due to Daily Mile and reminded of 60 active minutes.</p> <p>Cookery and Coding Clubs have been set up in response to pupil voice. Club registers show good uptake for all clubs. Cooking/ dodgeball/archery/ gymnastics are most popular and oversubscribed. Children from disadvantaged background given priority when possible.</p>	<p>Continue links with Premier and NCFC, ICS to provide a range of clubs to promote activity.</p> <p>Continue to 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 DL to ensure disadvantaged children are included/ considered for clubs.</p> <p>Complete Koboca Survey every year to allow student voice to influence our extra-curricular sports programme.</p> <p>Club timetable has continued to increase. Deputy PE Lead at APS to continue promoting and engaging with providers and parents to set these up.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:	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>Following our award of the Silver Games Mark, in July 2022, consideration of Gold 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 continue to liaise with Rich Leather at Rosecroft to organise competitions/events across the 2 sites.</p>	<p>BSSP Competitions transport</p> <p>£1400</p>	<p>Children have competed in Breckland School Sports Partnership events. E.g. Cross-Country, 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>Girls Football competition- Riddlesworth Hall attended and all children enjoyed- published on twitter</p> <p>Achieved Bronze School Games Mark Award. More competitions and leadership opportunities needed to achieve higher.</p> <p>Fixtures across the federation have not happened.</p>	<p>Continue to offer sporting opportunities to children – The transition/settling session for Reception children and sensory circuits for SEND children were a highlight.</p> <p>PE Lead at APS and Rosecroft to work together to identify opportunities to organise competitions with children from Rosecroft.</p> <p>PE Apprentice is to be employed for 2023-2024- this will help increase club offerings and help set-up fixtures across both sites.</p>

Signed off by	
Head Teacher:	Gayle Long
Date:	13 th July 2023
Subject Leader:	Laura Williams
Date:	13 th July 2023
Governor:	Rebecca Frost
Date:	13 th July 2023