

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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](#) 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](#)



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Details with regard to funding

Please complete the table below.

Total amount allocated for 2020/21	£18294
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19520
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£37814

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 2022.</p> <p>Please see note above</p>	68%
<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>	67%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	68%
<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>	Yes

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: £37814		Date Updated: 13/07/2022		
<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>Percentage of total allocation: 15%</p>	
Intent	Implementation		Impact			
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>		
<ul style="list-style-type: none"> Promote the importance of PE, and engaging in physical activity across the school day. Development of play leaders to ensure that the children know how to work as teams, can lead games and to promote PE for all. Ensure the resources are available to facilitate PE across the school day. Develop swimming skills in KS1 as part of our early intervention for this life skill. 	<ul style="list-style-type: none"> Achievement Awards Equipment Refresh programme ½ term swimming lessons for all year groups from year 1 – 6 across the year. 		<p>£5699.56</p>	<ul style="list-style-type: none"> Pupils are set challenges by the play leaders at break and lunch times. PE equipment made available during break times and lunch times has promoted. All children given opportunity to participate in sports at Breaktime and lunch time as well as their PE sessions that take place once a week 100% of children in the school have had regular physical activity across the school. Structured activities at lunch and break have supported the children regulate their behaviour as well as improve collaboration. <p><i>Pupil leaders do a great job on the</i></p>		<ul style="list-style-type: none"> o Capitalise on the positive attitude towards sports across the school. o Continue to refresh resources to ensure that equipment is of the right standard to encourage sports participation. o Increase the capacity to teach swimming at reception so that water safety and confidence is promoted at as early a stage as possible.

playground organising games activities during breaktimes and lunchtimes. Ofsted May 5 2022

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation: 43%

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:
<ul style="list-style-type: none"> • Development of positive risk-taking behaviours • Providing opportunities for children to develop the schools expected behaviours of Confidence, Resilience, Commitment and responsibility. • Improved behaviour and conduct during less structured times of the school day. 	<ul style="list-style-type: none"> • Boogie Bounce • Eska Karate – Y1 / KS1/2 • Premier Education – All years • Challenger Troop – Y4/5 • Outdoor Adventure Activities Y5/6 • Outdoor Adventure Activities YR-2 	£16180.09	<ul style="list-style-type: none"> • PE equipment made available during break times and lunch times has promoted • 2211 behaviour events (year to date) <ul style="list-style-type: none"> o Year group of concern throughout has been year 5: 858 behaviour events • Autumn Term: 937 (Y5: 358) <ul style="list-style-type: none"> o events per pupil 1.9 (5.04) o 22 children with 10 or more behaviour events o 10 children with 30 or more behaviour events • Spring Term: 869 behaviour events (Y5: 398) <ul style="list-style-type: none"> o Events per pupil 1.76 (5.76) o 21 children with 10 or more behaviour events o 9 children with 30 or more behaviour events • Current Term: 405 behaviour events (Y5: 108) <ul style="list-style-type: none"> o Events per pupil 0.82 (Y5: 1.64) 	<ul style="list-style-type: none"> • Key behaviours sought to be developed are now reinforced through the work undertaken in the classroom and through assemblies. • Continued partnership with activity providers has allowed us to utilise their services to support children during transition as well as improving the recruitment of children into school, thus improving the school revenue to be able to continue with these activities in the future. • Sports participation and active lifestyles incorporated into the school life,/assemblies to continue to help combat negativity towards learning and poor behaviour.

			<ul style="list-style-type: none"> o 11 children with 10 or more behaviour events o 1 children with 30 or more behaviour events 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
<ul style="list-style-type: none"> ● Provide training for staff to deliver Boogie Bounce sessions to children in school and at after school clubs ● Upskill PE staff to help them in the effective delivery of the PE curriculum. 	<ul style="list-style-type: none"> ● Boogie Bounce Training ● PE Staff development 	£2170.59	<ul style="list-style-type: none"> ● 3 members of staff qualified as Boogie Bounce instructors ● CPD attended by PE instructor and disseminated to other PE staff. ● Additional swimming instructor trained to add capacity to offer more sessions to children and cover absence if required. 	<ul style="list-style-type: none"> ● Staff to disseminate learning to other teachers ● Continued delivery of high-quality curriculum delivery ● Swimming levels through swim England are incorporated into the curriculum from next academic year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				32%

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:

<ul style="list-style-type: none"> • Children have their horizons broadened beyond the norm. • Opportunity for children to experience new sports and physical activities without being hindered by the financial implications that this might often bring. 	<ul style="list-style-type: none"> • Ski beginner sessions • Horse riding • Outdoor Adventure Activities Year 3-4&6 • Bush craft adventures • Climbing Wall 	<p>£12223.83</p>	<ul style="list-style-type: none"> • Children in all year groups across the school had the opportunity to attempt and succeed at a new sport. • The pupils and parents recognised that their children have been invested in so that they can have new life experiences • Children have faced their fears – heights, new environments etc <p><i>Pupils enjoy school. They enthuse about the after-school clubs in drama, music, karate and bushcraft provided for them. Ofsted 5 May 2022</i></p>	<ul style="list-style-type: none"> • The expectation has been set that our children can undertake these different activities. • Stereo types have been challenged and families want the children to continue to explore different physical activities/sports • We will work with the friends of the school and other fund-raising partners to establish our school as a skiing school. • Partnerships have been forged with suppliers to ensure that the project can be continued over time and that
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
To promote healthy eating and to challenge the increasing obesity. Demonstrate the importance of competition, fair play and to foster the development of our behaviours “aspire to be great leaders” and “committed to being the best we can be”	<ul style="list-style-type: none"> • Thorpe cluster • School Games Mark • UEA sports - Reception • Parkour • Cluster sports tournaments – cross country/athletics etc 	£1540.25	<ul style="list-style-type: none"> • There has been groups of pupils from across the year groups who have represented the school in different sports fixtures across the year. • We have had a strong presence in running the track sports with our pupils finishing in the top 10 in the cluster for various distances. 	<ul style="list-style-type: none"> • Introduce Trust wide sports tournaments so that there are Intra Trust competitions that can then feed into cluster activities. • Build on the successful swimming programme to create inter school swimming galas as well as inter Trust competitions for the different stages. • Link the swimming lessons with the swim England awards to better track the children and to ensure that similar swimmers are swimming against each other to improve.

Signed off by	
Head Teacher:	
Date:	22/07/2022

Subject Leader:	Jo Marrison
Date:	22/07/2022
CFO	<i>Andrew Small</i>
Date:	<i>22/07/2022</i>