

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Awaiting new reporting tool template for 2023 from Youth Support Trust



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.

a	Total amount carried over from 2021/2022	£0
b	How much (if any) do you intend to carry over from this total fund into 2022-2023	£0
c	Total amount allocated for 2022/23	£19575
d	Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£19575

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.

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

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

%

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 2021.

Please see note above

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

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

%

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 Key Stage one also swim

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: 2022/3	Total fund allocated:	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: 46.43%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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?:	
<ul style="list-style-type: none"> Continue participation and membership next year (Breckland SSP/Norfolk Games) increase excellence and competitiveness in inter-school tournaments Use of daily mile activities to promote daily running activities, increase distances and pupils' times over distance Create cross-country lunchtime/after-school club to sustain high interest, develop culture of excellence in cross-country running Girls football afterschool club, to encourage girls to participate in additional sport Boys football afterschool club 	<ul style="list-style-type: none"> KV to run sessions for vulnerable/selected children for extra PE to enable body confidence/self-esteem KV to run sessions with Year 1 to improve gross motor function KV to run sessions for cross-country running to enhance competition/build on Daily Mile KV to support teachers and children with Daily Mile Attend inter-school competitions and tournaments, allowing children to compete and use newly learnt skills. 	£9089: KV	Autumn term <ul style="list-style-type: none"> During the Autumn term this has benefited the children by allowing them to compete and showcase their skills. We have moved from sedentary learners to physically active learners increasing weekly participation by 1 hour and 15 minutes per week. 	

to promote additional engagement.				
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 30.65%
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"> All children actively engaging in the daily mile. Increased access to sport and physical activity at lunch times. MSA/Sports council running activities. Improve use of physical resilience and confidence from PE skills Continue improvement of school sports day Improve lunchtime behaviour and lesson impact on teaching and learning during afternoon Acute bouts of physical activity throughout the day, to positively increase concentration in lessons. 	<ul style="list-style-type: none"> KV to run sessions for vulnerable/selected children for extra PE to enable body confidence/self-esteem Mr Adair and Mr Woolacott to run weekly afterschool sports sessions to enable children to develop skills. Additional adults for after school clubs. KV to train MSAs to lead sports/PE activities during lunchtimes 	£6000 Swimming sessions	Autumn term <ul style="list-style-type: none"> The daily mile has been a whole school approach Sports council have hosted sports at lunch for all year groups. Girls football has been highly beneficial and has encouraged 40+ girls into playing football. 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 2.55%
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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"> Teachers to be given the opportunity to attend local/national training sessions. Improved teaching and learning in PE with focus on excellence in skills through practice Professional coaches to model high-level coaching and focus on improved participation in after-school/lunchtime games 	<ul style="list-style-type: none"> PE lead to organise for staff to attend training sessions to promote personal CPD. Planned PE curriculum through GetSet4PE with stepped curriculum goals and objectives through year groups and key stages Staff meetings aimed at teaching staff about physical literacy – lesson demonstrations PE Lead to support and assist staff in areas of need, modelling high-quality PE. 	£500	<p>Autumn term PE Lead has been on an educational training session hosted by Norfolk PE. High quality coaches in place teaching a broad range of sports.</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 10.2%
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>Additional achievements:</p> <ul style="list-style-type: none"> • Becoming physically literate to be at the forefront of our PE teaching. • Broad curriculum offered to all children with a range of enrichment activities. • Opportunities to participate in a range of sports and physical activities • Specialist sports equipment 	<p>To get a range of different sports clubs to take place at school.</p> <p>To adapt our current curriculum to offer a wider range of sporting activities.</p> <p>To go to different sporting events to allow the children to participate in a wide range of sports.</p> <p>Order specialised sporting equipment to allow children to engage in a wide range of sporting activities.</p>	<p>£2000</p>	<p>Autumn term</p> <ul style="list-style-type: none"> • We are offering a broad curriculum Drake, children are experiencing the opportunity to participate in a range of sports. 	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.1%%
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:
To attend sports cluster events throughout the year. To attend Breckland SSP events To host events at our school.	To attend school sports cluster meetings and actively engage with other schools across Thetford. To travel to Breckland SSP evenets to allow our children to engage in competitive sporting events. To organise (PE Lead) competitions at school both intermural and against other schools.	£1000	Autumn term <ul style="list-style-type: none"> We have attended 2 sports cluster events – We have attended 4 Breckland SSP events – All events have allowed our children to showcase their skills and provided them with opportunities to be competitive. 	

Signed off by	
Executive head Teacher:	Louise Clements McLeod
Date:	4 th January 2023
Subject Leader:	Alex Adair
Date:	3 rd January 2023
Governor:	
Date:	