

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department
for Education

Created by



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 carried over from 2019/20	£0
Total amount allocated for 2020/21	£ 17,943.67
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17860
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17860

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>Please see note above</p>	87% (at the time of writing some pupils were still participating in catch-up sessions)
<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>	87%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96%

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?

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

Academic Year: 2020/21		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:
					%57
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:
Sports clubs to be run every day after school, so that each year group has access to at least one club.	Sports instructor to run one club a night, four nights a week. Plus CSF, dance sessions and karate sessions. All of these mean there is at least one sports club run a day, sometimes two.		External club delivery: £7030 estimate £6870 actual ZDR time - £3279 estimate £3231.56	94 out 210 children take part in ASC Pupil voice shows that children have enjoyed the introduction of some new clubs like Quidditch. They have also enjoyed learning new skills and playing in teams.	We will continue to run a similar programme of clubs throughout the next academic year. Pupils have requested dodgeball and netball.
All children from the SRB to have additional swimming sessions.	SRB had 12 sessions of swimming extra to enhance their time in the pool.		£0		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:

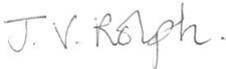
				%13
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Sports Leaders develop activities to engage other children, and model good sporting behaviours.	Norwich School Sports Partnership trains sports leaders. Sports leaders then assist with the running of some events for example at sports day.	£2257 estimate and actual.	Sports leaders are role models in school, and have a responsibility to demonstrate positive behaviours.	Year 5s are being trained up for next year.
Sports Day - model school vision and values in organisation of the event and increase parental engagement and involvement in school community.	First Sports Day in recent years where parents can come and be involved. Create a positive message around all of this, and use messaging to talk about kindness and support and encouragement.	£0	Sports Day was really well attended. There were no arguments about who won, just lots of positive support from parents.	Repeat and build on messaging year on year.
Raise aspiration for all children to feel they can participate in sport.	Disabled athlete to visit school to talk about how he overcame physical adversity to have sporting achievements.	£0		Find another inspiring visitor.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%2
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
All teachers to either team teach or observe PE instructor delivering PE, at least once a half term. Support staff to also assist/observe.	10 teachers, 1 session per half term (1 hour each) Aim therefore for 60 sessions.	£1149 estimate £383 actual Covid absence meant we have only been able to guarantee 2 sessions per teacher.	Teachers are able to pick up the Get Set For PE scheme and deliver the lessons in the way that ZDR has modelled.	Lessening impact of Covid means we should be able to resume a half- termly visit.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 28%
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:
Through the NSSP, pupils to have the opportunities to participate in a range of inclusive and varied sporting activities.	Sports instructor takes up as many opportunities as possible for children to take part in sporting events. These include SEN/inclusive activities.	NSSP membership as above plus time for admin, booking transport etc. £1445	Dance Showcase Football Match nights Netball Match nights Y2 Multiskills morning Y1 multiskills morning Sports Leaders course Day of calm for whole school Tennis for Y2 & Y3 10pin Bowling Cross Country Panathlon	We will continue the membership of this next year.

<p>PE instructor to run games for pupils at lunchtime, supported by MSAs.</p>	<p>5 sessions per week (1 hour each) over 38 weeks</p>	<p>£3,638.50 Estimate and actual</p>	<p>Survey of parents, pupils and staff carried out earlier in the year about continuation or not of football being allowed. Majority voted for it to continue as long as increased supervision. PE instructor has acted as referee and now far fewer behaviour related issues around football. Other staff sometimes also referee games.</p>	<p>We will continue this model next year.</p>
<p>Increase the confidence of SEN pupils in participating in sport.</p>	<p>Tennis sessions organised solely for SEN pupils. 3 weeks of sessions in Autumn term.</p>	<p>£68 estimate and actual.</p>		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%8
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:
For pupils to travel to and take part in a wide variety of sporting competitions.	ZDR has two hours a week admin time to organise trips - booking taxis, writing letters, writing Evolves and risk assessments.	£1445.40 estimate and actual.	Pupils have had the opportunity to resume competitive events. This has needed some work around resilience and team spirit.	

Signed off by	
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