

# 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](#)



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£21,861
Total amount allocated for 2020/21	£17,700
How much (if any) do you intend to carry over from this total fund into 2021/22?	£9,203
Total amount allocated for 2021/22	£18,121
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27,324

## 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>	
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 2021. Please see note above	0% (School currently does not have Year 6)
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	0% (School currently does not have Year 6)
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	0% (School currently does not have Year 6)

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 the future.

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
<p><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</p>			Percentage of total allocation:	
			31.1%	
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:
Opportunities for children to complete the Daily Mile and increase regular physical activity.	Classes to use the Daily Mile track each day.	£0	Children have increased their amount of activity each day by completing the Daily Mile than before.	Gain hard data on laps per child using a bar code system, similar to Park Run etc. Gain data on the impact on children's learning.
Increased activity for every child, every day at break, lunch and after school. Currently, equipment is sparse, storage is terrible and the range of equipment is narrow – generic balls and cones.	Using School Council, find out the interests of the children and survey what already happens at break and lunch. Purchase equipment for break times and lunch times to increase activity and broaden the exposure to different sports. Secure storage to house the equipment. Currently, equipment is stored in broken containers or in the PE cupboard – things go missing and break.	£8500	New storage has kept PE equipment separate and allowed for more productive PE lessons as less time is wasted finding resources again. Activity has increased at these times as children have been more engaged. Children have been exposed to a wider range of sports. For example, handball, tchoukball, badminton, quidditch.	Training for MSA's at lunchtimes. Training for teaching staff for break and after school. Monitor equipment condition to ensure children are able to participate in these activities.

<b>Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 1%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Undertake Bikeability. Children experience and complete a cycling course to promote safe cycling in school.	Children in Year 4 and 5 have the option to take part in Bikeability.	£0	How many children completed each level?	Book more advanced courses so children are able to progress in safe cycling.
House Sports Competitions created in which children use skills taught in PE to play competitive sport.	Create a Winter, Spring and Summer Games for the children. Trophies for each Games.	£100	Autumn and Spring games did not happen. Summer Games (Sports Day) was a great success. Children used the skills taught in PE lessons to participate during the morning and compete during the afternoon. House Cup presented at the end. Certificates for Respect, Responsibility and Resilience presented for each class.	Ensure that Autumn and Spring games happen next year. School values tied in.
After School Clubs for children to participate in.	Children are able to participate in football and Zumba after school clubs.	£0	A new girl's football club was created this year - 20 children have attended. Zumba and	Investigate what other clubs would be chosen by children and find coaches or teachers to

			football regularly had 20-25 children.	run.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				49%
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:
Staff have an overview of skills from Reception to Year 6.	Work with Hethersett Academy to develop skills progression for a range of sports.	£0	Staff now have a skills progression document to use within PE lessons.	Ensure skills progression document is embedded with staff and updated for new sports.
Increase knowledge of teaching PE for teaching staff.	All teaching staff (teachers and teaching assistants) have the opportunity to work alongside a specialist PE coach, a Chance to Shine Cricket Coach for a half term and a Coach from Norwich Community Sports Foundation for multi-skills.	£13,000	All teaching staff have worked alongside a specialist PE coach this year.  Each class in KS2 worked alongside the cricket coach for 6 weeks.	Explore the option for KS1 to take part too. Monitor the development of cricket across the school.
PE Lead to upskill their knowledge.	PE Lead to attend termly CPD sessions with NSSP. Undertake a yearly meeting with	£650 - Cost of SGO and cover for PE Lead.	PE Lead is more knowledgeable on Sports Premium and new strategies.	Ensure the PE lead has time to discuss findings and new strategies with staff.



	the Sports Partnership Organiser to discuss the PE strategy. PE Lead to work with an outside PE specialist (School Games Organiser) on effective use of PE Grant.			
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** 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:
Introduce new sports into the PE curriculum.	Introduction of Yoga to the PE curriculum.	£0	Children have enjoyed taking part in Yoga in PE lessons. Most staff have used Cosmic Yoga on YouTube to help teach the subject.	Explore new resources for Yoga as Cosmic Yoga does have a limit of resources.
Children to take part in Swimming lessons from Elite Swimming.	<p>Elite Swimming to set up at Woodside School for children in Reception to Year 5 to have intensive swimming lessons.</p> <p>School needs to have specialist electrical socket installed to accommodate the swimming pool.</p> <p>Assess the children to find out who can already swim 25m.</p>	£1900 – socket installation - not spent	Unfortunately, Elite Swimming has not proved a way of bringing swimming lessons into school. Therefore, swimming lessons have not happened.	PE Lead to explore other options of getting the school to swim. Focus on UKS2 to reach 25m distance. Top up swimming sessions need to be explored.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17.5%
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:
Increase the children's ability to take part in competitive sports. Children has a sense of success.	Children to take part in NSSP organised events throughout the year.	£3000	Children in Reception to Year 5 have competed in a NSSP event. They have a better understanding of winning, losing and sportsmanship.	Ensure that every child takes part in one event per year.
	Purchase of team kits for KS1/LKS2/UKS2 to be worn at events.	£800	Team kits have been purchased for each phase. Increased visibility of Woodside in competitions.	Develop a system to ensure kits are washed. Ensure kits are worn when attending fixtures.
	Children to compete in fixtures against other local schools.	£0	Children in Year 5 and Year 4 have competed against two other local primary schools in football after school time.	Develop more links with other schools in more sports for different age groups.
Children have the opportunity to lead sessions of activity and have ownership of areas of responsibility.	Children to apply to be a Sports Leader. Training for Leaders from NSSP and Chance to Shine Cricket. Shirts and jackets to be purchased for Sports Leaders.	£1000	We now have 20 Sports Leaders trained up to deliver sessions at lunchtime. Children are taking part in these sessions and increasing their physical activity and participation in competitive sport.	Ensure sessions are of a high quality and that Sports Leaders are supported by the PE Lead. Work with Hethersett Academy's Sports Leaders as a transitional activity.

Signed off by	
Head Teacher:	Jem Brereton
Date:	20/09/2022
Subject Leader:	Ed Kears
Date:	20/09/2022
Governor:	
Date:	