

# 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



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](https://www.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 2021/22 | £9,402    |
| Total amount allocated for 2022/23     | 18,595.00 |
| Total amount spent                     | 18,032,00 |

## Swimming Data

Please report on your Swimming Data below.

|  |   |
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| <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><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></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><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.</p> <p>Please see note above</p>  | <p>New Primary School 22/23 first Year of Year 6. Therefore, no data for July 22.</p> <p>Swimming results from December 22.</p> <p>Year 6 74%</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>  | <p>Year 6 74%</p>   |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | <p>Year 6 74%</p>   |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>   | <p>Yes</p>  |

## 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: 2022/23  |   | Total fund allocated: £27,997   | Date Updated:17/03/2023   |  |
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| <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                        |   |   |   | Percentage of total allocation:<br>31.7%   |
| 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:   |
| Opportunities for children to complete the Daily Mile and increase regular physical activity. Offer of 'Just Dance' in the hall for those not inspired to run.  | Classes to use the Daily Mile track each day, during the school day. Phases to plan together to facilitate option of dance. | NA  | Increase of children's daily exercise and activity as part of 60 minutes exercise per day.  | Timetable created and organised for all classes and children to have the opportunity to complete the Golden Mile.  |
| Increased activity for every child, every day at break, lunch and after school. Sports Leaders organised and rotated for every Break time and Lunch time. Every Year group as the opportunity to take part in different activities. Run by Year 6 children. | Using Sports Leaders to create activities for all children to participate in at break time and lunchtime.                   | £500 to Purchase equipment- cricket and playground £1350 (Storage) £3060 (Sports Leaders equipment and uniform. | Sports Leaders support active play across the school daily and on average 15-20 children are accessing the activities. (PE Monitoring folder) | Fortnightly meetings with Sport Leaders to discuss equipment being used promoting different activities. Questionnaire to be used to ask the children what activities would they like at play times. Train Year 5 children for the next academic year. 12/07 Sports Leaders training. |

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| <p>Educating our children in the value and benefits of a healthy, active lifestyle. Using active lessons to increase physical activity levels and learning. Raising awareness of the best places to take part in sport and physical activity outside of school. By increasing our pupils' activity levels throughout the day.</p> | <p>Through PE lessons, break and lunch time to ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing and positive role models to lead sessions and assemblies to the school.</p> | <p>£1,000 Great Britain Athletes visited the school</p> | <p>Children voice positive attitudes to health and well-being in school. Children across the school, more active on a daily basis and enjoy being active. (Monitoring folder)</p>                    | <p>Outdoor activities created for September 2023.</p>   |
| <p>Two Great Britain athletes visited the school to lead an assembly and to take each class for a PE Session</p>  | <p>Visit aims to inspire and motivate our students to reach for their dreams and embrace the importance of physical fitness and perseverance.</p>   |   | <p>Children enjoyed the experience and the values of dedication, teamwork, and sportsmanship. To ignite a passion for sports and inspire our children to embrace a healthy and active lifestyle.</p> | <p>A regional newspaper and News team interviewed the children and athletes. Pictures and questions throughout the day.</p> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |   |                    |  | Percentage of total allocation:  |
|--|---|--------------------|--|--|
|  |   |                    |  | 28.5%  |
| 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:   |
| Undertake Bikeability. Children experience and complete a cycling course to promote safe cycling in school.  | Children in Year 4, 5 and 6 have the option to take part in Bikeability in level 1, 2 and 3. Equipment bought to ensure access for all. | NA                 | 62 <b>out of 106</b> children have participated in Level 1 and 2 Bike ability since December.  | Level 3 not completed for children in year 6, look into completing level 3 earlier. . Explore potential to offer more places for Bikeability with more bikes and equipment.  |
| House Sports Competitions created in which children use skills taught in PE to play competitive sport. Winter, Spring and Summer Games set up with the Feeder High School. | Winter, Spring and Summer Games for the children. Trophies for each Game. Approximately 1 and a half hours per year group per games.    | £450               | Termly internal house competitions to be organised. Children experience competitiveness and feeling part of a team.  | Continue Winter, Spring and summer games to link to the PE development calendar and continuous links with the High School.   |
| To offer a wide variety of after school sports clubs.  | Football (three football clubs, KS1, KS2 and Girl's club and Zumba) offered as after school clubs.                                      | NA                 | A continued of girl's football club was created this year - 31 Since September children have attended. Zumba and football regularly had 20-25 children each half term. | Investigate and look into other after school clubs. Premier Sport to assess and price lunch time and after school provision. To engage with more children playing sport.<br><br>To continue promoting and sign posting sports clubs. |

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| <p>Pupils, staff and parents are aware of sporting activities and achievements across the school.</p>                                     | <p>Results and photos to be celebrated/displayed/promoted via bulletin and newsletters. Parents signed poster to external clubs.</p>   |        | <p>Parent voice shows that children are enthused about sport at home.</p>   | <p>56 children from KS1 and KS2 have taken part in Zumba.</p> <p>47 children from KS1 and KS2 have taken part in boys football.</p> <p>16 girls have taken part in Girls football.</p>     |
| <p>Hethersett Woodside t-shirt, sweatshirts and jacket for staff on sports trips and competitions.</p>                                    | <p>To raise the profile and identity of staff on PE trips.</p>   | £400   | <p>To raise the profile of staff on PE competitions and events.</p>   |  |
| <p>Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</p> | <p>As a school we contribute funding to sustain the Norwich School Sport Partnership which provides the following opportunities:<br/>Additional competitions outside the School Games programme<br/>Comprehensive CPD programme<br/>PE Conference<br/>Transport to events.<br/>Outdoor activity days.</p> <p>Continue to develop and use whole school plans and assessment</p> | £3,967 | <p>Personal development in all year groups. (physical skills, thinking skills, social skills and personal skills)</p> | <p>Use PE conference to review, evaluate and plan for the next academic year. Dates and events organised in advanced and selected events attended for SEND and Pupil Premium children.</p> |



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| <p>High quality PE lessons delivered during curriculum time. - To delivered the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school.</p> <p>Head of Norwich Sports Partnership to celebrate successes of the children in inter/intra sport events.</p> <p>Sports Days are high profile in school calendar. Sports day organised– ALL pupils able to participate fully with parents in attendance again.</p> | <p>purchased of new equipment.</p> <p>Certificates and termly awards given out to children and houses.</p> | <p>£500 running track for sports day.</p> | <p>Continued progression of all pupils during curriculum PE lessons.</p> <p>Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. New sports introduced into the curriculum Tchoukball, Quidditch and Handball.</p> <p>All children score points for their house during the Games. Increased level of competitive sports. PE Cup awarded at the end of each full term.</p> <p>Sports day for EYFS/KS1 and KS2. Impact – development of social skills positive relationship building for life. Demonstration of leadership, teamwork and communication skills. Sports Leaders to support organising an running of the events.</p> |  |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |  |                                 |  | Percentage of total allocation:   |
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|  |  |                                 |  | 10.1%   |
| 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:  |
| Staff have an overview of skills and assessment from Reception to Year 6 of different sports. Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. | Work with Hethersett Academy to develop skills progression for a range of sports. Communicating with swimming coach for assessment being created.  | NA                              | Continued progression of all pupils during curriculum PE lessons.<br><br>Increased staff knowledge and understanding cited in staff questionnaire. | Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities<br><br>Monitor use and impact of teach of the overview and skills assessment, alongside the PE Feedback folders. |
| CPD Quidditch session for all children and staff to participate in a quidditch session and then staff CDP about how to teach the sport.  | 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. Quidditch CPD for all staff and MSA's | £1,295 - Quidditch CPD training | New skills for teaching PE introduced from Quidditch CPD session for all staff. KS1 Team Teaching with Chance to Shine cricket coach.              | Lesson observations to monitor staff effectiveness and confidence.<br>Questionnaires and CPD for new sports to gain confidence. Questionnaire used to support PE lead with future CPD and confidence of staff delivering sport.                         |

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| <p>Lesson observations to monitor staff effectiveness and confidence -<br/>Questionnaire to monitor pupil and staff attitudes towards progression in PE</p> <p>Increase knowledge of teaching PE for teaching staff. Monitoring whole school PE coverage.</p> <p>Liaise with other local schools to share knowledge and expertise. Discussions inform PE Lead that pupils enjoy the variety of activities on offer during curriculum PE.</p> <p>Questionnaire to monitor pupil and staff attitudes towards progression in PE</p> | <p>Subject Leader to attend relevant sport conferences and network meetings to gain relevant information.</p> <p>PE Lead to attend termly CPD sessions with NSSP on PE and Swimming.</p> | <p>£600 supply</p> <p>NA</p> | <p>PE lead used to support teachers through modelling lessons, team teaching, help with planning and observations.</p> <p>PE Lead to attend sport conferences and network meetings to gain relevant information on assessing PE and developing PE.</p> | <p>Continue to look at new sports and skills to develop the curriculum.</p> |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |   |                                       |  | Percentage of total allocation:<br>25.9%   |
|--|---|---------------------------------------|--|--|
| 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:   |
| Identify which activities pupils would like to try by year group, gender and least active groups. Ensure our school are providing activities that will engage the most pupils as well as the least active. | Provide opportunities and purchase additional equipment for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. School to enter children into sporting festivals/ competitions. | £2850                                 | SEND and Sports Festivals for specific children as part of the NSSP events.                          | Complete pupil survey every year to allow student voice to influence our extra-curricular sports programme.<br><br>At the beginning of the year, highlight across the year, sporting events to attend – booked in advance and to include house competitions. |
| Provide opportunities to take part in a diverse range of school sport through extracurricular clubs, competitions and events.  | Review extracurricular activities through pupil voice. Develop out door provision.  | £780- paid for Merton Sports          | Registers from additional clubs show an increase in sports at Hethersett Woodside.                   | Complete inclusive health check on the School Games Website to review our PE and school sport offer in terms of inclusion and use the action plan to develop our offer.  |
| Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport.   | Employ sports coaches to provide appropriate extracurricular sporting opportunities and to improve sports skills in children through increased opportunities in school and the wider community.   | £200- Multi-activity sport.<br><br>NA | Dance and gymnastic scheme of work. To support the teachers with planning and teaching these skills. | Questionnaire of teachers confidence with teaching PE.   |

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| Top up swimming at Hellesdon High school | <p>Ensure PE and school sport is visible in the school (assemblies, Dojo, pupil reward and recognition of pupils)</p> <p>To ensure all year 6 children who can not swim 25m, to have extra lessons before the end of term.</p> | £1000- pool, coach and swimming coach price. | 10% of children from the top up swimming group, can now swim 25m | To find a swimming pool closure to school. |
|--|--|--|--|--|



| Key indicator 5: Increased participation in competitive sport  |   |                    |   | Percentage of total allocation:  |
|--|---|--------------------|---|--|
|  |   |                    |   | 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:   |
| Increased participation in School Games competitions   | Children to take part in organised events throughout the year.  | £80                |   |  |
| Provide opportunities for all children to challenge themselves through both intra and interschool sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. | Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions. Ensure pupils get the opportunity to take part in local competitive leagues, tournaments and festivals. | NA                 | Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions. | Continue to monitor the percentage of pupils representing school in competitive sport and allow us to identify those that have not.        |
| Select children who we feel would benefit most from the opportunities available in the Norwich Sports Partnership calendar.  | Children to compete in fixtures against other local schools.  | NA                 | Fixture results to be published in Newsletters and through Class Dojo.                          | Continue to attend NSSP half-termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality |
| Enter external events to give pupils the opportunity to compete against other schools.   | Regular (termly), intra-house sports competitions for pupils across different sports.   |                    |   | Apply for the school Games Mark.   |

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|---|--|--|--|--|
| Host sports events against local schools.   |  |  |  |  |
| Children have the opportunity to lead sessions of activity and have ownership of areas of responsibility. | Training for Leaders from NSSP and Chance to Shine Cricket. Shirts and jackets to be purchased for Sports Leaders. |  |  |  |

|                 |                   |
|-----------------|-------------------|
| Signed off by   |                   |
| Head Teacher:   | <b>Sam Carter</b> |
| Date:           | <b>04/07/2023</b> |
| Subject Leader: | <b>Ed Kearse</b>  |
| Date:           | <b>04/07/2023</b> |
| Governor:       |                   |
| Date:           |                   |