

# 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](#).



Created by:



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## Details with regard to funding

Please complete the table below.

|   |            |
|---|------------|
| Total amount carried over from 2019/20  | £7,338.53  |
| Total amount allocated for 2020/21  | £17,740    |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £12,750.81 |
| Total amount allocated for 2021/22  | £17,660    |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £30,410.81 |

## 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>Unknown as we did not swim at all in 2020-2021 and did not swim in Spring or Summer in 2019-2020.</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 2020.</p> <p>Please see note above</p>  | <p>Unknown at this time.</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>Unknown at this time.</p>   |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | <p>Unknown at this time.</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?

No. However, we are considering this to support children who do not meet the curriculum requirements this year (budget carried forwards from 20-21 can be used here).

## 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: |   | 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:<br>%   |
| 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:   |
| a) All children across the school will have the opportunity to take part in a wide and varied range of physical activities throughout their designated play and lunch times.  | <p>Exciting and engaging play equipment has been purchased and will be replenished to encourage active breaks including coconut shy, swing ball, bowling and many more sets which children can use in their play time. Each class has been provided with their own set of resources to use during breaks to keep them active and engaged. These will be updated and replenished on a termly basis.</p> <p>Staff will lead sporting and physical activities during lunch times a minimum of once per week.</p> <p>Children will be encouraged to volunteer as play leaders and will be trained to run activities during break/lunches.</p> |                       | <p>£ 9000:</p> <p>This will cover resources/equipment for active breaks, active subscription to walk to school scheme, table tennis table, and tournament associated costs. It will also cover staffing costs for lunch-led activities.</p> | <p>A wide range of play equipment was purchased which the children have been able to use to facilitate fun and active playtimes across the academic year.</p> <p>Staff have led some lunch play sessions (usually on a Friday). Children have enjoyed adults being outside.</p> <p>Play leaders started off very well</p> | <p>A refresh and update of these resources will take place in September 2022 to replace lost/broken equipment and ensure that the offering to children remains relevant, engaging and active.</p> <p>Next year, I would like to have a formal timetable in place to ensure a consistent offering is available where possible. It may be for one half term out of two where an extra staff member from school can lead play activities to ensure staff have time for their own rest and wellbeing.</p> <p>We will ensure there is a clear</p> |

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|  | <p>External agencies will lead lunch time physical activities three times per week to encourage team sports/activities with an adult presence to support.</p> <p>Classes will begin to incorporate the Golden Mile in to the classroom routine (on the spot for bad weather or in hall) and use active breaks within classes themselves.</p> <p>We are purchasing a class set of fitness trackers to encourage classes to be as active as possible and compare their results to other classes. This data will be calculated by children to find the total physical activity of each class per week.</p> <p>We will re-launch and run the Walk to School scheme to encourage children to be active in their journeys to and from school.</p> <p>Inter and Intra school competition will be re-introduced to offer children the opportunity to take part in physical activity representing their house (intra-school) and their school (inter-school).</p> <p>A table tennis table will be purchased as another permanent outdoor activity which children can take part in.</p> |  | <p>and had a good impact but this, over time has reduced in impact with the play leaders instead focusing on logistical lunch issues such as clearing tables. The children however, have been consistently fantastic at supporting active play with children in Reception class and we wish for this to continue next year.</p> <p>The fitness trackers were ordered in the Autumn but have not yet arrived.</p> <p>Walk to school routine has not been fully implemented.</p> <p>Intra school competition began and the children were really engaged, enjoyed the competitive element and participated well.</p> <p>The table tennis table was purchased and is being used by children during break and lunch to good effect.</p> | <p>rota for play leaders ensuring that each play leader has a clearly defined role.</p> <p>We need to create a running area/track for the Golden Mile to be incorporated to the class routine.</p> <p>Use fitness trackers on a rota for each class to monitor their activity levels in class.</p> <p>Going forwards, I would like to incorporate the table tennis equipment into PE lessons.</p> |
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| b) Children will have opportunities to be active within lessons themselves.  | <p>Staff will be encouraged to use movement breaks within class and be creative in their classroom culture and habits. E.g. physical movement for hands up and outdoor learning.</p> <p>Use of the Golden Mile being used consistently and on a regular basis (to be agreed by staff in the Autumn Term).</p>   | No costing allocated.  | Certain classes have made more progress than others. Children are getting movement breaks using a range of online apps/websites to support them. | I would like to share these apps/websites with the entire school and share best practice so that movement breaks are being used consistently.   |
| c) Opportunities for extra-curricular participation in physical activity and competitive physical activity/sports. | <p>A range of active clubs will be offered to children to partake in at the end of the school day which will vary across the school to offer everyone the opportunity to take part.</p> <p>Inter and Intra school competition will be re-introduced to offer children the opportunity to take part in physical activity representing their house (intra-school) and their school (inter-school). A range of events will be introduced to encourage all children with different interests and skills to take part.</p> | <p>£ 500</p> <p>Tournament related costs covered earlier.</p> <p>To cover kit manufacturing costs and any other extra-curricular club costs.</p> | <p>We did not participate in school tournaments outside of school this year.</p> <p>We have not yet purchased school tournament kit.</p>         | <p>We will be back to a full calendar of competitive events next year and we aim to be competitive across the school.</p> <p>We would like to use PTA funding to purchase new school kit to take to tournaments and encourage further pride in our school team.</p> |

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|  | New school kit will be bought to encourage school pride when competing for the school.  |  |   |  |
| d) All children will have the opportunity to use the newly installed outdoor gym.  | Outdoor gym rota used to encourage active playtimes. MDS to supervise the use of this area at lunchtimes. The outdoor gym will also be incorporated into PE teaching as part of circuits, warm up and cool downs or lessons on fitness and/or muscles.  | No costing- as outdoor gym has been financed previously. | Children use the outdoor gym every day and it has had a huge impact on our activity levels at play. | Continued use of the outdoor gym. We may look at purchasing further active equipment for further round the school where the trim trail used to be.             |
| e) All children in school will be able to explain the importance of sport and physical activity on both their physical and mental wellbeing. | Ensure that all staff discuss the learning prior, during and after the physical learning has taken part. Questioning should be used to assess the children's understanding and children should be able to articulate this when speaking to others about their PE learning.<br><br>Ensure lessons are dedicated to the benefits of physical activity on our physical and mental wellbeing. | No cost involved.  | Children are more able to discuss what they are learning confidently.                               | Continued use of effective PE vocabulary across the school so all children can discuss their own learning journey in PE including next steps and achievements. |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>                          |   |  |   | Percentage of total allocation:  |
|  |   |  |   | %  |
| <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:  |
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| a) Children are aware of sporting and physical activities which are happening around the school and are able to recognise and celebrate achievements across the school. | <p>An interactive PE display will be put up in the hall which will include PE related information, upcoming events, achievements, tips and photos.</p> <p>Children will be awarded wristbands for going above and beyond in their PE learning and physical activities around school. These will be linked to our school STAR values of: safety, trying, aspiring and respecting. These children will be celebrated in our STAR of the week assemblies in front of the entire school.</p> | <p>£300</p> <p>Materials and bands.</p> | <p>Children took pride in completing in intra-school tournaments and in our school sports day. Children have been recognised in a manner of ways for their sporting/PE achievements including wristbands of recognition and stickers.</p>   | <p>I would like to create a weekly PE based award which can be presented in STAR assembly to promote PE skills, effort and achievements.</p> <p>Continue rewarding effort and achievements using wristbands</p> |
| b) Culture of movement and physical activity across the school day.   | <p>Implementation of our Active Lifestyle Initiatives will support this. We will re-launch and run the Walk to School scheme to encourage children to be active in their journeys to and from school.</p> <p>Similarly, classes will use Active blasts to give children short active breaks in lessons. Movement breaks and using physical actions in class will be used by staff to ensure children are not still for too long.</p> <p>The Golden Mile will be re-</p>                  | <p>£500</p> <p>Fitness trackers.</p>    | <p>This has started but is not fully embedded. The fitness trackers have not arrived from the supplier.</p> <p>Active blasts are happening but have not been consistently used across the school which has meant their impact has not been consistent across the school. This is happening more effectively in KS1.</p> | <p>We need to create a specific area/track for the Golden Mile in school for wall weather.</p> <p>Integrate the fitness trackers when they arrive.</p>  |

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|  | <p>introduced (starting once a week minimum) and building up as the term progresses. A running track will be installed around the perimeter of the field to allow the Golden Mile to take place in all weather.</p> <p>Fitness trackers will be used to encourage children to be active for as long as possible within the school day. This data will be used (maths link) to encourage children to compare their activity levels with other classes to promote physical activity.</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:  
%

| 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:  |
| All school teaching staff to receive at least one PE related CPD session this academic year.  | <p>PE Lead to incorporate a termly lesson observation rota and work with teachers on a 1-1 basis to develop confidence and understanding of PE delivery using the GetSet4PE scheme of work.</p> <p>Use staff questionnaires to determine CPD needs, confidence levels and identify staff who would like peer coaching from PE Lead.</p> | <p>£2000</p> <p>Cover costs for PE lead to personally support colleagues in PE planning, delivery and</p> | I have not been able to deliver CPD formally this year but I have informally spoken to staff about various needs they have and supported where possible. | <p>I need to conduct a staff survey to find out where our area of needs are in school. Then we will hope to provide training on those identified areas.</p> <p>We are going to look ahead to build in a schedule of PE support coaching across the academic year.</p> |

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|  | PE Lead to co-teach PE lessons with staff identified and support PE delivery over 3 weeks to develop staff confidence and effectiveness.<br><br>Identify and arrange specialist training for new member of staff (ECT/NQT). | assessment.<br><br>Staff CPD arrangements. | The timetabling did not allow for this.          |  |
| School PE Leader to receive personalised support and a recognised qualification. | PE Lead to be continue and complete qualification course ran by VisionEd. This will allow PE Leas to further develop his skills and confidence in becoming an effective PE Leader.  | Costings paid in previous budget.          | Ongoing. Qualification has not come through yet. |  |

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

| 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:   |
| A wide range of activities will be made available to children’s learning in PE and in extra-curricular clubs and activities.                                | Our Curriculum has been designed to incorporate a range of sports and activities including yoga and archery to offer children the opportunity to take part in as many activities and sports as possible whilst still developing the key skills/competencies set out in the national curriculum.<br><br>Children in Key Stage 2 will be | £2000<br><br>Costs of Curriculum scheme, cycling proficiency, Sports Partnerships and Orienteering | We have an orienteering planning package included within our current curriculum package which allows classes to partake in OAA in school.<br><br>Our cycling company were unable to come this year. | We would like to deliver OAA training to staff so that they feel confident to plan, deliver and assess OAA lessons within school PE lessons.<br><br>We want to ensure that UKS2 children will be offered the chance to take a bicycle proficiency test before they leave school. |

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|  | <p>able to develop their cycling proficiency using qualified cycling instructors to develop their road and cycling awareness.</p> <p>Pupil surveys will be used to find out what the children like and try to develop the curriculum to incorporate their ideas and interests.</p> <p>Orienteering package to be bought to provide children and staff the skills and resources to take part in orienteering during their learning. This will be beneficial in geography learning too and will further develop our cross-curricular links.</p> | <p>package.</p> | <p>Children have been offered a more varied and rich curriculum offering including archery, boxing and OAA.</p> | <p>Going forwards, I would like to conduct some more pupil voice to find further ways of enriching the curriculum in partnership with our agency colleagues from premier Sports to offer an even wider curriculum offering.</p> |
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| Key indicator 5: Increased participation in competitive sport   |   |  |  | Percentage of total allocation:   |
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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:  |
| All children will have the opportunity to compete in competitive sport and activities outside of the usual PE lessons.                                      | <p>Ensure that all children are offered the opportunity to take part in school run intra-school activities representing their houses. Children's interests and suggestions will form the activities and sports used to form these.</p> <p>All classes will have inter-school competitions at least twice per year.</p> <p>SEN children will be offered further opportunities (in addition to scheduled year group activities) to represent the school across the school year using events organised by our Suffolk Sport Partnership.</p> <p>St Mary has organised competitive fixtures with SMSP in Gorleston with both home and away fixtures being planned for later in the Autumn Term.</p> | <p>£ 1000</p> <p>Costs of setting up tournaments with SMSP (e.g travel).</p> | <p>We have had effective intra-school competition.</p> <p>We have not participated in extra-curricular externally led tournaments this year.</p> | <p>Going forwards we want all classes to participate in AT LEAST one tournament each year.</p> <p>SEN children will be offered further opportunities (in addition to scheduled year group activities) to represent the school across the school year using events organised by our Suffolk Sport Partnership.</p> |

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|-----------------|------------|
| Signed off by   |            |
| Head Teacher:   | Ewa Parker |
| Date:           | 31/08/21   |
| Subject Leader: | Mr Cross   |
| Date:           | 31/08/21   |
| Governor:       |            |
| Date:           |            |