## Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by

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mitre

Department for Education

**Created by** 



It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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** improvementsto 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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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 <u>publish details</u> 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 <u>HERE</u>.

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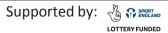
| Total amount carried over from 2019/20  | £ 16,998 |
|---|----------|
| Total amount allocated for 2020/21  | £ 16,820 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £ 10,534 |
| Total amount allocated for 2021/22£ 16,880  |          |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 27,414 |

## Swimming Data

Please report on your Swimming Data below.

| Meeting national curriculum requirements for swimming and water safety.<br>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on<br>dry land which you can then transfer to the pool when school swimming restarts.<br><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even<br/>if they do not fully meet the first two requirements of the NC programme of study</b> |   |
|--|---|
| INB Even though your number may swim in another year please report on their attainment on leaving primary school   | Unfortunately swimming did not take<br>place due to COVID-19 restrictions and<br>lack of available pool/teacher spaces. |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke<br>and breaststroke]?<br>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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?  |   |







## 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  | Fotal fund allocated: Date Updated:  |                       |  |   |
|---|--|-----------------------|--|---|
| minor school surils undertake at least 20 minutes of shusical activity a day is school  |  |                       | Percentage of total allocation:<br>%   |   |
| Intent  | Implementation   |                       | Impact   |   |
| Your school focus should be clear<br>what you want the pupils to know<br>and be able to do and about<br>what they need to learn and to<br>consolidate through practice: | Make sure your actions to achieve are linked to your intentions:   | Funding<br>allocated: | Evidence of impact: what do<br>pupils now know and what<br>can they now do? What has<br>changed?                                 | Sustainability and suggested next steps:  |
| To develop children's understanding<br>of the wider world through physical<br>exploration and development of a<br>broad range of skills through outdoor<br>learning.    | Ensure children have active<br>outdoor learning sessions<br>Make sure that children are<br>learning new skills and knowledge<br>Use a wide range of resources to<br>support the activities |                       | Children have weekly outdoor<br>learning sessions developing<br>physical skills and increasing<br>knowledge of the outdoor world | Outdoor learning is an<br>important part of the<br>curriculum at Thompson<br>Primary school and we look to<br>continue this in school moving<br>forward |
| To ensure that lunchtimes are active<br>and that all children have the<br>opportunity to participate in different<br>activities   | Children are engaged in active and purposeful activities   |                       | Lunchtimes have been more<br>active and more children are<br>taking part in regular physical<br>activity                         | Review the activities with the<br>children to see what they<br>are/no enjoying and what they<br>would like to do next year                              |

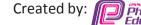




| To provide opportunities for children<br>to participate in a greater amount of<br>physical activity in school   | Ensure that all children have fitness<br>trackers to encourage children to<br>be more active in school<br>Create competitions between<br>classes to encourage this further   | £2254                 | Children have overall been more<br>active during break time and<br>lunchtime  | These need maintaining over<br>the year, such as batteries and<br>lost devices. To continue to<br>monitor the patterns in<br>activeness and look to improve<br>this further |
|---|--|-----------------------|---|---|
| To provide opportunities for children<br>to participate in a greater amount of<br>physical activity In school   | To purchase teach active for the classrooms  | £1000                 | Children are participating in<br>English and maths lessons that<br>are active and increasing activity<br>levels throughout the week | Continue with yearly<br>subscription while funding<br>allows  |
| Key indicator 2: The profile of PESSPA  | being raised across the school as a to   | ool for whole sch     | ool improvement   | Percentage of total allocation:<br>%  |
| Intent  | Implementation   |                       | Impact  |   |
| Your school focus should be clear<br>what you want the pupils to know<br>and be able to do and about<br>what they need to learn and to<br>consolidate through practice: | Make sure your actions to achieve are linked to your intentions:   | Funding<br>allocated: | Evidence of impact: what do<br>pupils now know and what<br>can they now do? What has<br>changed?                                    | Sustainability and suggested next steps:  |
|   | Encourage children to take up free<br>sessions and advertise these well to<br>parents  | £2000                 | The free sports sessions are full<br>every week so more children are<br>participating in physical activity<br>across the school     | Look to increase the amount of<br>children we can have in ASC<br>sessions   |
| To highlight the importance of<br>increased fitness across school and<br>encourage further development  | Weekly assembly to share the Moki<br>tracker results, with the winning<br>team each week moving along a<br>race track. Every third square the<br>class is given funding to purchase<br>some new sports equipment for<br>their class to use | £600                  | Physical activity has increased<br>throughout the day   | To look at patterns to see<br>where physical activity can be<br>improved throughout the day   |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
|---|---------------------------------|
|   | %                               |

Supported by: LOTTERY FUNDED





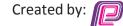
| Intent  | Implementation  |                       | Impact   |  |
|---|---|-----------------------|--|--|
| Your school focus should be clear<br>what you want the pupils to know<br>and be able to do and about<br>what they need to learn and to<br>consolidate through practice: | Make sure your actions to<br>achieve are linked to your<br>intentions:  | Funding<br>allocated: | Evidence of impact: what do<br>pupils now know and what<br>can they now do? What has<br>changed?                     | Sustainability and suggested next steps:   |
| Keep up to date with the latest<br>guidance and updates, to ensure that<br>we are offering high quality PE  | To purchase afPE membership and use this to support practice in school  | £160                  | PE teaching staff have a good<br>awareness to changes in PE<br>regarding curriculum and H&S<br>aspects               | To continue to have<br>membership  |
| To ensure that children and staff have<br>support with physical and mental<br>wellbeing   | To purchase the investED package<br>to use within classes to improve<br>wellbeing using the pit stop<br>program                     | £7800                 | Wellbeing and areas such as<br>behaviour have improved in<br>school and the completed<br>questionnaire supports this | To ensure that new staff are<br>supported to deliver this<br>package into next year and<br>sign up to 2 <sup>nd</sup> year program     |
| Key indicator 4: Broader experience o   | f a range of sports and activities offe   | ered to all pupils    |  | Percentage of total allocation:  |
| Intent  | Implementation  |                       | Impact   |  |
| Your school focus should be clear<br>what you want the pupils to know<br>and be able to do and about<br>what they need to learn and to<br>consolidate through practice: | Make sure your actions to<br>achieve are linked to your<br>intentions:  | Funding<br>allocated: | Evidence of impact: what do<br>pupils now know and what<br>can they now do? What has<br>changed?                     | Sustainability and suggested next steps:   |
| To purchase PE resources to improve<br>the range of activities that are<br>provided within the school   | Purchase and maintain a variety of<br>equipment to allow the children to<br>be able to participate in a good<br>range of activities | £2700                 | Children have received a wider<br>range of activities within school  | To be able to signpost children<br>in the right direction to be able<br>to access a range of different<br>activities outside of school |





| To offer trips and visits to promote sport to the children in school | Visit Norwich city football club to see the ground and promote aspirations for Sport and PE   | 1300   | Children were really inspired after<br>their trip and understood what<br>was required to succeed in high<br>level sporting activities | To be able to offer similar trips<br>to the children in the future |
|--|---|--------|---|--|
| To ensure a wide range of sport and PE can be offered within school  | Purchase a shed and shelving to<br>ensure we have the storage facility<br>for a range of equipment to be<br>able to continue with a range of<br>sports and activities | £ 2700 |   | To ensure maximum storage in the facilities we now have            |

| Key indicator 5: Increased participatio   | on in competitive sport  |                       |  | Percentage of total allocation:                                      |
|---|--|-----------------------|--|--|
|   |  |                       |  | %  |
| Intent  | Implementation   |                       | Impact   |  |
| Your school focus should be clear<br>what you want the pupils to know<br>and be able to do and about<br>what they need to learn and to<br>consolidate through practice: | Make sure your actions to<br>achieve are linked to your<br>intentions: | Funding<br>allocated: | Evidence of impact: what do<br>pupils now know and what<br>can they now do? What has<br>changed? | Sustainability and suggested next steps:                             |
| To ensure that sports day takes place<br>as normal to allow the children the<br>opportunity of competitive sport in<br>their school houses                              | Organise sports day and ensure<br>that parents are able to attend.     | £50                   |  | Develop and build on sports<br>day each year to improve the<br>offer |
| Provide transport costs for children to attend competitive and cluster events   | Organise coaches to take children to<br>and from events                | £2000                 | -  | Ongoing programme of events<br>through cluster                       |







| Signed off by   |                |
|-----------------|----------------|
| Head Teacher:   | Lisa Heath     |
| Date:           | October 2021   |
| Subject Leader: | Aaron Sayer    |
| Date:           | October 2021   |
| Governor:       | Julie Fletcher |
| Date:           | October 2021   |





