

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount allocated 2021/2022	£18,960
How much (if any) do you intend to carry over from this total fund into 2022/23?	£29,500
Total amount allocated for 2022/23	£18,930
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	<b>£48,430</b> (as of July '23: spent £28,022 = 58%)
Total amount to carry forward into 2023/24	<b>£20,408</b>

## 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><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 2023.</p> <p>Please see note above</p>	80%    36/45
<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>	36%    16/45
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	33%    15/45

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: 2022/2023		Total fund allocated: £48,461	Date Updated: 21.7.23	
<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: 6.2%
				£2999.45
Intent	Implementation		Impact	Sustainability and suggested next steps:
Sport/Play Leaders to be introduced ready for running activities at lunch times and supporting with tournaments and festivals.	Y5/6 children to be taught and trained on how to deliver skill-based activities appropriate for all children in all years at lunchtimes, through undergoing an external course. Resources to be purchased following this.	£125.00	<ul style="list-style-type: none"> <li>Increased involvement and positive attitude towards PE and sport from those who volunteered to become Sports Leaders.</li> <li>Improved confidence for the new Sports Leaders, as they have already run events for an inter-school's competition and Sports Day.</li> <li>Improved running and organisation of Sports Day for the whole school this year.</li> <li>Moving forward, all children across the school will be able to practise and develop skills of throwing and catching, dribbling, coordination, agility, speed, stamina, perseverance, commitment etc. These skills have, and will continue to help individuals with PE attainment, and also have a positive influence on their team sports and games.</li> <li>Moving forward, children across school will have more positive attitudes towards PE and sport.</li> <li>Improved behaviour and minimised difficulties at lunchtimes for those individuals who benefit from having something active to do.</li> </ul>	<ul style="list-style-type: none"> <li>Those Y5 children to have refresher meetings in the Autumn term about leadership skills and qualities.</li> <li>Meeting about what lunch time activities could now be run for a wider range of children across the school, including SEND.</li> <li>Continue to purchase relevant resources for activities.</li> <li>Implement a rota for running the activities every day.</li> </ul>

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<p>Stock up on resources for running of activities/PE sessions throughout school.</p>	<p>New equipment readily available for all staff and children, decided by equipment audit and whole-school discussion based on curricular demands.</p>	<p>£2175.45</p>	<ul style="list-style-type: none"> <li>• Teaching staff now have a wider range of resources to choose from when planning and running PE lessons, therefore allowing them to be more flexible in their planning and confident with running sessions.</li> <li>• Children have access to new opportunities and games/sports due to having new equipment such as target games and boccia, therefore allowing them to develop new interests and enthusiasm.</li> <li>• Children with SEND and SEMH needs have a greater variety of appropriate equipment and resources for use in sensory circuits and 1-to-1 sessions, supporting their development and furthermore, their management of the school day.</li> <li>• Moving forward in the long-run, children will have a more positive attitude towards PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that this equipment always returns to where it belongs in the PE cupboard so it is readily available for staff and children to use.</li> <li>• Regular risk assessment of equipment to ensure safety and longevity.</li> <li>• A continued conversation between staff, children and the PE Lead and SENDCo regarding new equipment where necessary.</li> <li>• Continue running sensory circuits for those with SEND and SEMH needs.</li> </ul>
<p>Trial the use of Moxi devices to encourage active minutes outside of PE lessons within school, and to be used during Daily Mile.</p>	<p>A class set purchased to trial across school (x30). Relevant research and training to be shared at a staff meeting moving forward to enable teaching staff to use them effectively across the school day.</p>	<p>£699.00</p>	<ul style="list-style-type: none"> <li>• PE Lead is becoming more confident with how to best use these devices, although they will be implemented fully for the children next year (23-24).</li> <li>• Moving forward, children will be more aware of the importance of physical activity and active minutes, and develop a greater awareness that physical activity is not constrained to PE lessons at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the batteries and order replacements when needed.</li> <li>• Set up a 'signing in/out' sheet for classes to take it in turns to use them.</li> <li>• Share information in a staff meeting in Autumn term.</li> <li>• Celebrate use/active minutes in assemblies.</li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation: 15.8%
			£7677.00
Intent	Implementation	Impact	Sustainability and suggested next steps:
New Gymnastics apparatus for all children to help improve standards of Gymnastics in PE.	A Gymnastics climbing frame installed in the Sports Hall for use in PE lessons and potential sports clubs. Large soft play apparatus has also been purchased for use in lessons.	£7527.00	<ul style="list-style-type: none"> <li>The new climbing frame and soft play equipment will extend range of equipment available, so teachers can utilise them in gymnastics lessons, helping to improve attainment across the school in gymnastics.</li> <li>Opportunity potentially for external sports leaders to utilise them in sports clubs, following risk assessment.</li> <li>Moving forward, once implemented for the children, they will have more opportunity to develop key skills including balance, flexibility, strength, power, focus and determination.</li> <li>Moving forward in the long-run, children will have a more positive attitude towards gymnastics overall.</li> </ul>
Engagement of all children in fun, physical activities through a Christmas celebration event within school.	Contact with an external company was made to arrange an available date for sessions for all classes within the school timetable. All children had a very active and enjoyable session before the Christmas break!	£150.00	<ul style="list-style-type: none"> <li>All children responded very positively to the event, helping to boost positive attitudes towards physical activity.</li> <li>Children engaged in active minutes across the school.</li> </ul>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: 0.08%
			£40.00
Intent	Implementation	Impact	Sustainability and suggested next steps:
Staff training to build staff confidence and experience in leading physical activities.	Following a staff perception questionnaire asking about confidence to teaching different areas of PE, all teaching staff attended a gymnastics course after the new gymnastics' apparatus had been installed, to help develop confidence to implement the new equipment safely and effectively when delivering gymnastics lessons, and to enable children to improve standards of gymnastics.	£0	<ul style="list-style-type: none"> <li>Teachers feel more confident to deliver effective and high-quality gymnastics lessons across the school, and this will be consistent throughout the school. This should subsequently lead to improved standards in gymnastics moving forward.</li> <li>Improved quality of teaching and learning.</li> <li>New equipment will be implemented regularly into PE lessons to support improving standards in PE in the new academic year.</li> </ul>
Information and resources from courses not attended by all staff to be made available and accessible for all staff.	PE lead or other staff members who attend courses to share new knowledge and resources obtained with the rest of the teaching staff, either online via the Drive or in person. Subsequently, this should then be shared with relevant support staff too.	£40 for course fees	<ul style="list-style-type: none"> <li>Improved knowledge and range of activities that teachers implement into PE lessons to improve variety within PE lessons and standards in PE.</li> <li>Up-to-date knowledge of the curriculum requirements, which will be further discussed and updated in the new year too.</li> </ul>
Gage opinions about a new PE scheme being introduced.	Staff PE perceptions questionnaire and free trial to be introduced to begin with and gage opinions. Scheme to be brought into for a year to trial in 23-24 following discussions about this. Lesson plans and	£0 as of yet, cost = £550 upon purchase	<ul style="list-style-type: none"> <li>Staff will feel more confident to teach games/activities with more detailed and varied lesson plans and resources.</li> <li>PE Lead will have an improved understanding and mapping of the</li> </ul>



	resources to be printed/ordered to be accessible to all staff across the school. Staff will be guided through the set-up of the new plans.		PE curriculum, as resources provided within the scheme. <ul style="list-style-type: none"> <li>Children will engage with new and varied activities, encouraging a greater enjoyment of PE.</li> </ul>	with all staff. <ul style="list-style-type: none"> <li>Staff and pupil feedback on new lessons to support with moving forward.</li> </ul>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation: 29.6%

£14,340.66

Intent	Implementation	Impact	Sustainability and suggested next steps:
All children across all year groups to be given opportunities to take part in sports clubs and physical activities before and after school. These clubs include: Karate, Tennis, Dance, Badminton, Performing Arts and Multi-Skills.	Meeting with Teach Sport coordinator to discuss opportunities for sports clubs before and after school. Selecting and booking in a range of different clubs to offer to all children throughout the year, monitoring uptake. Highly-qualified sports coaches to lead these clubs before and after school time.	£4885.00 <ul style="list-style-type: none"> <li>All children feel included (inclusive of all children).</li> <li>Uptake of clubs had been really high, with clubs often having waiting lists.</li> <li>New opportunities offered to children, enabling them to develop skills in sports and activities they may not have tried before, and building a positive attitude towards sport/PE.</li> <li>Improved attainment in PE for many children.</li> <li>Supports family life/day due to timings.</li> <li>Children have developed and improved individual skillset (e.g. Coordination, throwing and catching, speed etc.) as well as teamwork within team games and fair play.</li> </ul> <p><u>Tennis:</u> improved physical strength (upper body), flexibility, balance, fine motor skills.</p> <p><u>Karate:</u> improved discipline and mental strength.</p> <p><u>Badminton:</u> improved hand-eye coordination, agility, strength (upper-body).</p> <p><u>Dance/Performing Arts:</u> improved balance, strength, coordination, timing, fine motor skills, flexibility, sequencing, memory.</p> <p><u>Multi-skills:</u> improved agility, strength and power, balance, speed, spatial awareness, coordination, flexibility, hand-eye</p>	<ul style="list-style-type: none"> <li>Meeting with Teach Sport coordinator to discuss opportunities for clubs moving forward into 23-24.</li> <li>Pupil perceptions on attitudes towards the clubs they have attended.</li> <li>Pupil questionnaires about which sports they'd be interested in trying if they had the chance.</li> </ul>

<p>All children in KS2 to have the opportunity to take part in swimming coaching, led by highly-qualified swimming coaches.</p>	<p>All children in KS2 will have a weekly swimming lesson at an external swimming pool (Bungay) once a week for a series of 5/6 weeks, to enable them to develop skills of floating, swimming, personal survival and water safety, especially as many children missed out during the Covid-19 lockdowns.</p>	<p>£5845.66 (3x terms worth)</p>	<p>coordination.</p> <ul style="list-style-type: none"> <li>• A higher proportion of children are now able to swim a width of the pool in Years 3/4.</li> <li>• A high proportion of Y6 children are leaving primary school able to swim 25m confidently without stopping.</li> <li>• Many children can perform a GOLD standard of personal survival, important for life outside school.</li> <li>• Higher uptake of swimming lessons outside of school for those children who lacked confidence and had never swam before.</li> <li>• Closing the gap in swimming attainment and attendance created partially by the Covid-19 lockdowns.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer swimming sessions for all children across KS2 in the new academic year.</li> <li>• Target those who are unable to swim or lack confidence in the water with access to additional sessions (funded) to raise attainment.</li> <li>• Ensure PP children have access to swimming sessions in holidays.</li> </ul>
<p>Opportunity to take part in the annual schools' dance festival at the Marina Theatre.</p>	<p>PE Lead attended an external meeting about this event. PE Lead arranged for an external performing arts coach to be involved in choreographing the dances and practising them in an early morning performing arts club within school Opportunity was open to KS2 children. Children received a dress rehearsal slot at the Marina Theatre the day before, and performed in the event to an audience of roughly 500 people.</p>	<p>£220.00 transport cost</p>	<ul style="list-style-type: none"> <li>• As the event wasn't aimed at experienced dancers, it gave children new opportunities and the chance to experience what performing on a stage is like.</li> <li>• Positive feedback and attitudes from the children involved.</li> <li>• Possible higher uptake in dance or performing arts classes outside of school.</li> <li>• Great representation for the school!</li> </ul>	<ul style="list-style-type: none"> <li>• Event booked again for next year.</li> <li>• Advertise this earlier in the year to enable maximum rehearsal time.</li> <li>• More budget towards costumes.</li> <li>• Performances to school to build the awareness and positivity of the event within school.</li> </ul>
<p>Y6 Crucial Crew training event for all children.</p>	<p>All Y6 children had the opportunity to engage with a Crucial Crew training session led by highly-qualified experts. Sessions included information about staying safe, and</p>	<p>£360.00</p>	<ul style="list-style-type: none"> <li>• All Y6 children had a new opportunity, looking at ways to remain safe actively and getting involved.</li> <li>• Improved knowledge and awareness of the environment around them and how to risk assess for own safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Look to book this again in the new year for the new Y6 children.</li> <li>• Gain greater amounts</li> </ul>

<p>Opportunity to participate in Bikeability for Y6 to improve safe cycling.</p>	<p>how to actively resolve problems.</p> <p>All children in Y6 have had the opportunity to learn how to cycle safely and with increased confidence. This was led by highly-qualified instructors.</p>	<p>£900.00</p>	<ul style="list-style-type: none"> <li>Y6 children have a greater understanding of road safety and the potential risks and dangers whilst travelling on a road.</li> <li>High attainment/pass rate within the cohort.</li> <li>Children will feel more confident to ride a bike on a public highway.</li> <li>Children will enjoy cycling and may choose this method of transport to come to school, leading to more active minutes.</li> </ul>	<p>of feedback from staff and children.</p> <ul style="list-style-type: none"> <li>Repeat booking this in for the new Y6 cohort in Summer term '24.</li> <li>Pupil perceptions before and after training to assess attitudes and confidence.</li> <li>Travelling to school questionnaire before and after.</li> </ul>
<p>Support to allow Y6 children to participate in the Kingswood residential.</p>	<p>Money assigned to each Y6 child to support them to be able to visit Kingswood for a residential trip. Trip included a wide variety of physical activities, both indoor and outdoor.</p>	<p>£13 x 45 = £585.00</p>	<ul style="list-style-type: none"> <li>All Y6 children engaged with Kingswood trip and attended, allowing them to develop physical activity skills, as well as teamwork, bravery and overcoming challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Implement this again for new academic year (23-24).</li> </ul>
<p>Physical activity trips outside of school for KS1 to Waveney Gymnastics Centre.</p>	<p>PE lead discussed with external agencies about visits and availability. Trips/days booked for each KS1 class in the Spring/Summer terms.</p>	<p>£730.00 (including transport costs)</p>	<ul style="list-style-type: none"> <li>Children able to develop teamwork and physical activity skills, and had access to sports many hadn't tried.</li> <li>Some children chose to visit again externally!</li> </ul>	<ul style="list-style-type: none"> <li>Look to book these again, but for a wider range of year groups, based on positive feedback.</li> </ul>
<p>Y6 transition event inclusive of all Y6 children.</p>	<p>All Y6 children given the opportunity to engage in active transition-based activities at the high school, supporting both physical activity and mental wellbeing.</p>	<p>£75.00</p>	<ul style="list-style-type: none"> <li>All Y6 children had the opportunity to engage in fun physical activities in a new environment, which they may be moving up to the following year, supporting both physical activity attitudes and social and emotional wellbeing.</li> <li>Great tool for children particularly nervous, and also children with SEND and SEMH needs.</li> </ul>	<ul style="list-style-type: none"> <li>Arrange again for the following year.</li> <li>Look to see if more transition-based activities are available throughout the year, especially approaching the Summer term.</li> </ul>
<p>Circus workshop for all EYFS and KS1 children internally within school.</p>	<p>Arranged with an external company to come into school.</p> <p>All EYFS and KS1 children were able to</p>	<p>£740.00</p>	<ul style="list-style-type: none"> <li>All EYFS and KS1 had a new opportunity to engage in physical activity skills that many had never</li> </ul>	<ul style="list-style-type: none"> <li>Look at possibility to implement again in</li> </ul>

	engage in a circus workshop within school, getting involved with lots of fun, creative and active skills that many had never tried before.		<p>tried before.</p> <ul style="list-style-type: none"> <li>• Access to new opportunities that we as of yet can't practise in school due to availability of specialist equipment.</li> <li>• Positive feedback and attitudes towards activities from staff and children, strengthening attitudes towards PE in general.</li> </ul>	<p>the new academic year, possibly to the older children too.</p> <ul style="list-style-type: none"> <li>• Look at possibility of purchasing circus-based equipment for use within school.</li> </ul>
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<b>Key indicator 5: Increased participation in competitive sport</b>			Percentage of total allocation: 6.1%
			£2965.00
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Sustainability and suggested next steps:</b>
All children to have the opportunity to participate in competitive sport through internal tournaments and external tournaments organised by the North Suffolk Sport and Health Partnership membership. This will help develop children's sense of community, teamwork and sense of fair play.	<p>Staff have access to the external tournaments fixture lists to support planning into timetable and PE lesson practise.</p> <p>PE Lead has booked onto external tournaments available to children across all genders, abilities and year groups, making a list of those who have attended across the school.</p> <p>Key skills relevant to the tournaments have been practised and implemented into regular PE lessons within school.</p> <p>Children have been recognised for effective and honourable team work and fair play, as well as achievements through certificates, sports reports and celebrations in Celebration Assemblies, developing a sense of achievement and improved attitude towards sport.</p> <p>Links with high school sport have been improved through this too, due to them running the tournaments.</p> <p>Internal tournaments through classes combining for occasional PE lesson during team game module.</p>	<p>£625.00 (NSS&amp;HP membership)</p> <p>£2340.00 in transport charges to tournaments and events</p>	<ul style="list-style-type: none"> <li>• Increase in percentage of participation in tournaments as a school.</li> <li>• A huge increase in participation in tournaments and festivals for PP children, and those with SEND and SEMH needs – all of these children have participated in a tournament this year!</li> <li>• Positive change for our children's physical, mental and emotional health and wellbeing.</li> <li>• More children joining both internal and external sports clubs following a positive attitude and sense of achievement in tournaments.</li> </ul>

Signed off by	
Head Teacher:	Holly Marchand
Date:	26 <sup>th</sup> July 2023
Subject Leader:	Bethany Cleghorn
Date:	26 <sup>th</sup> July 2023
Governor:	Matt Bodmer
Date:	26 <sup>th</sup> July 2023