

# 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:  Association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:  LOTTERY FUNDED  UK COACHING  UK SPORT



### Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£4,611
Total amount allocated for 2020/21	£17,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3,821
Total amount allocated for 2021/22	£17,340 (£21,161)
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20, 600

### 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 2020. Please see note above	86%
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	86%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
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?	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.

<b>Academic Year:</b> 2021/22	<b>Total fund allocated:</b>	<b>Date Updated:</b>		
<b>Key indicator 1:</b> The engagement of all 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: 35%
<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 £7,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children undertake at least 30 minutes of physical activity each day and understand why this is important.	<ul style="list-style-type: none"> <li>Lunch and playtime physical activities- daily</li> <li>Active 30-30 chart details daily 30 mins activity</li> <li>Additional activities for focus groups: Ten Pin bowling event (SEN)empowers all groups to be active Horse riding (SEN/Vulnerable) encourages different ways of being active</li> </ul> <p><u>Lockdown</u> Jan 2021: Weekly videos were uploaded via dojo in the class's usual p.e slot. These videos included fundamental movement skills for infants and juniors (running,</p>	Playground surface (£1,500)  Sports equipment (£5,000)	Clear data for pupil participation shows positive impact on all pupils' physical activity  Tracking of pupils groups and pupil questionnaires show target/vulnerable groups have increased their physical activity levels to at least 30 minutes per day	Pupil voice and understanding of active 30:30 and its importance.

	<p><i>hopping, skipping, and jumping). We wanted to focus on these skills because it gave the children the easiest access to move freely and most actively at home. The children could remain to their full physical capacity. We also set many HIIT workouts to allow the children to follow a routine/follow movements. This helped towards listening skills, mastery of basic movements and concentration skills. Anyone at home would be able to get involved in this. All videos were inclusive to all groups of children and the key worker children were doing the same videos in school.</i></p>			
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: 18% (also key indicator 4 and 5)</p>
<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 £3,600	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:



<p>Whole School community prioritises PESSPA in the school.</p>	<ul style="list-style-type: none"> <li>• HLTA continues to focus on quality sport teaching and increasing the profile of sports and PE across the school.</li> <li>• Gloucester Schools Sport Network.</li> <li>• Achievements celebrated in assembly. e.g. match results, tournaments, festivals, sporting events in the local community, unusual sporting achievements. Year groups to show cast their talents in sport. E.g dance, gymnastics, swimming.</li> <li>• Weekly newsletter to parents celebrates sport and physical activity</li> <li>• Sport star of the week celebrated through Dojo</li> <li>• Sports display showing 'quote of the week', sports newsletter etc.</li> <li>• Teachers to attend CPD to improve teaching of P.E. lessons</li> <li>• CPD attended by JS and LN in September 2021. Recovery curriculum and plans for sport this academic year.</li> <li>• Weekly sports newsletter shared on whole school dojo. This includes sports updates, what we are learning in P.E this term, sports star etc.</li> </ul>	<p>£3,600 (school sports network)</p>	<p>All pupils have quality teaching-increasing skills and fitness</p> <p>See updated P.E assessments.</p> <p>Due to a hockey specialist joining year 5 for 3 weeks, 3 children now attend sessions with the Gloucestershire hockey club outside of school.</p> <p><i>Lockdown Sept-Dec 3 virtual events were completed. All children took part (153 children)</i></p> <p><i>January-March 2021 JS did weekly P.E videos shared on dojo for children home learning throughout lockdown. Key worker children of all ages completed these in school. Percentages of pupils who took part in P.E throughout lockdown: GRT: 32.3% PP+SEN: 83% Other: 70% (Please see covid coverage document for full explanation of this)</i></p> <p><i>Sports day 2020 completed virtually by children being set 4 sports to film and send in videos. See whole school video on website or dojo. Sports day 2021</i></p>	<p>Sports display used and seen by all</p> <p>Sports presentation evening as annual event</p> <p>CPD to be attended as much as possible</p> <p>Updates with Sports Governor</p> <p>Physical Education to be taught by teachers if JS or LN not available (see non negotiables)</p>
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Commented [FJ1]:

	<ul style="list-style-type: none"> <li>Sharing good practice with other schools. Attending as many CPD as possible throughout the year.</li> </ul>		<p><i>was completed in bubbles in a carousel for the whole school.</i></p>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				46%
<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:  £10,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Skilled teaching and learning leads to excellent outcomes for all groups of children.	<ul style="list-style-type: none"> <li>September 2021 LN lead staff meeting sports – continuing to raise the profile</li> <li>ALL class teachers to co-teach a PE lesson each 6 weeks</li> <li>Teachers upskilled to teach 1 hour in addition to PE teacher through partner teaching with sports coach.</li> <li>HLTA and sports teacher CPD. (see GSN training</li> </ul>	Specialist staff £10,000	Increased confidence in teaching leads to better outcomes for all pupils  (See sports file, CPD log and minutes from staff meeting)	Continue with CPD through school sports network and use this as feedback to teachers.  Schedule teachers to observe P.E lessons.

	booklet) <ul style="list-style-type: none"> <li>• Open afternoons for the community include an example of a PE lesson. (when safe to do so)</li> <li>• Link governor to monitor the teaching of PE.</li> <li>• Sports teacher full time member of school staff to lead good practice in the school.</li> <li>• Specialist sports coaches in more regularly. Teachers to go over and observe these sessions.</li> </ul>			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 18% (also key indicator 2 and 5)
<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:  £3,600 (as key indicator 2)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All children (SEND, vulnerable, GRT) have equal opportunities in sport.	<ul style="list-style-type: none"> <li>• Increasing physical activity for target pupils (post COVID target pupils).</li> <li>• Ensure more children are taking part in school sports clubs.</li> <li>• Keep fit whole school assembly. HIT workout.</li> </ul>		All children offered a range of sports (see sports file)  See what we have achieved and participated in so far. (see word document)  Pupils will have experienced a	Continue with Gloucester Sports Network which offers a wide range of different sports to pupils  Community event- May- lead by Norton. LN, JS and Sports Council to organize



	<ul style="list-style-type: none"> <li>• Planned activities during breakfast and after school clubs.</li> <li>• Each class to do 30 minutes a day as part of their daily routine. (go noodle, active lessons, walk and connect etc)</li> <li>• Forest school for Little Learners/infants</li> <li>• Horse riding for targeted pupils.</li> <li>• Target activities for focus pupils within extended school hours (when attending after school club)</li> <li>• Update playground equipment for break, lunch and before and after school club use.</li> <li>• Specialist sports coaches in more regularly. In addition to classes P.E slot. Ask different sports to be taught. (golf, ultimate Frisbee)</li> <li>• Intra competitions of different sport. (bench ball, bench football, cricket)</li> </ul>		<p>wider range of sport and activity so they will have greater knowledge of these.</p>	<p>community event to include local sports groups.</p> <p>Ask parents if they would like to deliver a session to classes of a different sport that they may specialise in.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 18% (also key indicator 2 and 4)
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know</p> <p>and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £3,600 (as key indicators 2 and 4)</p>	<p>Evidence of impact: what do pupils now know and what do they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>All children at Norton have opportunities to take part in competitive sport</p>	<ul style="list-style-type: none"> <li>• Use hand book to establish how we can take part from September depending on level of restrictions 18 competitions/events arranged for this year. (See Gloucester school sport handbook). The 18 competitions span across the year groups, across all abilities and include targeted groups.</li> <li>• Intra competitions 6 times a year linked to school house system.</li> <li>• Participating in football, hockey and Kwik cricket leagues throughout the year. (girls and boys)</li> <li>• Informal sports competitions with local schools for target pupils</li> </ul>	<p>GSN</p>	<p>49 competitions in total (see sport impact file 2019-2020)</p> <p><i>17 events/competitions/football matches attended from June 2021-July 2021 as COVID-19 restrictions were slowly lifted.</i></p>	<p>Closely monitor % pupils involved in competitive sports and their views/enjoyment.</p>

	(GRT and SEN)			
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Signed off by	
Head Teacher:	Jane Farren
Date:	September 2021
Subject Leader:	John Spencer
Date:	September 2021
Governor:	Selina Bostock
Date:	September 2021