



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Range of activities we offer to children (including: dance, football, hi5 netball, OAA loose parts play, sailing etc.). - Variety of taster sessions offered to provide children with opportunities for signposting to extra-curricular. - Children’s engagement with clubs after school (must mean they enjoy the lessons within school). 	<ul style="list-style-type: none"> - Real PE feedback from teachers is that lesson plans are overwhelming and difficult to follow. HC will review PE curriculum this year to ensure PE and Games covers National Curriculum requirements in a more user-friendly way to boost staff confidence in what they teach. - HC to complete staff skills audit to find areas of strength and weakness identified by staff themselves. - HC to update CJS website to reflect changes to curriculum that we make this year. - Track impact of cover better for next year so that we can accredit how many hours of cover paid for are benefitting exactly how much children. - Consider how to measure the impact sailing has – is there is a measurable project we do in school to show the value of sailing – if not, then we will need to consider the cost vs the outcomes.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100%</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Partially – see SC Sensi swimming section to explain further.</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 students today and for the future.

Financial Year: 2018/19		Total fund allocated: £18,370	Date Updated: 14/06/2019	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Total spent KI 1: £4893.89
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Hannah Cracknell 1 hour extra PPA per week. <ul style="list-style-type: none"> - Improved curriculum PE curriculum which meets the NC requirements. - Increased content on CJS website (PE and Sport Premium expenditure breakdown and updated PE section). 	<ul style="list-style-type: none"> - Rebuilding CJS PE curriculum to reflect Real PE/Real Gym/etc. and meet with Kevin Holland to ensure NC coverage. - Updated website pages. - Expenditure form completed for previous academic year. 	£1169	<ul style="list-style-type: none"> - HC received additional support from Kevin Holland on redesigning curriculum and checking against National Curriculum requirements. - HC received additional support from Kevin Holland about how to use PE/Sport Premium funding and how to evidence this. - HC improved subject knowledge and initial ideas of assessment of subject. 	HC to pass this knowledge to other members of staff via whole school curriculum change and improved use of PE/Sport Premium funding for 2019-20. HC to have clear plan of what will be achieved in her 1 hour of PPA time each week for PE each half term. (e.g. Autumn 1 focus – collate resources. Autumn 2 – Evaluate current PE curriculum/quality of teaching etc.)
Norwich SSP Membership. <ul style="list-style-type: none"> - Wider opportunities for children to compete in sports and development leagues, as well as trying new sports (e.g. hi5 netball) that the school currently doesn't offer. - Target specific Pupil Premium children (those that are less active outside of school) to 	<ul style="list-style-type: none"> - Select groups of children to participate in C4L activities. - HC identify which SSP events we will participate in for the academic year. - Attend development leagues to enhance and develop teaching of those sports. 	£2242	<ul style="list-style-type: none"> - Across the course of the year we have participated in around 20 SSP organized activities. This has been 184 places spread across the year in various events (e.g. C4L, SEN festival, tennis, football, netball) and one whole school event where 	Make better use of SSP membership CPD opportunities (liaise with Jon Osborne about possible inset/CPD in school that we should get included in our membership package) when HC has highlighted areas of curriculum that need developing.

<p>attend Change4Life events.</p> <p>Buying a set of new rechargeable stopwatches.</p> <ul style="list-style-type: none"> - Allows children to participate in timed challenges (e.g. from RealPE challenge cards) to see if they can beat their time as their skills improve over a unit of work. 	<ul style="list-style-type: none"> - Children to use stopwatches in PE/games lessons to try to improve their personal bests and foster the idea of self-improvement, not always just competition with others. 	<p>£99.95</p>	<p>every child attended – 240 children and all staff (Go Run For Fun).</p> <p>Whole school has access to and uses these within PE/Games lessons where needed. E.g. Year 6 recently used in a games lesson where they were timing themselves on sprint runs and children noticed how they got more chances to beat their initial time because they had a stopwatch per pair.</p>	<p>The stopwatches are kept on charge in HCs classroom where all staff know they are located. This should ensure they are always charged and ready for use and safe keeping.</p>
<p>Buying new equipment from Sports Directory.</p>	<ul style="list-style-type: none"> - Allowing accurate delivery of the curriculum with all the equipment that is needed, in a fit state. (e.g. having enough tennis balls for one each when teaching tennis) - Allowing possible areas of new teaching in curriculum development (e.g. HC can include table tennis in sports covered as we now have resources for this and we can now compete in hi5 netball development activities as we have bibs for this.) 	<p>£1382.94</p>	<p>Teachers feel we now have the correct equipment needed to deliver the PE curriculum and have enough, so that children are sharing in reasonable group sizes. HC did an audit of the PE equipment and organized equipment into easily accessible containers and disposed of old/broken equipment (e.g. punctured balls) and repurposed equipment for playtime that is currently not used within our PE curriculum (e.g. bowling pins and ball sets).</p>	<p>HC will monitor and upkeep equipment storage so that all staff is clear on where everything they need to use is.</p> <p>HC will review any additional equipment needed to purchase following PE curriculum updates/alterations we make after this academic year.</p>
				<p>Total spent KI 2:</p>

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				£6216.00
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Kevin Holland (Optimum Coaching) in school to meet with Hannah Cracknell to evaluate PE curriculum coverage and redesign units of work. <ul style="list-style-type: none"> - Children will receive a higher quality curriculum which is designed to engage and motivate them within the needs of the NC. - It should support teacher confidence and build the wider benefits of physical activity (e.g. Not just sport focused – but skills focused and well-being.) 	<ul style="list-style-type: none"> - We evaluated current PE coverage within school and highlighted areas for development and began to plan new units of work. - Follow up discussions about progress of new curriculum design and contacts of how to implement it. 	£525	Making changes to the CJS PE curriculum – new curriculum matched up against NC curriculum. Units overviewed for each Year group per term (long-term plan). Creating medium term plans for each year group. These will result in short-term plans too.	Long term overviews completed. Medium term plans for each year group completed by end of Summer 2. Short-term plans for Autumn term complete ready for Autumn 1.
Thermoplastics – playground markings. <ul style="list-style-type: none"> - Playground markings reflect sports covered in curriculum as well as changing extra-curricular clubs. 	<ul style="list-style-type: none"> - Making sure the outdoor space is helpful to teaching and delivering the curriculum, or also to opportunities for behavior management in the outdoor spaces (e.g. work within this area whilst you do this task) 	£450	Children have participated in Basketball in Year 3 and Year 5 Games lessons as a direct result of this. Netball courts are also marked out to allow for the Hi5 netball practices.	Netball/Korfball/Basketball courts all marked out. This won't need to be repainted next year as curriculum is being changed to reflect sports we have equipment and space to teach. Action: make sure these spaces are used frequently and give teachers alternative ideas of how to use them too.
MSA pay for Loose Parts Play provision at lunchtimes (OAA opportunities, creativity and teamwork)	<ul style="list-style-type: none"> - (Julie Atkins) MSA to supervise the provision of LPP each lunch time and keep track of shifts of children to attend to ensure numbers are kept within safe amounts. Also, JA will 	£2,316	Approx. 40 children, each lunchtime, are able to access this resource and frequently it is 'full' to safety limits at the given time slots. The children who attend really enjoy LPP time and follow instructions well to ensure	HC to consider with RS how we can measure the effectiveness of this resource and how and where it can be embedded into the PE curriculum for next academic year. RS also to consider possibility of Colman Infant School using this

<p>Sharon Cole (swimming teacher) 2 hours per week of Sensi Swimming – targeted group of children from SENDco and Class Teachers. The targeted children have been identified as needing support with motor skills (either gross or fine) and low levels of confidence.</p>	<p>maintain and check the equipment to ensure any broken equipment is not used and repaired where necessary.</p> <ul style="list-style-type: none"> - RS/SC/JA completed annual risk assessment in July (form F625 for Norfolk County Council) - SC teaches 2 groups a week (for an hour each) of Sensi swimming which will improve targeted children’s physical literacy and gross/fine motor skills. - Teacher and SENDco to give list of children to SC. - Teacher and SENDco to review progress at end of 6 weeks of swimming. 	<p>£2,925</p>	<p>everybody’s safety and play/work together collaboratively and respectfully with the other members there.</p> <p>Teachers, SC and SENDco all agree that this Sensi swimming time proves useful to the targeted children in terms of: improving their focus, giving them a positive physical outlet, improved gross motor skills – i.e. decrease in clumsiness, gives the children a more positive relationship with PE and Sport and improved confidence with water safety/general confidence. A minimum of 24 children benefit from this if the groups stay the same each term, but sometimes the groups change half-termly so it could be between 24-48 over the course of the year.</p>	<p>resource too to benefit the wider community.</p> <p>Will continue next year – HC to liaise with DD (SENDco) about a recording form for how we measure the impact it has on the children when we review after their 6-12 weeks.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Total spent KI 3:
				£200.00
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Membership to Youth Sports Trust</p> <ul style="list-style-type: none"> - Guidance to support delivery of the PE curriculum, to meet the needs of the NC and health and safety guidance. 	<p>HC was unaware we were a member of this trust, so will review for next year and get in touch with them to either cancel our membership for the next academic year or decide how to better make use of our membership and what provision they can offer us.</p>	<p>£200</p>	<p>HC will find out what they can offer to use and how we will evidence and impact this.</p>	<p>Found we aren't making best use of this membership in its current form, and on advice from Kevin Holland, we are going to evaluate if we can stay with this company but to better use the resource, or for AfPE on the Advice of Kevin Holland.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Total spent KI 4:
				£5182.73
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Trevor Ellis costs and Pat Whitear support costs for sailing.</p> <ul style="list-style-type: none"> - Increased breadth of extra-curricular offer and experience for pupils who attending sailing club. <p>Contribution to Year 3 sailing days.</p> <ul style="list-style-type: none"> - Increased breadth of offer for children who chose to take up the opportunity within the school day, water confidence/safety skills practice after learning in swimming lesson time. 	<p>Children attend sailing club afterschool.</p> <p>Increased uptake of sailing club for the children that did participate in it.</p> <p>Think about how to get parents involved in an afterschool meeting and an exit route for nearby clubs?</p> <p>Consider for next year.</p>	<p>£2807.77 (TE) £374.96 (PW)</p> <p>£2000</p>	<p>Increased water confidence (and a chance to put to use the water safety education they have received in school), a sense of pride in the activity they are involved with, a broad and diverse sport to be a part of, teaching a lifelong love of the sport.</p> <p>As above, but also giving Year 3 first taster of sailing and excitement, a broader experience offered with sport by offering sailing rather than just traditional sports.</p>	<p>Find out what evidence of impact is with TE/RS and consider whether this is a financially viable option for us to continue as after school club AND year 3 in school sailing.</p> <p>If it is, then find out information for clubs children can join and provide more info on this to parents and HOW we can evidence in school.</p>
Key indicator 5: Increased participation in competitive sport				Total spent KI 5:

				£1877.38
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Cover costs (supply/HLTA) for sporting events/fixtures.</p> <ul style="list-style-type: none"> - Allowing more children to have the opportunities to be involved in competition. 	<p>Identifying and targeting groups of children/classes/year groups which aren't usually active in that sport (e.g. Not just the children who compete at weekends in these sports.) and getting a range of sports (e.g. not just all the football events). Ensure this is done for next year.</p>	<p>£1,719.05</p>	<p>Approximately 100 spaces were filled at SSP events by children from our school within the school working day – meaning that supply cover enable this. Approximately an additional 60 spaces were at non-SSP events – e.g. cross country/city sports, which also used supply cover.</p>	<p>Supply costs should go down for next financial year as HLTA's received training and are at a cheaper running cost to cover events than supply cover was. Set target for 50% of children to be involved in events through the year.</p> <ul style="list-style-type: none"> - HC to keep detailed list for next year of which events we attend/which sports/which children.
<p>Memberships to NPAA, Norfolk Korfball and NPSFA.</p> <ul style="list-style-type: none"> - Allowing more children to be involved in more diverse competition opportunities. 	<p>Attending fixtures and leagues from these organisations to allow the children to compete.</p>	<p>£158.33</p>	<p>45 children were on roll of the korfball club – so all benefitted with this membership from training and matches. NPAA allows us to enter approx. 30 children into city sports events and around 30 children into cross country events spread over the year. 3 full teams of Y5 boys, Y6 boys and Y5/6 girls who participated in leagues across the three terms.</p>	<p>Norfolk Korfball membership probably won't be continued for next year. Not sustainable with staff we currently have. What benefits do we get for being members to it? NPAA and NPSFA memberships will continue as these offer leagues and competition days which benefit children over a period of time.</p>