

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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 by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.



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](#).





## Recreation Road Infant School

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> <li>1. A variety of outdoor spaces were successfully redesigned including quiet areas, active zones, open spaces garden/allotment area and games marked on the playground have stimulated active playtimes, small group learning and PE which not only supported physical literacy but mental wellbeing (Covid-19 compliant).</li> <li>2. Active breaks and lunchtimes have continued to be offered by 'Sports Factory, Playworkers appointed to Happy Lunch Club, and MSAs engaging children in games within bubbles/classes. Equipment resourced or purchased for specific groups helped maintain Covid safety and compliance. Sports Factory continued to offer competitive and non-competitive multi skills and specific games/activities within classes or bubbles rather than mixed groups.</li> <li>3. CPD opportunities were carried out via zoom/teams rather than face to face enabling a greater percentage of staff to participate. CPD/training was often chosen around staffs own 'active' interests. The breadth included yoga, forest schools, supporting children's mental well-being, Top Sportability, Inclusion and Swimming etc.</li> <li>4. Team teaching continued to be provided by Sports Factory Coaches/NPETC with PE/Activity being taught outside enabling all to gain confidence and deliver high quality active PE in a safe and Covid compliant way. The Home learning platform enabled children during lockdown to access the PE/PHSE curriculum via links i.e. Jo Wicks, Cosmic yoga, Norwich School Sport Partnership and challenges videoed by staff.</li> <li>5. Life skills, including water safety, Swimming, Bike and Pedestrian training within bubble groups/classes and promote a successful walk to school continued to be offered or adapted during the year including zoom/teams lessons from external providers where necessary.</li> </ol>	<ol style="list-style-type: none"> <li>1. PE lead to work with NPETC to ensure all staff have a greater understanding of 'The Primary PE and sports Premium', its aims and impact which ensure 'Active' learning sustainably promotes physical and psychological wellbeing round children interests E.g. Forest school, Gardening club, Happy lunch club multi-skills and other areas staff consider offers added value to the learning environment.</li> <li>2. Successfully resource and purchase a PE scheme of work to develop high-quality PE consistent across classes and year groups in line with other curriculum subjects.</li> <li>3. Encourage all children to maintain participation in PE, Swimming and water safety (Year 2), and all other activities that support active lifestyles either at school, clubs or through home learning, ICT links and resources to provided interest, inspiration and challenges.</li> <li>4. Carry out an audit of equipment available for PE, forest school, lunch clubs swimming and gardening etc replace, restock and expand the variety of equipment available for inclusion.</li> <li>5. Focus on the benefits of the 'Golden Mile' as a well-being and physical stimulus, to aid 'active' learning (whole school)</li> <li>6. Organise whole school 'active' days including a covid friendly sports day.</li> <li>7. Deploy staff to work with small groups of children to develop creative activities around 'active' gross and fine motor skills across year 1 class bubbles.</li> <li>8. The PE NPETC to work with Year group teachers to develop confidence and explore ways of organising activities and delivering high quality PE to maximise length of time children are active and independent in their learning.</li> <li>9. Continue to focus on water safety, safe self-rescue techniques and swimming enabling lifelong learning opportunities.</li> </ol>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO

<b>Total amount carried forward from 2019/2020</b>	<b>£ 6,736</b>
<b>+ Total amount for this academic year 2020/2021</b>	<b>£ 18,360</b>
<b>= Overall total</b>	<b>£ 25,096</b>

This represents the money allocated on this document not funds available

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 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 2021.  Please see note above.</p>	No Year 6 pupils (Infant School)
<p>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.</p>	
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/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> 2020/21		<b>Total fund allocated:</b> £21,340 (£3,756 carry forward to 2021/22)		<b>Date Updated:</b> July 2021	
<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					Percentage of total allocation: £18,140 (85%)
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
<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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>		<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Children be physically active during lunchtimes, breaks and free time.	Sports Factory offer lunchtime multi skills activities for all age groups, competitive and non-competitive focus.		£3800 contribution	All children have the opportunity to become more active at lunchtime in class bubbles or independently with 'active' play resources available. (Covid compliant)	Coaches and staff continue to signpost children to clubs that could support and maintain the interests they are enjoying and developing
Provide regular 10 minute 'active' opportunities through the day (including mid-term Covid considerations)	Maintain a variety of ways to extend physical wellbeing during the school day/home learning links (yoga, Mile Run, wake and shake, Cosmic yoga, Jo Wickes etc)			Children's knowledge of difference sports/exercise will broaden including how skills, equipment and spaces can be adapted to achieve a positive outcome.	Children develop an interest in a specific activity and develop this outside of school, perhaps with friends or family (Covid restraints)
Learn how the way we travel to school can affect the planet	Travel survey (September) Adopt alternative ways of travelling to school. NCC Benjamin and Bethany Bear (EYFS), Pedestrian Training (Delivered by Zoom) Level 1 Bike Training (Group bubbles)			Healthier environment, and lifestyles.	Repeat each year as a reminder providing a deeper understanding of the need to be safe when travelling. Children new to school will need this each year.
Encourage children to feel safe outside in the variety of spaces available and encourage them to explore the areas and resources available to be used safely and with confidence.	Nurture Play worker deployed as a key worker to support creativity and healthy lunchtimes (behaviour/social need)		£5238	Children feel safe to explore and play happily in a variety of spaces for longer periods unsupported.	
Continue to focus on water safety, safe self-rescue techniques and swimming enabling lifelong learning opportunities.	All children in year 2 will regularly swim as an extension to the curriculum. This is a valuable life skill.		£5543 Swimming teacher  £3559 TA swim support	Key workers/nurture bubbles benefited during lockdown. 110 Year 2 children have developed water confidence, improved their swimming skills with or without aids and are gaining the understanding of how to stay safe in the water. 90% of children can swim unaided 5m or more with 40% able to	Continue to develop a swimming programme that is adaptable and inclusive, working with outside bodies, physios etc as required to enable all children to experience water confidence experience.

			swim 15m.	
<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: £3,200 (15%)
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Organise regular whole school "activity" days including safe covid sports day, so children learn as a community.	Once a term whole school.			Maintain all year
Continue to raise the profile of cycling and bike safety and encouraging alternative ways to come to school.	In Key bubbles only to remain covid compliant. Bike week cancelled this year		Understand how to check their bike is safe to ride, what to wear and how to ride a bike safely and confidently.	Expand the programme to more year 2 children, post covid
Enable children to identify a variety of different interests and activities to aid physical and mental well-being	Purchased/ordered equipment: Forest schools Gardening Swimming (including sensory) Cycling Lunchtime play equipment PE	£300 £300 £500 £500 £300 £300	A healthy lifestyle does not have to be developed around a sport there are other activities that help maintain 'active' lives.	Expand activities available around staff interests and offer CPDs or training to deliver more frequently.
Experience using a variety of spaces including playground, field and indoor spaces, swimming pool and sports hall.		£1000 Contribution to use of Sports Hall	Understand the rules and regulations required in these spaces (Including safe covid compliance)	Maintain the regular use of these spaces

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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:
Research purchase of possible PE Schemes of Work	Successfully resource and purchase a PE scheme of work to develop high-quality PE consistent across classes and year groups in line with other curriculum subjects. Jasmine Active / Get Set 4 P.E.	N/A	More clubs, variety of activities on offer bases around staff and children's interests	Choose between Jasmine Active and Get Set 4 PE Schemes of Work and purchase. Allocate up to £2,000 inc training.  Monitor PE offer/questionnaires Including children's voice.



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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:
To support children to meet national targets in swimming by the end of year 6 by developing water confidence opportunities, introduces a variety of ways of travel with or without aids, through to developing a range of basic strokes.	Swimming lessons throughout the year for all Year 2 pupils.  Nurture Swim – small group learning to enable social, emotional and physical inclusion.	See Key Indicator 1	See Key Indicator 1	Continue to develop a swimming programme that is adaptable and inclusive, working with outside bodies, physios etc as required to enable all children to experience water confidence experience.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Home learning links offered challenges and competition e.g. Norwich School Sports partnership etc	Children regularly shared learning experiences and challenges on zoom. Due to covid competition is within class bubbles only.	N/A	Organise themselves into mini teams and find competitors that are of a similar ability to challenge and compete against. Understand how improvements can be made if their aim is to win.	Consider inter class challenges
Participate in sports day with the aim of trying their best.	Create a variety of activities and events with specific goals and challenges.	N/A	They have acquired and developed the broad knowledge of skills required they can apply to participate independently with confidence, some with the aim of winning.	