



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department
for Education

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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](#) 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 carried over from 2019/20	£
Total amount allocated for 2020/21	£ 16,710
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 21,330
Total amount allocated for 2021/22	£ 16,760
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£38,090

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.

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

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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	77% (11/14)
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	29% (4/14)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	29% (4/14)
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?	Yes

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	Total fund allocated:	Date Updated: September 2021				
Key indicator 1: 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:		
				39%		
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 develop children's understanding of the wider world through physical exploration and development of a broad range of skills through Forest School provision.	<ul style="list-style-type: none"> - Provide outdoor classroom to ensure that site is usable all year round - Provide wide range of resources to support children's activities - Train staff to deliver forest school sessions safely 	£7,000 (resources) £4,000 (staff overtime) £200 (training)	Children will have regular Forest School sessions developing physical skills in an outdoor environment. Children will be able to take risks safely in a secure environment.	Forest School provision is integral to the curriculum and a vital part of children's education at Bunwell.		
To ensure that lunchtimes are active and all children have access to high quality equipment.	<ul style="list-style-type: none"> - Provide children with wide range of equipment to use at lunchtimes - Provide adequate storage for equipment so that it is accessible and used regularly. 	£3,000	Lunchtimes are active and children are regularly taking part in physical activity.	Equipment is stored correctly to ensure that it does not spoil and that children can enjoy it for longer.		

To ensure that children are confident, able swimmers who progress beyond the requirements in the national curriculum.	<ul style="list-style-type: none"> - Provide swimming lessons above and beyond what is required in the national curriculum - Experienced swimming teachers work with targeted groups of children 	<p>£1,500</p> <p>£1,600</p>	Pupils make progress from their starting points and are supported and pushed to swim beyond the requirements of the national curriculum	Pool is booked in advance to ensure swimming provision is met above and beyond.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				14%
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 enhance physical development and sensory regulation opportunities throughout the school environment.	<ul style="list-style-type: none"> - Convert group room into sensory space - Introduce sensory circuits as an intervention - Train staff about the importance of sensory needs in physical activity 	£4,500	Children will have regular, frequent and appropriate opportunities to have break out areas around the school, to support them in their sensory regulation needs. Staff will be able to quickly and easily direct children to the sensory room, where they can learn to meet their own needs safely. This will help to meet the needs of children more quickly.	Children will break negative responses to their own sensory needs and be able to regulate them more easily in a safe, controlled and accessible way.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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:
Develop PE curriculum to support staff in delivering high quality lessons across a broad range of sports through Get Set for PE.	<ul style="list-style-type: none"> - PE subject leader to map curriculum, skills and progression as well as resourcing each sport to support all staff in delivering high quality lessons. - Staff to take part in relevant CPD 	£1,500	Lessons will be purposeful and well resources thereby enabling children to progress and learn more skills.	Staff will be able to disseminate CPD to the wider team and Trust staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				24%
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:
Provide a comprehensive programme of school trips, including residential, which incorporate a range of sports and adventurous activities eg. Eaton Vale, Hilltop, Thetford Forest etc.	<ul style="list-style-type: none"> - Each class to take part in trips to broaden their experiences and development - Planned residential in KS2 	£7,500	By the end of Y6, children will have experienced a broad range of different adventurous activities which challenge them physically, mentally and emotionally, facing fears and building resilience, teamwork and confidence.	Activities progress through the school to encourage a growth mindset and develop the whole child.
Provide comprehensive range of after school clubs covering a broad choice of sports to engage and inspire all children.	<ul style="list-style-type: none"> - Ask children what sports they would like on offer - Source outside providers to provide sports such as skateboarding, BMX, climbing, dance etc. 	£4,000	All children will have the opportunity to take part in a broad range of sports to develop different skills and broaden their experience of sport.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
Provide transport costs for children to attend competitive and cluster events.	Organise coaches to take children to and from events	£2000	Children will have experience of competitive sport.	Ongoing programme of events through cluster and South Norfolk.

Signed off by	
Head Teacher:	E. Husbands
Date:	October 2021
Subject Leader:	B. Tuckett
Date:	October 2021
Governor:	J. Fletcher
Date:	October 2021