

# 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 carried over from 2019/20  | £ 10,248  |
| Total amount allocated for 2020/21  | £ 27,869  |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £ 17,670  |
| Total amount allocated for 2021/22  | £ 16,000  |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 33, 670 |

## Swimming Data

Please report on your Swimming Data below.

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| <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> | Swimming unable to take place due to COVID 19 restrictions and swimming pool closure. |
| <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 2021.</p> <p>Please see note above</p>  | Swimming unable to take place due to COVID 19 restrictions and swimming pool closure  |
| <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>  | Swimming unable to take place due to COVID 19 restrictions and swimming pool closure  |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | Swimming unable to take place due to COVID 19 restrictions and swimming pool closure  |

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| <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>   | <p><b>No</b></p> <p>Swimming lessons have not been able to take place this academic year due to COVID and Bubbles. We will be offering catch-up next academic year</p> |
| <p>Every endeavour has been taken to organise swimming for our pupils in school this academic year- our local pools were closed due to refurbishment and no other facilities were available even via transport. Pupils will be offered extra catch-up in 2022-2023 using the Sports Premium funding and plans are in place to focus on pupils in Key Stage 2 for the next academic year.</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 pupils today and for the future.

| Academic Year: 2020/21   | Total fund allocated:  | Date Updated:  |  |  |
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| <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:<br>55%   |  |
| 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:   |
| <p>All pupils to receive 2 hours of high quality physical education per week through HQFT</p> <p>To place a focus on wellbeing and active learning following Lockdown</p> <p>Target Year 5/6 non swimmers for booster sessions</p> <p>Use of breakfast club to encourage more pupils to attend school earlier and get involved in activities. Children are then ready to participate in the school day.</p> <p>Ensure that each lunchtime a lunchtime club is run with different sports to engage pupils in physical activity of an extra 30 minutes per</p> | <p>PE to be led and taught by AP, and NB</p> <p>Pupil voice to aid in planning activities and find out which sports children enjoy and why as well as what they would like to learn</p> <p>Sports equipment to facilitate a range of activities – new equipment will need to be bought to ensure these activities can take place.</p> <p>Identify a staff member to undertake activities (possibly a TA initially)</p> <p>Introduce activities in which all pupils are involved during breakfast</p> | <p>£7000 – PE Teaching.</p> <p>£1500 – swimming lesson support.</p> <p>£1500 breakfast club.</p> <p>£1000 – equipment for new sports to implement.</p> <p>£1000- lunchtime club and play equipment for pupils following pupil voice.</p> | <p>All children physically active for at least 2 hours per week through HQFT with AP and NB.</p> <p>Wellbeing school focus and participation for all- all pupils participated in all PE lessons.</p> <p>Increase in swimming data to 85% meeting the national curriculum requirements- <b>AIM for this next academic year</b></p> <p>PE lesson observations ensured more active/ high quality</p> <p>Improvement in gross motor skills in EYFS.</p> <p>Lunchtime equipment and goals</p> | <p>To look at swimming provision as a priority LT pool is still closed, look into other options and possibility of block bookings for year 5 and year 6 to make up for lost sessions due to Covid restrictions.</p> <p>Aim to provide a structure daily timetable of activities to encourage more pupils to participate in sport. This will be embedded in school</p> <p>A rigorous assessment and planning system will be in place to identify pupils.</p> <p>House captains will be set up and embedded within the</p> |

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| <p>day.</p> <p>Provide a range of activities – implementation of new extracurricular timetable so that more children can be physically active</p> <p>Ensure the resources are maintained and replaced, where necessary, for the delivery of high-quality PE lessons</p> <p>Develop and enhance the daily mile to get all pupils undertaking at least 15 minutes of additional activity per day which can be linked to other curriculum subjects.</p> <p>Enter more A10 Active Events to ensure we achieve the bronze kitemark- pupils will have the opportunity to take part in sporting events.</p> <p>Ensure we have A10 Active membership- so we can access their resources to further develop PE in the school</p> <p>To continue our membership with the WDPSSA- leagues and competitive tournaments so that a wide range of pupils can experience competitive sport.</p> <p>Year 6 PGL to Norfolk- outdoor and adventurous activities.</p> | <p>club such as wake up and shake</p> <p>Rota of clubs to be decided with pupils following pupil voice- initially to be run with PE Lead and then support/training for lunchtime supervisors (NB?)</p> <p>Train year six pupils to support with lunchtime clubs on a rota basis.</p> <p>Equipment for lunchtime clubs to be bought.</p> <p>KS2 and KS1 football and basketball equipment</p> <p>Ensure all staff participate and engage with children during the daily mile.</p> <p>Enter 3 A10 events each academic year.</p> <p>Enter WDPSSA football and Netball leagues as well as sporting competitions when these start back up.</p> | <p>£1500 – support towards After School club</p> <p>£3500 – resources and replenishments of PE equipment – to ensure enough for all pupils including badminton, football goals and tennis.</p> <p>£250 – A10 Active events</p> <p>£500 – WDPSSA event</p> <p>£500 – towards PGL (further £500 allocated in indicator 4)</p> <p>£500 – towards Tolmers activities (further £500 allocated in indicator 4)</p> | <p>ordered- playtimes</p> <p>After school clubs offered to children across the school</p> <p>Wider range of activities on offer through the curriculum – including badminton and lacrosse.</p> | <p>school with ‘Sports Leader’ to represent the school in sport and raise the sporting profile in school/throughout the school day.</p> <p>Entering more competitive events will enable children to participate and take up more sport and experience more competitive sport.</p> <p>Sports leaders will be embedded within the school and be seen as a pivotal role in school</p> |
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| Class Year 3 class activity day at Tolmers outdoor and adventurous activities.  |   |   |   |   |
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| Year 4 residential to Tolmers camp  |   |   |   |   |
| <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:<br>13%  |
| 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:  |
| PE teaching and learning throughout the school is moving from good to outstanding- children will thrive through excellent teaching and begin to recognise the importance of a healthy active lifestyle- linked to mental health and positive wellbeing.<br><br>Continue to develop a robust assessment criteria according to National Curriculum expectations to assess pupils across the year groups and track key skills<br><br>To continue to develop profile and attainment in dance and PE across the school.<br><br>To develop profile and attainment in OAA, cricket, badminton, and athletics across the school by July 21. | Identify examples of good planning and assessment tools and ensure this is shared with staff.<br><br>Ensure staff development in areas of weakness<br><br>Continue to use PE teacher to model lessons and planning to all members of staff.<br><br>Continue to use PE planned by PE teacher to plan and assess for games, develop dance and gymnastics.<br><br>Continue to use PE teacher to model lessons and upskill teachers in dance. | £4000- PE teaching by AP and NB – planning and assessment<br><br>£250– dance resources and schemes<br><br>£250 –release time to support staff in developing assessment. | Intended impact:<br>- Children will be able to talk about the benefits of physical exercise and a healthy lifestyle – linked to Jigsaw units.<br>- Staff survey will show an increased confidence in teaching PE, plans will be more detailed and annotated.<br>- Children take part in a wide range of activities in their PE lessons and lunchtime activities.<br>- Pupils are more active and engaged in PE lessons<br>- Children are encouraged to lead a healthy and active lifestyle they understand the benefits of this.<br>- All children will have access | Continue to develop an assessment of skills in dance and other sports to measure progress using Complete PE<br><br>Continue to have dance as a termly focus for each class.<br><br>Gymnastics to be reviewed for academic year 21/22 due to use of equipment and COVID-19 sanitation requirements.<br><br>OAA, cricket and badminton to be focused on in academic year 21/22 due to COVID-19 disruptions in 20/21.<br><br>Continue extra-curricular sports club for EYFS/KS1 focusing on gross motor skills run by sports |

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|  | <p>Continue with CPD with PE teacher coach in the autumn/spring terms-development of OAA, cricket, badminton athletics and hockey to increase teacher confidence in administering these lessons.</p> <p>Teachers to assess children in lessons thus looking for key skill used</p> |  | <p>to swimming lessons and the percentage of children who have reached the standard by the end of KS2 will increase by 10%</p> <ul style="list-style-type: none"> <li>- Increased opportunities for less active children to be more physically engaged during the day.</li> <li>- All children fulfill the PE NC aims.</li> <li>- More children with access to structured physical activity throughout the school week</li> </ul> | coach or staff in school – Foundation Sports |
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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:   |
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|   |   |   |   | 8%  |
| <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:  | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  | Sustainability and suggested next steps:  |
| <p>PE leader to attend A10 active/WDPSSA meetings and feedback relevant information to staff during inset training</p> <p>Staff knowledge to increase and develop. This will have a positive impact on pupils who will gain from class teacher knowledge.</p> <p>In order to improve progress and achievement of all pupil the focus is</p> | <p>PE coordinator to lead twilight sessions in Gymnastics and Dance</p> <p>Baseline pupils so that impact can be measured over time. Whole school assessment of PE and children in PE will be undertaken to monitor children levels in PE</p> <p>Identify local centres who are running course and ensure</p> | <p>£250 – release time to attend meetings and inset.</p> <p>£1500 – staff CPD courses and training.</p> | <p>Intended impact</p> <ul style="list-style-type: none"> <li>- Teachers can confidently deliver a varied PE curriculum</li> <li>- Staff are exposed to a variety of CPD opportunities that improves their practice</li> <li>- Programmes are tailored to develop individual needs for staff</li> </ul> | <p>Pass on knowledge to class teachers in way of staff inset.</p> <p>Staff training/meeting to pass on knowledge and information to other staff.</p> <p>Further staff insets to develop class teachers confidence and knowledge in different areas.</p> |



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| <p>n up-skilling the staff</p> <p>Continue to develop a robust PE curriculum with detailed lesson plans from reception to year 6 so that any member of staff can feel confident in teaching the curriculum- swapping subjects and lessons so that class teachers can upskill themselves in different areas.</p> <p>Targeted CPD for teachers who require more subject knowledge to enhance their PE lessons and increase the range of sports clubs.</p> | <p>members of staff are booked onto the training. They are then to be given time in school to feedback to other members of staff.</p> <p>Staff release time to watch outstanding lessons and good practice//team teach.</p> | <p>£700 staff release time and cover to support with team teaching PE</p> | <ul style="list-style-type: none"> <li>- Links with clubs provide extra opportunities for children to participate in a variety of activities.</li> <li>- Class teachers will have a deeper knowledge of different areas of PE, therefore being more able to provide more specialist provision and sports clubs</li> </ul> | <p>Continue to use staff surveys to identify extra areas to develop.</p> <p>Once teacher have completed CPD they can pass the knowledge onto others.</p> |
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 15%

| Intent   | Implementation  |   | Impact   |   |
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| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p>   | <p>Funding allocated:</p>                             | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>  | <p>Sustainability and suggested next steps:</p>   |
| <p>Additional achievements:<br/>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p>     | <p>Arrange a pupil survey to ascertain what pupil would like. Promote clubs that might attract children who might not currently take part in clubs.</p> | <p>£1000-<br/>Foundation sports After school club</p> | <p>Intended outcomes.</p> <ul style="list-style-type: none"> <li>- Enables more children to be involved in a wider variety of sports clubs during and after</li> </ul> | <p>Find out what other sports clubs pupils may be interested in and look to offer a wider range</p> |

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| <p>Focus particularly on those pupils who do not take up additional PE and sport opportunities. To develop their knowledge and skills on a healthy active lifestyle.</p> <p>Cycling proficiency training course for Year 6's to help them develop their skills and confidence in a different sport, as well as providing good road safety training.</p> <p>Year 6 PGL to Norfolk- outdoor and adventurous activities.</p> <p>Class Year 3 class activity day at Tolmers outdoor and adventurous activities skills in outdoor and adventurous activities..</p> <p>Year 4 residential to Tolmers to develop children's skills in outdoor and adventurous activities.</p> <p>Year 4 and 5 trip to Lee Valley White Water Rafting – canoeing, paddle boarding and water activities</p> | <p>Provide taster sessions to promote a range of activities.</p> <p>Identify suitable activities in the local area that would interest and inspire pupils – Lee Valley White Water rafting.</p> <p>Run a wide variety of extracurricular sporting activities (some with a focus on non-sporty children) These may need a sports coach/outside agency to support with expertise</p> <p>Provide access to sports that are not traditionally offered at Holy Trinity- use pupil voice to find out what children would like to they</p> <p>Bikeability/scooter safety for yr5/6</p> <p>Generate interest in the Cycling Proficiency training within the school</p> <p>Year 6 pupils to take part in the PGL</p> <p>Ensure booking is made for Tolmers.</p> | <p>£500 cycling proficiency</p> <p>£500- resources to buy equipment for new sports – badminton</p> <p>£500 – towards PGL activities (further £500 allocated in indicator 4)</p> <p>500 – towards Tolmers activities (further £500 allocated in indicator 1)</p> <p>£2120 – Lee Valley White Water Rafting.</p> | <p>the school day, as well as in half terms.</p> <p>Pupils are exposed to a variety of sports and activities that can be accessed by all abilities</p> <p>Pupils learn new sports and meet inspirational sporting figures that are positive role models</p> <p>Holy Trinity has a variety of resources and sorting equipment that is safe to use and is replaced when needed.</p> <p>Pupils will experience OAA through KS2</p> | <p>Timetable taster sessions and continue to respond to pupil voice each term.</p> <p>Resources to be audited termly.</p> <p>Monitor pupils who have signed up for PGL and Tolmers, identify whom is not going and why.</p> |
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| Key indicator 5: Increased participation in competitive sport  |  |  |  | Percentage of total allocation:   |
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|  |  |  |  | 9%  |
| 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:  |
| <p>Develop intra house sporting competitions through the school year. Use year six house captains to develop these.</p> <p>Focus particularly on those pupils who do not take up additional PE and sport opportunities. To develop their knowledge and skills on a healthy active lifestyle.</p> <p>Role models – local sporting personality so pupils can identify with success and aspire to be a local sporting hero.</p> | <p>Year six sports captains will be set up</p> <p>Timetable of intra house competitions started- this is linked to COVID and dependent on restrictions and bubbles.</p> <p>Provide taster sessions to promote a range of activities.</p> <p>Identify suitable activities in the local area that would interest and inspire pupils</p> <p>Run a wide variety of extracurricular sporting activities (some with a focus on non-sporty children) These may need a sports coach/outside agency to support with expertise</p> <p>Ascertain which local personalities the pupils relate to and invite them into school</p> <p>Hold a sporting hero day where</p> | <p>£300 – house captains badges, t-shirts and medals.</p> <p>£ 1500 – role model – use sports for champions -1 autumn term and 1 summer term</p> <p>£550 – towards transport cost to competitive events.</p> <p>£500- towards supporting After School Club</p> | <p>Pupils will have a sense of leadership</p> <p>Intra competitions will be being to be embedded and all pupils will have increased participation in competitive sport</p> <p>Enables more children to be involved in a wider variety of sports clubs during and after the school day, as well as in half terms.</p> <p>Pupils are exposed to a variety of sports and activities that can be accessed by all abilities</p> <p>Pupils learn new sports and meet inspirational sporting figures that are positive role models</p> <p>Holy Trinity has a variety of resources and sorting equipment that is safe to use and is replaced when needed</p> | <p>House captains rolling program each year, the year six pupils train the year five at the end of academic year prior to transitioning to secondary school</p> <p>Pupils will be exposed to a variety of different sports-equipment ordered will mean that this can be used in the following years to ensure sustainability.</p> <p>Competitive sports will begin to be embedded in school and part of school culture.</p> |

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|  | children research a sporting personality they would like to aspire to. |  |  |  |
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| Signed off by   |                |
| Head Teacher:   | Sarah Chaloner |
| Date:           | September 2021 |
| Subject Leader: | Amy Plant      |
| Date:           | September 2021 |