



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
Department for Education

Created by



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](https://www.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 September 2018	Areas for further improvement and baseline evidence of need:
<p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <ul style="list-style-type: none"> • PE lessons twice a week for each class from Year 1 • Equipment purchased for lunchtime use, managed by PL and MSAs • All children taking part in the Daily Mile. • Non-participants targeted and attending lunchtime activities at least once a week. <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> • Sporting achievements celebrated – Newsletters and Celebration Assembly • Sporting Stars Wall • Staff trained in realPE <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> • Specialist coaches brought in to teach PE – cricket and gymnastics • Courses attended by staff – NPECTS, gymnastics, realPE • NPECTS supporting teaching staff <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> • Range of Sports taught in PE lessons across year groups • Wide range of extra-curricular clubs offered to all year groups including dance, gymnastics, rugby, cross country, athletics, football, tennis and multi-skills. • Alternative activities offered at lunchtimes – archery, dodgeball etc <p>Key indicator 5: Increased participation in competitive sport</p> <ul style="list-style-type: none"> • Introduction of end of unit competitions • Increased participation in Cluster/SNSSP Sporting events – tennis, Quadkids and Quicksticks • B teams entered into competitions 	<p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <ul style="list-style-type: none"> • Ensure children are physically active for an additional ½ hour a day • Equipment purchased for before school, break time and lunchtime • Skip2bft day – children to record and celebrate progress • Elmer the Exercising Elephant – sent home with Reception and Ks1 to engage children and their family in fun physical activities. • Sports Leaders running physical activities for children during playtime. • Monthly personal challenges run by sports Leaders at playtime • Continue with the Daily Mile • Jump Start Jonny for EYFS <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> • Apply for School Games Mark • School Games board • Celebration of sporting achievements in assembly • Sports Leaders • Forest School sessions for all children – minimum of six sessions • realPE being taught across all year groups <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Specialist coaches brought in to teach PE – cricket, dance</p> <p>Courses attended by staff – PE Conference, Forest Schools, yoga</p> <p>Staff survey</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>One realPE lesson and one sport specific lesson a week in KS2</p> <p>Increase the range extra-curricular clubs offered</p> <p>Specialist coaches to deliver extra curricular clubs</p> <p>Sign up to Swimming Charter</p> <p>Key indicator 5: Increased participation in competitive sport</p> <p>Intra school competitions for all children</p> <p>Increase in participation in Cluster Sporting events</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	88%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	88%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	88%
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?	No We tried to secure addition pool time but our current provider had no additional slots available.

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.

Academic Year: 2018/19		Total fund allocated: £20, 067.49		Date Updated: July 2019	
<p>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</p>					
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Encourage children to skip during lunch and break times.	<p>Brief staff</p> <p>Book Skip2bFit for a day</p> <p>Encourage children to use skipping ropes at playtimes and lunchtimes.</p> <p>Introduce whole school challenge and set up displays in each class to record personal best scores.</p> <p>Train sports Leaders to oversee the skipping challenge.</p>	£1260 for whole day skip2bfit/Box2bfit workshops and equipment	<p>Child survey showed only 5% children skip at break time (Nov 2018)</p> <p>60 skipping ropes sold following workshops.</p> <p>20% of children skipping at playtimes and lunchtimes (June 2019)</p> <p>Class displays showed week on week improvement in 2 minute skipping challenge.</p> <p>Children observed skipping with their parents before school.</p> <p>Skipping ropes provided within break time equipment boxes and with Elmer's kit bag.</p>	<p>Purchase a new skipping rope for every child in September.</p> <p>Continue with 2 minute skipping challenge throughout the year.</p> <p>Raise the profile by weekly celebration of an identified skipper in class and top skipper for each class celebrated each half term in assembly.</p> <p>Skipping zone added to playground markings.</p>	
To encourage children to be physically active before school.	<p>Book Box2bfit workshops for each class.</p> <p>Purchase equipment to set up circuits before school.</p> <p>LN with help of Sports leaders to have circuits up and running before school in September 2019.</p>		<p>Box2bfit workshops held May 2019.</p> <p>Equipment purchased.</p>	<p>Sports leaders to be trained to supervise circuits.</p> <p>Box2bfit to run three mornings a week.</p> <p>Invite parents to an assembly to introduce it.</p>	

<p>Premier Sport to carry out fitness tests on all children and analyse the data.</p> <p>Continue with the Daily Mile to ensure children are physically active for 15 minutes a day.</p>	<p>Identify least active/fit children and target them for intervention</p> <p>Celebrate individual successes in class and assembly.</p>	<p>£90</p>	<p>Baseline levels of fitness determined. Improved scores in July 2019</p> <p>All KS2 children taking part in the Daily Mile. Length of long distance race at Sports Day increased to 600m and all children completed it. Four KS2 children identified as talented runners and encouraged to join cross country club and given info on local clubs.</p>	<p>School staff to carry out own baseline fitness levels Sept 2019 and retest at the end of each half term. Scores to be sent to LN.</p> <p>Daily Mile to continue.</p>
<p>Provide daily opportunities for children to be physically active.</p>	<p>Sign up to Jump Start Jonny Employ PL to organise and lead lunchtime activities Non-participants in sporting clubs to be targeted and allocated a day to join in lunchtime activities with PL. Contact Cain Markings. Arrange for Cain Markings to visit to discuss ideas and provide a quote. Get markings painted on the playground.</p>	<p>£40 £3500 £2500</p>	<p>Children engaged in physical activity before school and at playtime. All reception children start the morning and afternoon session being physically active. Children compete to be Jump Start Jonny Star and wear the special T-shirt. Children joining in at home. Parents comments on how much their child loves Jump Start Jonny. 100% of all children engaged in at least one after school or lunchtime activity for a whole term. Children identified as non-participants in a club attended Mr Lavers lunchtime activities one day a week) 88% of KS2 participation in clubs</p>	<p>Sign up to Jump Start Jonny again in September 2019.</p> <p>PL leaving Autumn 2019. New play leader employed. Continue to allocate activity days to non-participants.</p>

<p>Develop physical literacy and home engagement in EYFS</p>	<p>Send home Elmer and Elsa the Exercising Elephants with kit bag and diary to record physical activity at home – share with the class.</p>	<p>£100</p>	<p>for a whole term. 95% KS2 engaged in at least one after school or lunchtime activity for half a term (cricket 6 weeks). Cain Markings contacted and playground marking due to be completed over the Summer holidays.</p> <p>Examples of diary entries. Children enjoying physical activity and asking when it's their turn to take Elmer home. Keen to share what they have done with the class.</p>	<p>Extend to KS1.</p>
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure the whole school is aware of the importance of PE and Sport and encourage all pupils to aspire to be involved.	Achievements celebrated in Friday assembly Celebrate sporting success through newsletters and Twitter PE Blog regularly updated		All sports teams celebrated in assembly, in school newspaper, on twitter. Parents have attended assemblies, read the school newsletter, Twitter and PE blog. Increased number of parents attended sporting competitions.	Continue to reward sporting excellence. Sporting Star of the Week
Noticeboards to raise profile of PE and sport for all visitors and parents	Keep noticeboards up to date with information.		Noticeboards have information about matches/clubs/results and pupils are keen to be involved.	
Introduce Leadership roles	Identify children to be Sports Leaders. Train effectively Give roles and responsibilities in school		Feb 2019 – training completed and introduced at break times March 2019. Blueberry bounce challenge introduced and run by Leaders. Leaders led sessions on new events for Sports Day and organised the opening ceremony, with each house representing a different country.	Set up a Healthy Living Committee. Organise a whole school healthy living event.
Increase involvement of parents in sporting events to increase knowledge and understanding of health and well being	Invite parents to assemblies, matches and cluster events – Encourage parents and children to participate in before school activities.		Sports Day attended by over 150 parents and family members. Sporting events well supported by parents. Four parents travelled to Huntingdon to support the gymnastics team!	Organize before school Box2bfit circuits for children and parents.

Equipment repairs	Checked and repaired	£70	Celebration Assemblies well attended.	
Apply for School Games Mark	LN to apply in July 2019	£350 (cover for LN to apply for School Games Mark and monitor and promote sport within school)	All equipment safe to use.	Equipment to be checked annually.
Monitor and evaluate impact of PE Grant, to further develop plans to enhance sports provision and to support engagement with competitions and tournaments	Release PE co-ordinator 1 day a term LN to meet with PE Governor.		Excellent leadership of PE. Teams entered for 19 events with 17 attended due to two cancellations. Relevant risk assessments completed. 100% of children physically active	Re-apply annually.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
LN to work alongside and monitor teaching of real PE.	LN to work with each class in the Spring and Summer terms. Teachers to use the realPE assessment tool to record pupil progress.		Teachers feel confident to teach and assess real PE Pupil progress monitored and showed increase in fundamental skills.	All teachers and NPECTS to deliver real PE
NPECTS to teach Dance and gymnastics to Yr1/2	RH to take half the class for PE due to small hall. Trained to Intermediate level.	£300	RH feels more confident to teach dance. Reported being glad to be able to use his gymnastics training. KS1 received quality teaching in both areas.	NPECTS to continue to support Teachers.
Invite specialist coaches to deliver blocks of sessions to children, alongside the teachers, to gain CPD	Book cricket coach for the summer term. LN to look into booking a dance coach to support KS2 staff.	£500	Increased staff confidence, knowledge and skills. Children received quality teaching/coaching.	Sign up to the Chance 2 Shine programme again for 2019-20 Provisionally book RC to coach cricket on a Friday in the Summer Term. Book Tae-kwondo coach
Staff to attend training courses and INSET training	LN and RH to attend PE conference LN to attend yoga course RH to attend Level 3 Forest Schools training LN to attend Active Maths Course	£400	Increased staff confidence, knowledge and skills. Staff qualified to teach/coach a wide range of sports and activities. RH qualified as Forest School Leader Oct 2019 Active Maths Course attended Yoga course attended and club up and running.	RH to run Forest Schools from Oct 2019. All children to receive a minimum of six weeks. LN to look into signing up to MOTD.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To enable all children to swim at least 25 metres	Identify children failing to meet the required standard for swimming Book extra pool slots Pay for an additional swimming instructor	£1000	Extra swimming sessions booked Additional instructors employed Non swimmers taught in small groups. All children able to swim 25 metres.	Train a member of staff to teach swimming Sign up to the Swimming Charter. Work on stroke technique with Yr5 children
Coaches/Staff to deliver extra curricular clubs	Coaches employed to deliver football, multi-skills, rugby, gymnastics, cricket, alternative sports. Staff to deliver cross country, athletics, tennis and yoga.	£300	88% of children involved in extra curricular sports clubs. Parental contributions to cover the cost of clubs run by coaches.	Parental contributions. Staff to continue to deliver clubs after school and at lunchtime.
Widen the range of activities within and outside the curriculum in order to get more pupils involved	Identify children not participating in a club and allocate them a lunchtime activity with PL Set up an Alternative Sports club Book a Samba workshop	£210	100% of children engaged in either a sports club or lunchtime activity. Alternative Sports Club well attended.	Employ a coach to deliver blocks of taekwondo to every class. Child questionnaire to find out what activities the children would like to take part in.
Focus on SEN/FSM children	Employ TAs to support SEND children, to enable them to attend clubs.	£210	All SEN children attend at least one club for a term and attended at least one competition/festival. Two children represented South Norfolk at the Panathlon event at the School Games.	TAs to continue to support children with SEND. All children to be booked on to at least two competitive events.
To encourage children, particularly those who do not participate in traditional PE/Sport to engage in adventurous activity.	Employ 2 Forest Schools leaders to deliver a minimum of six half day sessions to every year group. Purchase outdoor equipment RH to receive Level 3 training	£5500	RH qualified as a Level 3 Leader Oct 2019 All children engaged in a minimum of six weeks outdoor adventurous activity. Increased physical, social and	RH to run Forest Schools from Nov 2019. Class TAs to support.

<p>Offer a new and different activity aimed at engaging children who have previously been reluctant to participate in PE and Sport.</p>	<p>LN to attend Yoga course. Purchase 10 yoga mats, candles and incense.</p>	<p>£220</p>	<p>independence skills. Improved wellbeing. Club well attended with waiting list. Children attending who have previously been reluctant to engage in physical activity. Children enjoyed the Samba workshop.</p>	<p>Employ a coach to deliver blocks of tae kwondo to every class. Child questionnaire to find out what activities the children would like to take part in.</p>
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Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>KS2 children to participate in at least one level 2 inter school competition.</p> <p>Enter teams into a range sporting competitions/festivals</p>	<p>Book all KS2 children on to at least one sporting event. Subject leader to monitor participation rates to ensure fairness.</p> <p>Book onto events Organise and run practice sessions.</p>	<p>£800 supply cover and transport to events.</p>	<p>100% participation in sporting competition at KS2</p> <p>Teams entered into 17 competitions and festivals. Children successful at all levels. Gymnastics - 1st and 4th in the SNSSP Competition. 1st in School Games Final and 7th in Regional Final. Swimming JS, EW and CS all represented the Wymondham Cluster at the South Norfolk Gala and helped the team to first place. CS 1st Medley relay , CS 2nd Freestyle relay, JS 2nd freestyle relay, EW 3rd individual</p>	<p>All KS2 children to take part in at least two inter school competitions. Use WHS mini bus and parent volunteers to transport children to and from venues.</p> <p>Staff to run training sessions. All KS2 children to take part in at least two inter school competitions. All KS1 children to be booked on to at least one competition or festival. Increase the range of competitive sports events that children take part in, basketball, dance, hockey?</p>

			<p>breaststroke, JS 3rd in Canon Relay and JS 4th individual freestyle. Cross Country - SNSSP AS 11th, CW 27th, JS 49th Tag rugby – 2nd and 3rd in Wymondham Cluster Competition. 2nd in SNSSP competition Panthalon - 2 SEND children represented South Norfolk at the School Games Yr3/4 team won the South Norfolk Girls Football competition. 1st and 3rd in South Norfolk Mini tennis competition. Both teams went on to represent South Norfolk at the School Games Final and came 5th and 8th. 12 children from Yr1/2 took part in a Canary 4s competition at the nest in Norwich. 10 girls from Yr5/6 took part in the South Norfolk Girls kwik cricket competition. 10 Yr5 children took part in the Wymondham Cluster Kwik Cricket competition and came 6th. 18 children from years 3,4 & 5 took part in the Wymondham Cluster Quad Athletics competition. Yr3/4 came 6th and Yr5 came 5th. 10 children went to Racketpack festival. 9 children to y3/4 Tag rugby festival 16 YR5/6 to CSF football competition.</p>	
<p>To increase the number of children competing at level 3 competition</p>	<p>Organise practice sessions for competitions.</p>		<p>16 children competed at the</p>	<p>Staff to run training sessions. Employ specialist coaches to</p>

<p>To enter a B team in at least 2 competitions</p>	<p>Identify G&T in certain sports.</p> <p>Book two teams for the SNSSP tag rugby, gymnastics and tennis competitions</p>		<p>School Games. (14 children competed at the School Games in 2017-18)</p> <p>B teams entered into tag rugby, gymnastics and tennis competitions. C team entered into tennis competition.</p>	<p>help prepare children. Look at the curriculum and sports offered at certain times of the year.</p> <p>Continue to enter B teams where possible.</p>
<p>Engage more girls in inter school teams</p>	<p>Book team for girls football and cricket competitions</p>		<p>All KS2 girls competed in at least one competition. Teams sent to the Girls Kwik Cricket and Football competitions.</p>	<p>Continue to enter girls only competitions.</p>
<p>To increase the number of intra sport competitions to 7</p>	<p>KS2 staff to organize competitions at the end of each unit of work.</p>		<p>All children competed in Sports Day. KS1 competed in intra school football competition. KS2 children competed in intra school competitions in tennis, football, rugby, dance, athletics, rounders .</p>	<p>To run intra school leagues in three sports. To continue to hold competitions at the end of each unit of work in which children can demonstrate the skills learned. To have a KS1 and KS2 inter house sports afternoon. To hold an inter house athletic and multi skills competition on the morning of Sports Day. Scores will be added to the race scores and the winning house will be awarded the Sports Cup.</p>