

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:

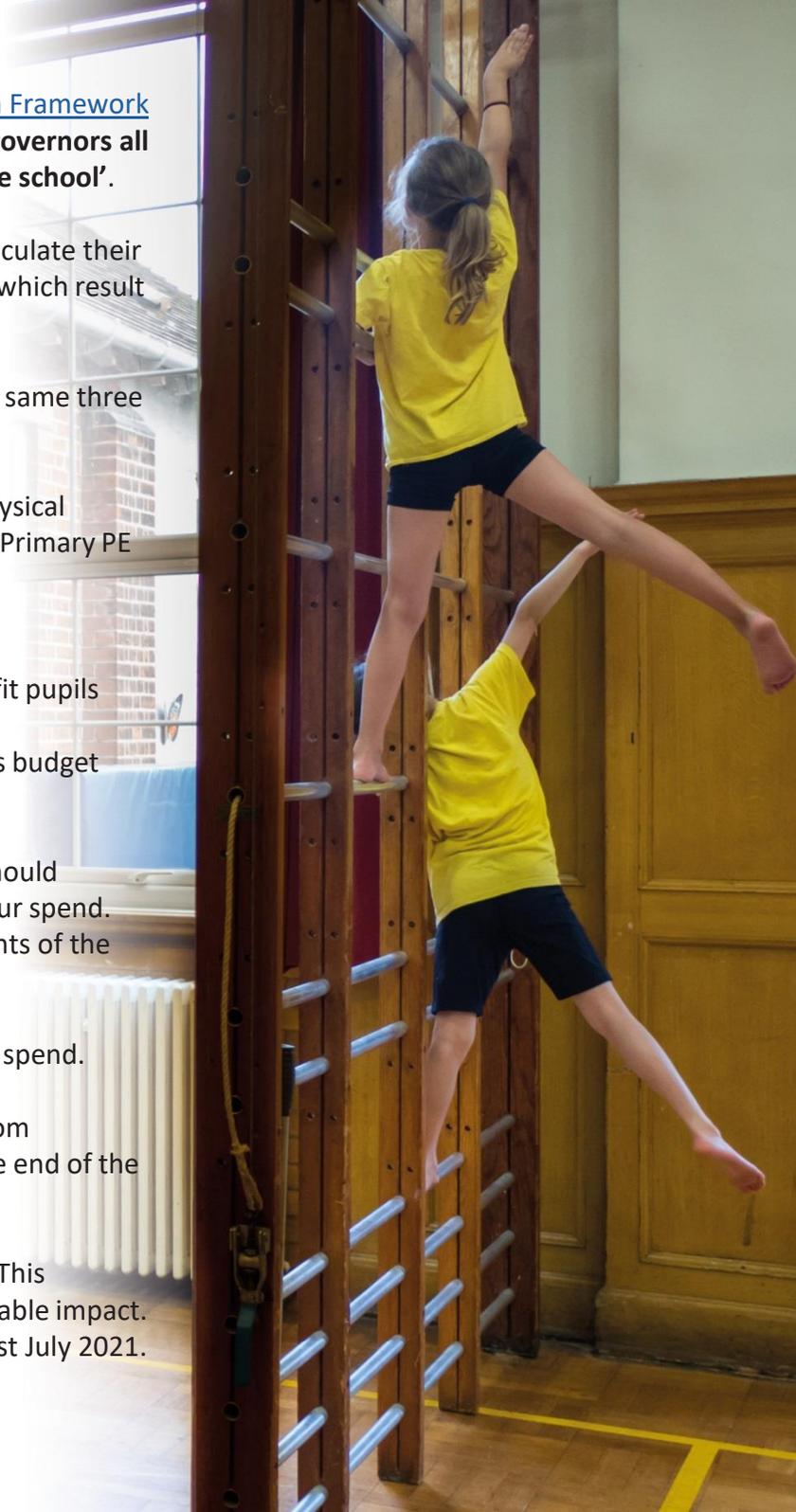
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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 **31st 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](#).



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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - 2019/20 allowed us to begin to establish a new vision, policy, scheme of work, and form of assessment to ensure skill progression and confidence. - We had increased the number of children participating in inter-school competitions and festivals, extracurricular activity and, during lockdown, began to introduce virtual competitions. We had also begun intra-school competitions between houses within school and achieved our first two School Games Marks recognising this. - Through accurate use of assessment, focus groups have participated in extracurricular physical activity / sport, competitions with other schools, whilst also trying new sports such as trampolining. 	<ul style="list-style-type: none"> - Continue to establish differentiation to include / stretch children within PE. - Develop our swimming provision to ensure a wider range of children access swimming more regularly and ensure our swimming records are accurate. - Prioritise the importance of health and fitness in school. - Ensure the PE and sport curriculum are in line with government advice / guidance.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020	£789.41
+ Total amount for this academic year 2020/2021	£19,790.00
= Total to be spent by 31st July 2021	£20,579.41

<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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above.</p>	69%
<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>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	69%
<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>	Yes – see Key Indicator 1.

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: £20,579.41		Date Updated: July 2021	
Key indicator 1: The engagement of all 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: 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:	
Children to have an increased understanding of the importance of health and fitness.	Investment in academic diaries initially for Years 5 & 6 (though following a pilot trial, rolled out to Years 2-4 also). This diary is their health and fitness diary. Following a PE lesson, physical activity or competition, children can write something which they have achieved / learnt in that session; something to keep fit and healthy; any future aims; their times, scores etc.	£269.91	Pupil voice survey indicated 95% of the KS2 students have at least some increased awareness of the importance of looking after their health and fitness, with 76% of agreeing they are more aware since using these diaries.	Due to the lockdown, further time is needed to establish this in Years 2-4. Also, consider moving to a PE and fitness exercise book in the new academic year.	
	The investment of an outdoor gym to encourage sustained fitness and physical activity, whilst also increasing the profile of this within the school, the community, and allow students to try new activities.	£10,000	Pupil voice survey indicated 97% believe they have at least some increased opportunities to improve their health and fitness, with also 97% using the gym within their own time (breaktimes and lunchtimes)	Based on the feedback from the pupil voice survey, students to have more opportunities to use the outdoor gym within PE lessons and after school. Staff to be trained using the resources with their PE lessons	

<p>To improve the percentage of children that can swim 25m.</p>	<p>Summer booster sessions.</p>	<p>£1040.00</p>	<p>regularly.</p> <p>Increased percentage of children who can swim 25m. 3-year swimming programme developed to ensure more students access swimming lessons more often.</p>	<p>to make use of the equipment. To link the equipment to competition / personal challenge – led by our house captains (sports leaders) next academic year.</p> <p>Continue to develop the swimming programme to include more year groups. Consider water safety elements for our swimmers, including rescue on dry-land, junior lifeguards etc.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				4%
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:
Physical Education has explicit links with the wider whole school improvement identified by the SIDP.	<p>The use of diaries to target children's writing, in line with the SIDP, as well as the children's well-being and mental health.</p> <p>To encourage clear links within PE lessons with other subjects, such as vocabulary, science etc., through an INSET day training.</p>	<p>See key indicator 1</p> <p>£650 (see key indicator 3).</p>	<p>See key indicator 1</p> <p>Our intention was for pupils to identify links with other aspects of the curriculum, however, due to the pandemic and lockdown, this has been postponed to the next academic year.</p>	<p>See key indicator 1</p> <p>To use INSET training day (see key indicator 3) to develop staff confidence in delivering outstanding physical education lessons and linking this to the wider aspects of the school curriculum.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
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 ensure that PE delivered is in line with government requirements, allowing for children in their 'bubbles' to still access opportunities for physical education, physical activity and school sport.	PE lead to alter curriculum map as necessary, update risk assessments, and email staff regularly with latest developments in the subject.	£0 – within usual PE release time.	Staff have increased confidence to plan and deliver COVID-secure PE environment, which continues to be progressive and sequenced, building upon prior learning.	Continue to monitor updates and apply this to our school, as required.
	Purchase Keeping Children Safe practice in Physical Education, School Sport, and Physical Activity book, and update risk assessments accordingly.	£50.81	As above.	
	To ensure the school is resourced to allow for physical education, physical activity and school sport in a safe way, with restrictions on mixing and sharing of resources.	£2698.52 on resources*	Children have continued to access PE lessons and be physically active during the year-group 'bubbles' and in-school during lockdown.	
To ensure lessons are structured, differentiated and assessed by staff. To ensure children are receiving high quality lessons and feel appropriately challenged.	To provide a scheme of work which is progressive, sequenced and differentiated.	£440.00	Pupil voice indicates children enjoy lessons and are appropriately challenged (pupil voice survey). Teacher confidence has increased in delivering lessons.	Through monitoring and feedback, continue to develop lessons, allowing for students to take on wider roles (such as refereeing/ coaching / leading warm ups etc.).

	<p>To ensure we have the equipment to provide a structured and progressive curriculum, safely in line with government advice.</p> <p>To invest in INSET training for both teaching staff as well as support staff confidence levels in delivering / supporting outstanding PE lessons.</p>	<p>See above (*)</p> <p>£650.00</p>	<p>Children using a range of fit-for-purpose equipment for PE lessons as well as at break and lunchtimes, in a COVID secure way.</p> <p>Moved to 2021/22 academic year.</p>	<p>Equipment safe, and will last for long-term in the future.</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:
				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:
To increase the range of sports and physical activities delivered at Mulbarton primary. Children experience a broader range of sports and activities and are enthused to join in with different sports.	To re-schedule the Premier sports 6-week Olympic programme targeting sports not delivered at Mulbarton, including fencing, goalball and handball. To increase the 6-week programme to a 12-week programme so more children can experience a wider variety of sports for longer.	£1500.00	Pupil voice indicated all children surveyed enjoyed the Olympic programme with all children trying new sports they have never tried before.	Consider contacting local clubs to bring in a broader range of taster sessions for children. Consider investing in new equipment and school clubs based on the sports Premier delivers (Especially goalball and fencing, which was the most popular – evidence: pupil voice survey).
	To use GetSet4PE scheme of work as a way of delivering active, new physical activities to students at home during lockdown.	See Key Indicator 3	Children (and families) have tried a variety of new physical activities, at home during lockdown.	Due to the successes of students and families participating in this during lockdown, to link these activities to, and introduce virtual challenges across the half term break for students (and families) to get involved in, thus increasing the profile of PESSPA (see key indicator 5)

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
Students to continue to participate in competition where possible, in line with latest government guidance.	To re-introduce intra-school competition through termly tournaments, thus ensuring bubbles are not mixed whilst giving the children the opportunity to compete.	£64.93 for staffing and resources	Most children participated in intra-school competition, a significant increase on previous years during the two terms in school. #	Consider continuing to develop our in-school competitions and leadership roles to allow for more frequent competitions (e.g. at lunchtimes, year-group specific competitions as oppose to just whole school etc.). Consider re-introducing inter-school competitions for the new academic year, following also the successes of the 2019-20 academic year.#
	To re-develop the house captain role to become sports leaders in leading intra-school events for the whole school.	£0	Pupil voice indicated students enjoyed being house captains and recommended this to others. All younger year groups (Years R-5) benefitted from house captain leadership.	Consider continuing to develop this further through training prefects to deliver sports and physical activities to younger children at breaktime and lunchtime. Consider running Young Sports Leaders Award for prefects. Increase the number of opportunities for our house captains to lead intra-school events for younger children.

	To re-introduce virtual competitions (also increasing the profile of sport and PE in the wider community – key indicator 4).	£0	Virtual competitions run during lockdown, increasing the profile of PE, physical activity and sport in the community. Our school came highest in the Norwich SSP for number of participants entering the competitions.	Consider running virtual challenges across half term breaks in the new academic year.
	To introduce house competition through our Tokyo Olympic programme.	See Key Indicator 4	As above (#)	As above (#)

Total spent in 2020/21 academic year: **£16, 714.17**
Surplus carried into 2021/22 academic year: **£3,865.24**

Signed off by	
Head Teacher:	<i>B. Theobald</i>
Date:	21 st July 2021
Subject Leader:	<i>M. Lawrence</i>
Date:	21 st July 2021
Governor:	<i>K. Holland</i>
Date:	21 st July 2021