

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

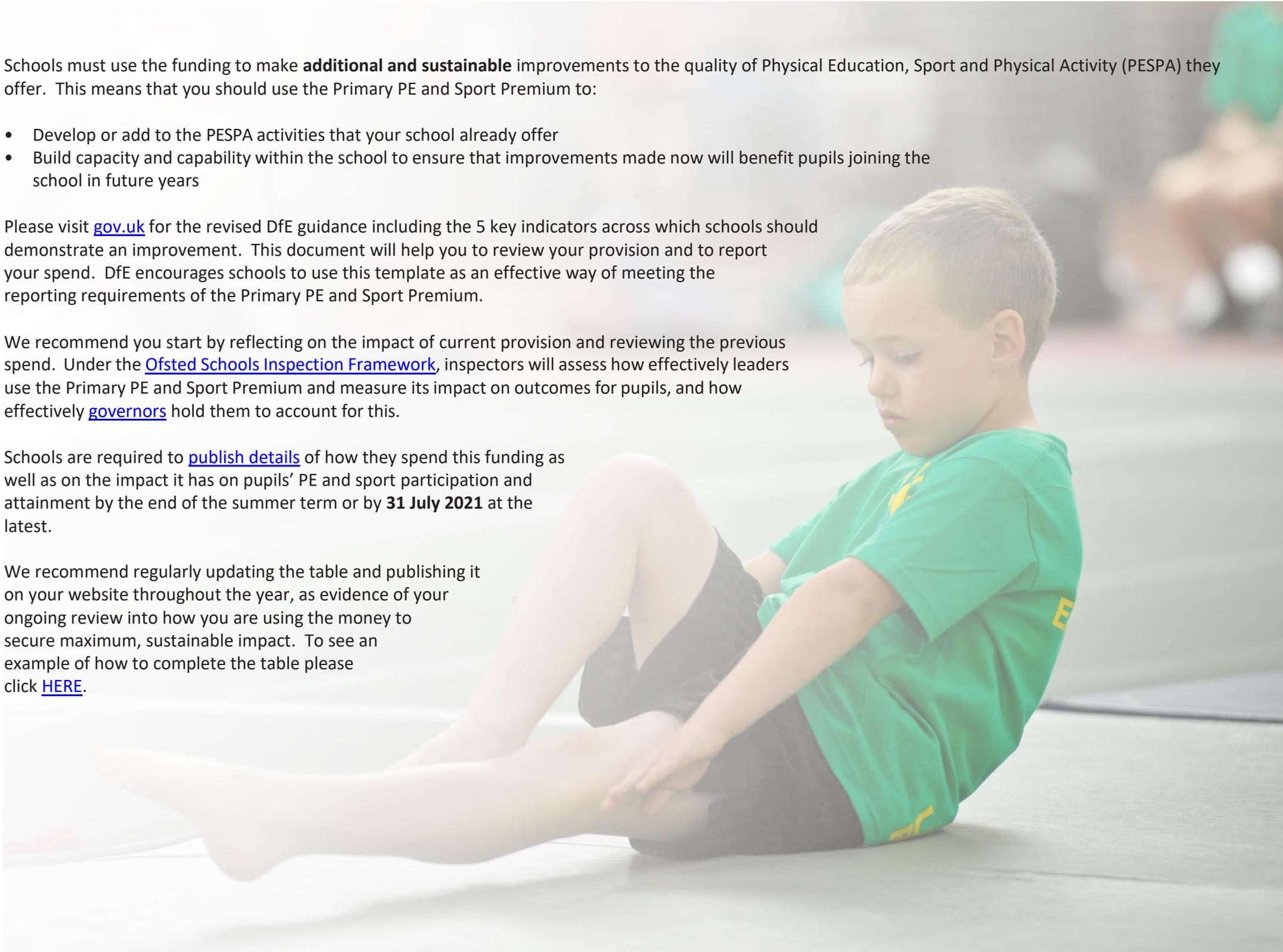
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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 by the end of the summer term or by **31 July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, 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: 2020-2021	Areas for further improvement and baseline evidence of need:
<p>SCHOOL LOCKDOWN FROM 20 MARCH HAD SIGNIFICANT IMPACT FOR THE SECOND HALF OF THE PLANS AND BUDGET.</p> <p>Key Indicator 1:</p> <p>Whilst in school: The amount of PE curriculum time is a minimum of 2hrs per week. Home schooling PE was adapted and continued. Swimming continued at 1 full hour each session High rates of participation in competitive sports and clubs JD play monitors choose appropriate active equipment for each breaktime and lunchtime session 100% participation in hikes throughout JD before lockdown – many talked about walks/exercise with family within lockdown.</p> <p>Key Indicator 2</p> <p>Pupils aspire to represent the school - dodgeball/gymnastics competitions attended with pride and sportsmanship. More competitions were booked- cancelled due to lockdown. Integration with Main school sports raises aspirations PE and sport used to promote our Christian Values- sportsmanship Head of PE – high profile – adds importance in eyes of pupils.</p> <p>Key Indicator 3</p> <p>Support for Lower KS2 teacher provided from expert staff, continued with virtual activities in lockdown.</p> <p>Key Indicator 4:</p> <p>Lockdown impact - rebooking for this academic year when restrictions lift.</p>	<p>*PHYSICAL EQUIPMENT IN PLACE FROM PREVIOUS YEAR HOWEVER NO CHANCE FOR IMPACT DUE TO LOCKDOWN, THEREFORE THE FOLLOWING TARGETS REMAIN IN PLACE.</p> <p>Raise the profile of inter-house competitions and house colours awards. Increase the range of inspirational sports and activities – aiming to inspire lifelong participation and excitement in the least inspired pupils. Help more pupils experience winning/improving/losing in competitive sports to help build confidence and acceptance.</p> <p>This year’s targets:</p> <p>Inspire pupils to develop non-contact games during the pandemic. Allow pupils more chances to develop individual skills and achievements, including those linked with leadership.</p> <p>JD also aim to:</p> <p>To raise the independence level of pupils bringing kit and equipment. To ensure appropriate kit is brought in for all activities.</p>

<p>Key Indicator 5:</p> <p>Lockdown Sports Day reinstated competitive sports and house pride. Interhouse competitions started strongly - Intra school sport- participation 100%.</p>	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	Data from 19/20 due to Covid 93% (previous year 93%)
What percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	Data from 19/20 due to Covid 80% (previous year 86%)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not able to measure due to lockdown in March 2020.
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?	N/A this academic year due to Covid – none spent

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: 2020/21		Total fund allocated: £16,620 + (£3969) = £20,589 Spent: £9728.99 Carry forward: £10,860.01	Date Updated: July 2021		
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				Percentage of total allocation: %21% (8% spent)	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>JD hiking days to ensure all pupils experience and have challenges in the natural environment. Aim to build fitness, resilience and confidence in the outdoor environment, and to promote and develop lifelong healthy habits.</p> <p>Develop mapwork skills Broaden experience – specific to our cohorts – Safe, low risk Covid risks e.g. More rural, adventurous terrain. Medical bags for ease of access.</p>	<p>Planning time, hiking days, support staff and transport provision to enable point to point walks. Safe, low Covid risks- adventurous opportunities to be reviewed termly for location and risks.</p>	£1,715.02	<p>Hikes completed in low risk Covid areas: Thornham To Hunstanton Beach Bourne Woods Borough Hill Fort Hunstanton x2</p> <p>Pupils gained a real sense of achievement and developed their confidence and self-belief through genuine challenge in unfamiliar environments. Pupils inspired during lockdown – JA- family went to look at Roman ruins in hike location/AR returned to Hills & Holes for a family walk. Map reading skills opportunity for JD2 at Borough Hill Fort. Hunstanton trip for JD1 exposed children to new experiences (sandcastle building, crabs, rockpools, walking on beach).</p>	<p>Long term sustainability into adulthood by establishing positive habits and experiences now. Aiming to inspire pupils with new experiences.</p> <p>Our intake includes pupils who have limited experience of outdoor activities, playgrounds and the countryside.</p> <p>Routes and risk assessments are in place for future use.</p>	
Maintain pupil physical activity during	Playground resources selected		Repair and replacement of playtime site	Continue staff placement on the	

<p>the school day by ensuring provision of engaging equipment- tyre park repair, , table tennis bats and balls. Add additional equipment to the Trim trail and existing trim trail to be serviced. Staff member on the yard encouraging pupils to be active – especially focussed on those pupils with poor habits. Staff member to support child led games when space allows in the Summer Term.</p>	<p>and chosen by pupils on a daily basis dependent on weather – team of pupils responsible changes termly. Opportunities for children to be involved in the organisation of matches and referee.</p>	<p>£2,307.25</p>	<p>equipment- tyre park. Trim Trail service charge paid for three years. Responsibility and respect – pupils mow grass, mark lines (purchased paints) and maintain football pitch. Referee opportunities to inspire different roles in sport and increase respect for players – not achieved as much as we would have wished due to Covid restrictions. New sports equipment purchased along with shed organisers (bags, tags etc)</p>	<p>yard for 21-22 cohort to build life-long habits both physically and socially. Help with game suggestions with both equipment and creative. Equipment purchased to be used long term – sticky catchers asked for every breaktime and the circus skill sets have exposed new skills from all age groups (e.g. HF has been determined to improve from 2 balls to 3).</p>
<p>Engaging in activity with the focus on enjoyment and breaking down barriers to enjoying sport.</p>	<p>Ceilidh band working in school with pupils to teach dances and inspire pupils to ‘have a go’. To be reviewed on a termly basis.</p>	<p>Not Spent</p>	<p>Not able to happen due to Covid – rebook for 21/22</p>	<p>Carry over to next academic year for impact and inspiration. Contact details are in place for future use.</p>
		<p>£4,022.27</p>		

<p>Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>25% (4% spent)</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>To ensure pupils feel proud and rewarded for participation in sports and activities.</p>	<p>Use reward assemblies to best advantage including taking the trophies home for photographs. Engrave trophies for house events – build upon school history.</p>	<p>£82.34</p>	<p>Pupils attend Full school assemblies to receive sporting trophies in front of 800+ students, as well as existing presentations at JD. Children feel proud of their achievements are shared with peers.</p>	<p>Engraving impact for long term recognition.</p>
<p>Add additional equipment to the Trim trail and existing trim trail to be serviced.</p>	<p>Popular trim trail will be extended and a more variety of apparatus used. Child lead decision making with links to analysing data and</p>	<p>Not Spent</p>	<p>Already popular trim trail will give new challenges to older pupil within the cohort.</p>	<p>Not possible due to installation fees and Covid restrictions. Reviewed sustainability – a rotating, off balance piece of</p>

<p>To use memorable sports experiences as a stimulus in class lessons.</p>	<p>leadership.</p> <p>Sports used as a focus for writing work, linked to science and health and promoting wellbeing and healthy lifestyles.</p>	<p>In House</p>	<p>Evidence in writing books and how pupils are able to talk about experiences. Cultural capital for accessing descriptive writing, reading comprehensions etc.</p>	<p>equipment would allow more variety in the playground and benefit a larger variety of needs.</p> <p>English lessons have been more successful due to the physical seeing, touching of objects such as sand when described.</p>
<p>Give House sporting events a higher profile.</p>	<p>JD staff to wear House coloured T-shirts to promote Houses at sporting events e.g. Sports Day/Inter House Competitions.</p>	<p>£50</p>	<p>Staff/pupils/parents hear about House sporting events in advance and support for the houses is present where possible.</p>	<p>Long term clothing – Clearly representing houses and easy for pupils to find House member of staff.</p>
<p>Bluetooth Speaker (waterproof) to aid dance and physic activity both inside and out.</p>	<p>Bluetooth speaker purchased, protective case purchased, appropriate music playlist created and used for both PE sessions and playtimes. Break time dance club- “Break Dance.”</p>	<p>£200 (19-20 budget)</p>	<p>Pupils enjoy dance and free-movement as well as exposure to a variety of dance/music styles.</p>	<p>Requests for music on the playground, allowed children to share own music choices too (adult supervision). BR chose ‘Lofi’ which sparked positive conversations and introduced to peers.</p>
<p>Hopscotch markers to increase coordination and improve the ground space on the yard.</p>	<p>Two variety of hopscotch markers are installed and children lead teaching of use to each other.</p>	<p>£438 (19-20 budget)</p> <p>(£770.34)</p>	<p>Coordination skill of pupils improves and hopscotch markers encourage inventive play.</p>	<p>Peer teaching of games to play using the hopscotch markers and objects such as beanbags.</p>

<p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 17% (18% spent)</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Sports Premium Co-Ordinator: processing and leading – initiating new</p>	<p>Co-ordination of schemes of learning for JD1 department-</p>	<p>£3,788.54</p>	<p>Making sure all children take advantage of the opportunities to engage in games</p>	<p>CPD- Use in house specialist PE department to upskill JD team to</p>

<p>sports – seeing events are in place, role in JD1 PE , playtimes, hikes, sports events.</p> <p>TA – support hikes, trips to competitive sports events and playtimes.</p>	<p>based PE.</p> <p>Co-ordinating curriculum links between PE taught by JD staff and main school PE. Planning and organisation of additional activities.</p> <p>Evaluation and assessment of quality of provision.</p> <p>Planning next steps to ensure challenge and progress.</p> <p>Co-ordinating and providing CPD/Investigate if staff would like further training, if so which areas.</p> <p>Co-ordinating the curriculum links between PE taught by JD staff and main school.</p> <p>Sports board regularly updated in JD.</p>	<p>£3,788.54</p>	<p>at breaktime.</p> <p>Liaise with PE HOD to ensure quality of provision is as expected and JD department lead PE compliments and improves skills within main school PE.</p> <p>Additional activities are planned, organised and recorded successfully, communicating with main school staff where necessary.</p> <p>CPD is suggested and offered to staff in JD. Sports board regularly updated in JD.</p>	<p>widen knowledge and skill set. KB to attend PE with JD1 to gain skills.</p> <p>Katie to introduce “Break Dance” sessions – short dance lesson at break times – 21-22</p> <p>KB to lead PE Dance in 21-22.</p> <p>Children have been proud and proactive to send achievements for the Sports Board</p>
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<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 20% (4% spent)</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>To challenge those already meeting the basic requirements of swimming to extend their skills even further; and to</p>	<p>Additional pool time, transport and specialist coaching</p>	<p>Not spent</p>	<p>Unable to take place due to Covid.</p>	<p>Once assessed current cohort, keep TA in the water or pool side to increase confidence due to</p>

<p>support intervention groups. All to be reviewed termly based on Covid restrictions. Possible Summer Term activity at outdoor pool e.g. Bourne Outdoor Pool.</p>	<p>Expand the session from 45 mins to a full hour with a view to build fitness, stamina, resilience and self-esteem</p> <p>Bring life preserving skill into sessions for year 5 and 6 pupils</p> <p>Challenge pupils by use of diving pool deep water for able swimmers</p> <p>TA in the water to model and reduce language barriers. Increase confidence for non-swimmers.</p> <p>To review ready for summer term.</p>			<p>limited exposure to swimming with lockdowns.</p>
<p>Athletics experiences: Use running track for JD pupils at least once during the summer term to provide sporting experience</p>	<p>Planning, fees, transport and staffing with dates agreed at centres. Designing/instigating the activity program tailored to the needs and aspirations of our cohorts. Each child to show progression and improvement with specific skills. To be reviewed termly based on Covid restrictions.</p>	<p>Not spent</p>	<p>Unable to take place due to Covid – rebook 20/21</p>	<p>Unable to take place due to lockdown - reassess for current cohort – 21/22</p>
<p>All pupils to participate and engage in Climbing (Rock-Up) and The Cave Bus experience.</p>	<p>Planning, fees, transport and staffing with dates agreed at centres. Designing/instigating the activity program tailored to the needs and aspirations of our cohorts. Support from all other</p>	<p>Not spent</p>	<p>Unable to take place due to Covid – rebook 20/21</p>	<p>Unable to take place due to lockdown - reassess for current cohort 21/22</p>

Children to participate with “Tree Top Experience at Go Ape, Thetford Forest	peers for those out of their comfort zone.	£897.84 (£897.84)	Allow children a safe space to experience an activity out of their comfort zone. Sense of pride and determination to succeed throughout.	Trip to Go Ape had a high impact on children’s self-belief and determination. Sense of pride and personal achievement was evident especially for those hugely out of their comfort zone – tears and worry lessened as their confidence grew. “This was the best school trip ever.”
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Key Indicator 5: Increased participation in competitive sport				Percentage of total allocation: 17% (4% spent)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Team(s) to participate in ‘School Games’ competitions when they resume, potentially Summer Term 2021	PE/JD staff – organise and implement trip off site. Rearranged timetable to accommodate dodgeball competition for the first time, helping prepare students for competitive dodgeball which is played in the main school.	Not Spent	Track numbers and individuals to ensure high participation rate. Teams participate in various competitive events when Covid restrictions lift.	Not possible due to Covid – get in touch with “School Games” in new academic year to see 21/22 plan.
Team participate in gymnastics competition when Covid restrictions lift.	Specialist Gymnastics coaching. Transportation and staffing for events.	Not Spent	Pupils participate fully– showing leadership, sportsmanship and athletic ability.	Not possible due to Covid – get in touch with gymnastic coach in new academic year to see 21/22 plan.
All pupils to take part in competitive sport through JD specific inter-house Sports Day	Site provision, line marking and support from PE specialists, planning time by HOD PE,	£250	All pupils feel valued in their houses and sports day badges are awarded for 1 st , 2 nd and 3 rd places for each race. All extra	Pupils proud of their achievements both before (line markings, grass cut) and after Sports Day. Badges

	additional staffing and site preparation, badges awarded for races, prizes as needed.		equipment/preparation time required on the day is available.	purchased and equipment organised. House spirit was strong with cheering and sportsmanship evident.
All pupils to participate in inter house competitions throughout the year – contributing to whole school outcomes	PE specialist staff – organise and implement a range of competitions across the curriculum.	In House	Inter House competitions can take place within restrictions guidelines and all pupils feel proud to compete for their house.	Celebrations in class assemblies highlighted achievements alongside trophies engraved and placed in the sports trophy cabinet.
To allow able swimmers to experience competing in a swimming gala when Covid restrictions lift.	Time for gala selection built into new longer lessons. Pool hire and training session prior to gala to practice and unite the team.	Not Spent	Gala team attend the gala with sportsmanship and confidence. The team experience a competitive swimming gala.	Not possible due to Covid – get in touch with Swimming Club in new academic year to see 21/22 plan.
Facilitate and promote participation in Fencing, Gymnastics and Karate clubs when Covid restrictions lift.	Clubs promoted, club letters handed out, pupils delivered to after school clubs safely and promptly.	In House	All pupils are aware of the afterschool clubs offered and are clubs are well attended.	Not possible due to Covid – get in touch with coaches in new academic year to see 21/22 plan.
Pitch and Putt activity at Ferry meadows to give exposure golf, allowing all children the opportunity to experience a new competitive sport.	Transportation and staffing for events. Trophies awarded for achievements.	Not Spent	100% participate in Pitch and Putt, statistical analysis shows pupils are improving over time.	Not possible due to Covid – plans in place to revisit idea for 21/22 depending on new cohort needs.
All children take part in a competitive sport against their peers.	Track participation of competitive sport	In House	Tracking shows an increase in participation – Measures taken from 2018-2019 for more accurate analysis (non-lockdown year).	All children participated in Inter House competitions and Sports Day however external competitions were not able to take place

(£250)