

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department
for Education

Created by



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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 2022. 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	£6338
Total amount allocated for 2020/21	£26,116
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19850
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,850

Swimming Data July 2022

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?	69%
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	69%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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

PE Premium Spending Action Plan– 2020-2021

<p>Fundamental Aims In response to the impact of children’s varied experiences during the lockdown and schools closure the PE and Sport premium grant will focus on the 5 areas below.</p> <ul style="list-style-type: none"> - Wellbeing and enjoyment of sport - Transformative experiences offered through sport - Productive play during breaks and lunchtimes - The learning of core values through sport and physical play - Development of the whole school outdoor curriculum 	<p>PE and Sport Premium Key indicators</p> <p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport</p>			
<p>Context of action plan in relation to previous year’s spending</p> <p>Over the last two years there has been a significant focus on Key indicators 3, 4 and 5. During this time the school has developed a more consistent approach to the teaching of PE through the use of Get Set 4 PE planning and a more established curriculum map for covering the PE curriculum. A significant proportion of the spending has been directed towards establishing new sports through training and acquisition of equipment (handball, basketball, netball, volleyball, badminton). There has also been considerable investment in increased participation in competitive sport. This has been through payment for events, staffing to take children to cluster and county competitions and most recently the running of competitions at Ashleigh. This legacy of spending over the past 2 years has established a broader PE curriculum which allows us to now focus on the fundamental aims noted above. The action plan below outlines these in more detail and sets a focus on key indicator 1, recognising the importance of regular physical activity and sport to children’s wellbeing and mental health.</p>				
<p>Core values to be developed through sport and physical activity</p> <p>Collaboration, critical thinking, responsibility, resourcefulness, resilience, communication, risk taking, trust and self-belief</p>				
<p>2020-21 Budget</p> <p>£19850</p>	<p>Money brought forward</p> <p>£6338</p>	<p>Total spend available</p> <p>£26,188</p>	<p>Total Spent</p> <p>£26,116</p>	<p>Remaining budget</p> <p>£0</p>

Actions, focus and intended impact on pupils	Link to PE and Sport premium key indicators	Spending	Budget Allocated	Dates	Tasks and allocation	Rational	How to measure the impact
Challenge Week. An event set up at during the autumn term to allow all children to experience risk taking, collaboration and success through outdoor and adventurous sports. Including rock climbing, archery and forest schools. (almost like an at home residential trip)	Key indicator 1	£0	Due to Covid restrictions event cancelled – planning moved over to 2020-21	Dependent on Covid restrictions. Ideally autumn Term 1	research costs of hiring climbing wall, archery, team building, forest school challenges. LW to report to KF	Study by Learning Away in correlation with University of Cumbria highlights the impact of residential trips of year 6 SATs levels http://learningaway.org.uk/wp-content/uploads/Learning-Away-Comparative-Research-Report.pdf	NB – due to covid-19 restrictions this has been postponed. Funding kept aside to await the possibility of a similar event in summer to tie into sports week.
Provision of forest school and outdoor learning for all children. Training of two members of staff to forest school level 3. To allow regular forest school sessions. To establish this as a key part of our offer for children in certain year groups.	Key indicator 1 Spending split 50/50 with PP budget for training and supply cover	Supply costs for October training paid for through PP funding £1240 – Forest School resources (two whole class kit sets for reception and year 3 to avoid sharing of tools during Covid restrictions) £800 – supply cover for training	£850 – training including supply cover for February training day £100 NC outdoors SOW £150 books and academic resources £1500 resources (new tools, ropes, tarpaulins, cooking equipment) £500 release time for PE lead to create action	Training begins Oct 2020, 3 members of staff LW, LL and LE on training initially. Spending from previous years PE budget for initial training.	Booking staff members onto course Meeting with JR to discuss previous action plan and successes (LW arranged) Forest school and outdoor learning action plan (EB) Purchase the national curriculum outdoors books.	Summary of case study findings in Wales 2003 click here A participatory evaluation of Forest School in England and Wales 2009 click here SIPD wellbeing focus Year 3 and year R will be able to carry out weekly Forest School sessions during Autumn Term 1 and 2, Spring term 2 and Summer term 2 (120 children receiving regular forest school sessions – equipment will allow us to extend this to other year groups in 2021-22)	3 members of staff fully completed training Performance management targets for staff attending training Action plan in place for 2021-22 outlining staffing and impact

			plan for 2021-22 outdoor learning				
<p>Each year group having the opportunity to have specialist provision/experience of sport or coaching.</p> <p>EYFS – Year 1 – Dance (chance to create a public performance through slanted dance) Year 2 – Karate (all children working towards red belt) Year 3 – Forest school Year 4 – Swimming Year 5 – Dance (slanted Dance anti bullying workshop) Year 6 – sailing??</p>	<p>Key indicator 1 Key indicator 2 Key indicator 3</p>		<p>Year 2 Karate - £1000</p> <p>Due to Covid restrictions all external providers paused for this school year. Focus has instead been placed on high quality sports provision at lunch and break times.</p>	<p>Spring term 1 for Karate</p>	<p>Arrange sport experience for EYFS and year 6 (Tennis?)</p>	<p>Impact assessment to be carried out by PE lead in conjunction with year group teachers to look at continuing funding for previous coaching arrangements.</p> <p>Very positive feedback on provision of Karate from children teachers and parents.</p> <p>PE lead observed 2 Karate sessions over the last year, high levels of engagement and involvement, over last 3 years all children in year 2 have achieved a red belt.</p>	<p>Child voice and engagements</p> <p>Number of children signing up to joining Karate club outside of school.</p> <p>Last year's cohort had 6 of the 60 children sign up for Karate.</p>
<p>Establishing productive play at lunch breaks.</p> <p>Initially Creating 4 separate productive play zones</p> <ul style="list-style-type: none"> - Fitness (skipping, weighted hoops, action cards, mini bounce trampolines, etc.) - Circus skills (juggling, scarf, diablos, stilts etc.) - Basketball – new balls and storage for basketball area <p>Next step would be for Dance, Gymnastics, football and EYFS zones in 2021-22</p> <p>Establish these as clubs – to be run</p>	<p>Key indicator 1 Key indicator 4</p>	<p>Norwich Community Sports foundation</p> <p>£15,360 for lunch time clubs during summer term 1 and 2. Also provision of extra PE lessons and CPD during summer term 1 and 2.</p> <p>Monitor impact during</p>	<p>Fitness zone equipment £625 Circus Zone equipment £238 Basketball zone equipment 400 Storage including shed £1300</p> <p>Staffing – lunch time play lead/support £16,000</p>	<p>Autumn Term 2 for all equipment to be ordered, labelled and stored.</p> <p>Advertise for play lead post to start after Christmas</p>	<p>Look at play options offered at other schools. Read/report back on research into impact of productive play on attainment, behaviour and attendance (possible action research project – LW to look at funding options)</p>	<p>Observations from Autumn term 1 show that significant numbers of children are finding independent play at lunch times challenges. This had led to behaviour issues, particularly in upper KS2. Observations over this half term show around 75% of children are engaged in physical play at lunch times. This is slightly higher for year groups 1-5. The current break time provision allows for year 5 and 6 to use the football pitches. Younger children are able to use a small collection of hoops, bats and balls provided</p>	<p>Weekly monitoring of number of children using new play zones.</p> <p>Yearly comparison on behaviour incidents</p> <p>Pupil voice – interviews with groups of children</p>

<p>alongside other non sport based clubs at lunch time (art, Lego, computer etc)</p> <p>Moving all football to bigger field – staffing implications, extra MSA to cover filed?</p>		<p>the summer term with the possibility of using CSF to run CPD in Autumn Term 1</p>				<p>by MSAs.</p> <p>CSF – daily lunch time support using 2 qualified coaches working on a rota with different classes. Each class also offered 3 extra PE sessions to support staff CPD and children keeping active following closure of all sports clubs outside of school during second lockdown. Equipment costs carried over to 2021-22</p>	
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<p>Early morning healthy workout club</p> <p>Club established to support children who may find transition into school challenging and or reluctant in sport.</p> <p>Children offered the chance to arrive 20 minutes early to participate in a HITT workout with a teacher/healthy breakfast</p>	<p>Key indicator 1</p>	<p>Offer made to some PP children alongside forest school club?</p>	<p>Small budget for food (fruit and smoothies)</p> <p>Possible release time to cover staff delivering.</p> <p>£500 to include staffing cover, initial equipment and ongoing food and drink costs</p>	<p>Spring term 1</p>	<p>LW to meet with SLT to discuss possibility</p> <p>Children identified as those finding it challenging to come into school/reluctant in PE sessions</p>	<p>To increase numbers of children engaged in regular physical activity</p> <p>To provide a healthy breakfast</p> <p>To promote wellbeing and positive mental health through sport</p> <p>To target children reluctant to participate in PE lessons.</p> <p>Carried over to 2021-22 as Covid restrictions prevented cross bubble exercise clubs</p>	<p>Participation levels</p> <p>Feedback from teachers regarding how children settle back into class</p> <p>attendance</p> <p>Number of reluctant children then going on to use an afterschool club.</p>
<p>Internal competitions in place of cluster or county competitions.</p> <p>Autumns term 2 – cross country running class</p>	<p>Key indicator 5</p>	<p>£0</p>	<p>£250 release time and equipment costs</p> <p>No events</p>	<p>Aut 2</p> <p>Spring 1</p> <p>Summer 1</p>	<p>LW to organise autumn term 2 event</p> <p>CS to organise</p>	<p>To maintain levels of participation in competitive sport we will run 2 school wide class PE competitions alongside termly intra house</p>	<p>Numbers of children involved</p> <p>Social media coverage</p>

Spring Term 2 – skipping competition Summer Term 1 – sports day (multiskills competition)			taking place due to Covid – internal competitions held at no additional cost. All children competed in intra house competitions.		skipping event with playtime leaders	competitions.	Pupil voice
Home learning and whole school fitness drive All children to be given a skip2bfit skipping rope to use at home during lockdown, plus an additional class set to be purchased for when they return. Whole school skipping challenge linked to fundraising and weekly assemblies with the whole school skipping. Videos to be put online of teachers challenging themselves to the two minute challenge.	Key indicator 1 Key indicator 4	£3,200 for all skipping ropes				To allow all children to compete and challenge themselves whilst at home. To be sent out alongside a book and additional reading resources for PP children. To create a whole school community sports project from home.	Numbers of children involved
Extra PE equipment Including school line markings, insurance checks and subscription to FA, local football league etc.	Key indicator 1 Key indicator 3	£369.63 footballs for PE lessons £2071 – general PE equipment	£1500		all PE spending to be approved and checked against action plan.	To maintain a broad and balanced PE curriculum with high quality equipment. Include a spending for outdoor sports equipment to be used by Thrive practitioners.	Participation levels
Resources to encourage daily physical activity and physical play in EYFS All children to have the opportunity to develop gross motor skills through play. Equipment used to	Key indicator 1 Key indicator 3	£1059.50 on bikes, trikes and scooters for nursery. £1799.64 on trim train	£2850		LW to talk to EYFS team about need for physical development following second lockdown. Agreed focus on	Developing opportunities for gross motor development and physical activity built around challenge in the outdoor area.	Participation levels

refocus outdoor area on physical play		equipment for Reception			children being inspired to play and be active outside.		
Sensory circuits for SEND children Equipment costs	Key indicator 1	£288.59	£300		AW to select resources LW to order.	To allow for daily sensory circuits for selected children with SEND and to be used as a resource for children in EYFS and KS1 with issues with gross motor skills.	Participation levels

PE Premium Spending Action Plan **July** – 2021-2022

<p>Fundamental Aims In response to the impact of children’s varied experiences during the lockdown and schools closure the PE and Sport premium grant will focus on the 5 areas below.</p> <ul style="list-style-type: none"> - Wellbeing and enjoyment of sport - Transformative experiences offered through sport - Reintroduction of competitive Sport at Ashleigh - Development of the whole school outdoor curriculum 	<p>PE and Sport Premium Key indicators</p> <p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport</p>			
<p>Context of action plan in relation to previous year’s spending</p> <p>Last year’s action plan was built around the need to provide opportunities for wellbeing, recovery and a return to regular physical activity through PE. Much of the focus was on training 3 teachers to be Forest School level 3 leaders (the course continues this year) alongside the provision of lunch time coaching and extra PE sessions provided by Norwich community Sports Foundation. As we move back into a more normal year of PE we will shift this focus. This year we will be looking at providing a broad and balanced curriculum with opportunities for engagement through activities such as Karate and Sailing and a focus on reintroducing competitive sport and improving our offer of specific sports such as gymnastics.</p>				
<p>Core values to be developed through sport and physical activity</p> <p>Collaboration, critical thinking, responsibility, resourcefulness, resilience, communication, risk taking, trust and self-belief</p>				
<p>2021-22 Budget</p> <p>£19850</p>	<p>Allocated in budget to date</p> <p>-</p>	<p>Total spend available</p> <p>£19,850</p>	<p>Total allocated</p> <p>£20,544</p>	<p>Remaining budget</p> <p>£0</p>

Actions, focus and intended impact on pupils	Link to PE and Sport premium key indicators	Spending	Budget Allocated	Dates	Tasks and allocation	Rationale	How to measure the impact
<p>Karate Sessions for children in year 2 and year 3</p> <p>All children working towards red Belt.</p>	<p>Key indicator 1</p> <p>Key indicator 2</p> <p>Key indicator 3</p>	<p>Year 2 Karate - £1000</p>	<p>£1000</p> <p>Spring term 1 in year 2 – unable to book for year 3 until the summer.</p>	<p>Spring term 1 for Karate in year 2</p> <p>Summer term 1 for Karate in year 3</p>	<p>Book instructors – LW complete</p>	<p>Impact assessment to be carried out by PE lead in conjunction with year group teachers to look at continuing funding for previous coaching arrangements.</p> <p>Very positive feedback on provision of Karate from children teachers and parents.</p> <p>PE lead observed 2 Karate sessions over the last year, high levels of engagement and involvement, over last 3 years all children in year 2 have achieved a red belt.</p>	<p>Child voice and engagements</p> <p>Number of children signing up to joining Karate club outside of school.</p> <p>Last year's cohort had 6 of the 60 children sign up for Karate.</p>
<p>Establishing productive play at lunch breaks.</p> <p>First stage</p> <ul style="list-style-type: none"> - Reorder basic playtime resources (balls, bats etc) so there is a better offer in terms of physical equipment at play times. <p>Second stage</p> <ul style="list-style-type: none"> - Fitness (skipping, weighted hoops, action cards, mini bounce trampolines, etc.) - Circus skills (juggling, scarf, diablos, stilts etc.) 	<p>Key indicator 1</p> <p>Key indicator 4</p>	<p>£4092 including purchase of new basketball hoops</p> <p>£1800 Second stage resources</p>	<p>Basic PE equipment. £700</p> <p>Fitness zone equipment £650</p> <p>Circus Zone equipment £250</p> <p>Dance area £500</p>	<p>Autumn Term 2 for all equipment to be ordered, labelled and stored.</p>	<p>LW to meet with DL to create a list of equipment to order.</p> <p>Old MSA shed to be cleared out.</p>	<p>Observations from Autumn term 1 show that significant numbers of children are finding independent play at lunch times challenges. This had led to behaviour issues, particularly in upper KS2. Observations over this half term show around 75% of children are engaged in physical play at lunch times. This is slightly higher for year groups 1-5.</p>	<p>Weekly monitoring of number of children using new play zones.</p> <p>Yearly comparison on behaviour incidents</p> <p>Pupil voice – interviews with groups of children</p>

- Basketball – look into the option of permanent basketball hoops. Next step would be for Dance, Gymnastics, football and EYFS zones in 2021-22							
Community Sports Foundation Coaching	Key indicator 1 Key indicator 2 Key indicator 3	Year 5 Football - £1000	£1000	Spring and Summer Terms	LWh to monitor quality	Impact assessment to be carried out by PE lead in conjunction with year group teachers to look at continuing funding for previous coaching arrangements.	Progress in skills and knowledge of sport.
New team kit to be used for football teams in year 4,5 and 6	Key indicator 5	673.08	673.08	Autumn 1	KF to order kit – completed LW to arrange football fixtures Little Melton – Completed Cringleford – Completed.	To allow year 5-6 football teams to compete in schools FA league. To allow year 3 football team to play friendlies vs little Melton and attend the Little Melton May fair tournament. To allow year 4 and 5 to play friendlies vs Cringleford to be arranged at Ketts Park.	Number of children representing the school – working towards all children representing Ashleigh in sport during their time here.

Internal competitions in place of cluster or county competitions. Autumns term 2 – cross country running class Spring Term 2 – skipping competition Summer Term 1 – sports day	Key indicator 5	£250	£250 release time and equipment costs	Aut 2 Spring 1 Summer 1	LW to organise autumn term 2 event – completed. CS to organise skipping event with playtime leaders	To maintain levels of participation in competitive sport we will run 2 school wide class PE competitions alongside termly intra house competitions.	Numbers of children involved Social media coverage Pupil voice
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(multiskills competition)							
Balance bikes and pedal bikes for EYFS and KS1 with helmets and resources.	Key indicator 1 Key indicator 2 Key indicator 4	£4729	£4729	Summer 2	Order Sumer 2	To improve children's abilities, expose them to a wider range of activities and develop core strength and balance.	Numbers of children involved Pupil voice
Purchase of new daily mile/cycling track.	Key indicator 1 Key indicator 4	£7000	£7000	Summer 2	Order Summer 2	To improve the quality of playtime provision for KS2 children to encourage regular physical activity.	Numbers of children involved Pupil voice

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