

# 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](#).

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## Caister Junior School

### Evidencing the impact of the Primary PE and Sports Premium 2021-2022

#### Key achievements to date (September 2021): Areas for further improvement and baseline evidence of need :

- Curriculum offer has been developed to deliver appropriate Covid-19 safe PE lessons when schools re-open.
- Developed a lesson structure which prioritises physical and emotional rehabilitation of children following long periods of potential inactivity and isolation (during school closure).
- Audit of PE equipment completed and new equipment purchased to ensure children have best possible experience.
- Children have been offered opportunities to participate in a broad range of developmental and competitive sporting opportunities, which has had a positive impact.
- An inclusive provision has been maintained, ensuring that SEND children are given opportunities to attend competitive and developmental sporting events, both in school and off site. For example, Hive/Acorns children participate in sports day as part of their classes.
- A broad range of extra-curricular sporting activities have been offered,  
giving children the opportunity to take part in a wide range of developmental sports, within the constraints of Covid-19 bubbles
- Sports Day planned to celebrate sport and offer all children an opportunity for competitive play
- Effective 'home learning' programme developed in response to the Covid19 school closure, offering children multiple opportunities to take part in physical activities at home whilst still feeling connected to the school.

**Areas for further improvement and baseline evidence of need:**

- Since Lockdown, children generally have had less opportunities to engage in physical activity. Some of children who have returned to school are less physically fit than before and some appear to have gained weight. We are aware that some children have stayed indoors for long periods of time . Increasing fitness levels will need to be a priority for school in September.
- Continue to address issues around obesity and low fitness levels through increasing participation in physical activities
- Increase amount of time for physical activities that ensure children 'get out of breath'.
- Introduce tennis to the PE curriculum
- Reintroduce outdoor learning and encourage and promote outdoor exercise in and outside of school
- Develop lunch time sports provision through offer and equipment (OPAL)
- Achieve Gold National Sports mark.
- Continue to offer out a range of after school clubs to increase fitness levels

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.

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?	82.5% (71/86)
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?	82.5% (71/86)
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?	82.5% (71/86)
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

Academic Year: 2021/2022	Total fund allocated: <b>£43,812</b>	Date: September 2021		
Key indicator 1: Increase engagement of all pupils in regular physical activity				
Intention	Implementation	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
Increase opportunities for all children to engage in physical activity	Offer after school clubs that develops fitness levels – target families who are not engaging and invite to join.	£300	Increased fitness levels for all – more children able to complete the daily mile	Teachers to continue to provide after school clubs for all children and those identified as not engaging.
	Subsidise clubs for disadvantaged families/those with more than one child PE leader to identify key children who are at risk of obesity – programme implemented to address issue.	£300	Observations of PE lessons show that children are being physically challenged  Monitoring of after school clubs show that nearly all children take part in one club	Subject leader to continue to monitor lessons for adequate challenge and provide staff training where necessary. Walk to school week promoted and was successful with more families recorded as walking. Continue to promote walking/cycling and scootering. We also promoted people parking further from school.
	Introduce a running club as part of after school provision	£0	Children at risk of obesity identified – support in place to address risk	Running club was successful for a term for upper school children – some children competed in Norfolk Cross County competition.
	Introduce yoga to students	£100		

<p>All children encouraged to increase their fitness through internal house and external competitions</p>	<p>Increase amount of curriculum time dedicated to PE– additional PE lesson taught by teachers through Autumn and kept under review.</p> <p>Inter-house/external sporting tournaments/competitions throughout the year, for all children, ie: football, cricket, rounders, cross country, etc.</p>	<p>£100</p>	<p>External and internal comps to be organised.</p> <ul style="list-style-type: none"> <li>• Sports day organised – this year we hope to invite parents. Impact – development of social skills positive relationship building for life. Demonstration of leadership, teamwork and communication skills, alongside facing new challenges.</li> <li>• New sports equipment purchased, with impact of increased participation in lessons and improvement of skills, as more children have equipment that is fit for purpose.</li> </ul> <p>Improved participation in an active activity at breaks and lunch times.</p>	<p>Long term planning includes yoga in 2 year groups during PE and we ran a yoga club. All children have a full afternoon (2 hours) PE lesson weekly. Children come to school dressed in PE kit has resulted in no lost learning/physical activity time.</p> <p>All children participated in sports day and represented their house in at least two events each.</p> <p>Subject leader to work with staff to reintroduce inter-house competition alongside our use of the revised ‘team’ house system. A variety of children from different year groups have taken part in competitions and events outside school such as cup-stacking, basket-ball, tennis, girls and boys football leagues.</p>
<p>Children engaged in high quality play/regular activity throughout lunchtime break to increase: mental</p>	<p>Buy in OPAL advisory service for planned play (break and lunch) focus activities – high quality provision</p>			<p>This is an area to continue to explore and implement.</p>

<p>wellbeing, team building and communication; balance, co-ordination and core strength; skill, tactic and to encourage pupils to independently design and build.</p> <p>All children will have access to active games throughout lunchtime. Playground will be appropriately resourced</p> <p>Playground large play areas replaced with wheelchair accessible element Purchase play equipment and redesign KS2 playground.</p> <p>Lunch time nurture activities and Buddies to include physical activity daily to ensure all pupils are</p>	<p>Develop the playground. MSA/LSA's to continue to lead active games in zoned areas of the playground- monitor to see if top up of training is needed. New resources will be purchased taking into account any issues brought up in the P.E. equipment audit</p> <p>New adventure climbing tower to be purchased</p> <p>Play activities planned into sessions with social and physical needs of all pupils being met.</p>	<p>£1,200</p> <p>C. £30,000</p>	<p>More children engaging in meaningful play and learning with less behaviour incidents recorded as a result.</p> <p>Children will fully engage in organised games. Children will take on the responsibility of leading games and activities.</p> <p>Climbing, balancing, teamwork and strengthening opportunities for pupils to be maximised.</p> <p>To develop physical and sportsmanship skills during shared play and sport activities</p>	<p>New play equipment games purchased. Continue to develop training for MSAs/LSAs to lead group activities.</p> <p>New large adventure playground researched and designed by school council with views from wider school. When weather permits 90% of the children access daily.</p>
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participating in active play.				Indoor classroom allows children to access games, interactions, and pastoral support daily. Wellbeing Ambassadors provide small focused activities and initiatives to develop mental wellbeing. Provided by the We Will Programme by Ormiston Families.
Key indicator 2: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
To ensure that newly qualified teachers are confident teaching PE	ECT and 2nd year teachers to work with PE leader to deliver a sequence of PE lessons Planned time for PE leader to observe quality of teaching in PE CPD for ECTs	£665		Subject leaders to continue working with staff to ensure confidence in teaching PE.
Schemes of progression and skills to be implemented fully	Get Set for PE scheme to provide progression framework for skills in PE teaching	£400	Provide lesson support and assessment	Scheme continues to be vital to how we see our PE curriculum being taught and will continue to be taught going forwards.
P E Subject Lead monitoring for impact of PE teaching and learning on outcomes and planned curriculum	Planning and assessment review against curricular goals. Lesson study.			This area needs to be developed, Get Set 4PE provides assessment and subject leaders using this to inform own assessment within PE.
Sports Lead to provide CPD and attend meetings at Partnership School,	Termly meetings with SDCC for Partnership Lead Teacher to attend.	£0		Subject leaders to continue to seek additional support through local connections and federation.

cascading information to staff				
Key indicator 3: Broader experience of a range of sports and activities offered to all pupils				
Introduce inclusive sports such as sit-down volleyball, archery and curling in school	Purchase resources to enable inclusive sports to be taught	£1,000	Curling, archery and indoor volleyball is being taught as part of curriculum All children in Y5 and Y6 learn to cycle Broad range of clubs on offer after school	Curling and Archery used during activity mornings. Continue to plan for and implement inclusive sports into curriculum.
Subject leads supported by parent volunteers, tenable a wider age range to be taught and develop skills for competitions and tournaments				Parent volunteers worked staff providing running club and netball.
Swimming lessons to increase water safety once 25m has been achieved (Chiefly Y6). Where necessary, individual pupils to have additional support/time.	Hire of coach and local pool for swimming sessions. Supply costs for teachers coaching. Certificates	£6,000	Number of pupils who can achieve swimming targets will increase and children in Year 6 will be water confident.	Additional swimming lessons accessed by those not achieving expected standard at end of Year 5. This was successful and children showed increased confidence and skill by the end of Year 6.
Key indicator 5: Increased participation in competitive sport				
Inter- house/ bubble competitions created	Arrange tournaments for the key sports/events being		Pupils can participate in sports competitions	Continue to develop inter-house competitions and involve

<p>enthusiasm and engagement for pupils and also involved parent referees.</p> <p>Facilitate a range of inter-school festivals and tournaments in a variety of sports so that all pupils can participate</p>	<p>covered in PE teaching, medals, trophies and certificates</p> <p>Transport cost to other schools Certificates, trophies and medals Attendance and participation events. Purchase of federation minibus to ferry children/teams to events etc</p>	<p>£3,750</p>	<p>that they might not otherwise be involved in, if they don't attend a club</p> <p>The number of pupils representing the school in competitions will increase</p>	<p>parents to increase engagement in the community.</p> <p>Purchase of minibus allows us to transport more pupils more regularly to local sporting events. First year we have had a Year 5/6 football team and entered a league.</p>
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