

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 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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Details with regard to funding

Please complete the table below.

Total amount allocated for 2021/22	£ 34,449
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£34,449

Swimming Data

Please report on your Swimming Data below.

<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 then 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>Dickleburgh</p> <p>Garboldisham</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 2020.</p> <p>Please see note above</p>	<p>92.8%</p> <p>90%</p>
<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>	<p>92.8%</p> <p>90%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>92.8%</p> <p>90%</p>
<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>	<p>Yes- Extra 6 weeks swimming to help catch children up.</p> <p>No</p>

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: 2021/22		Total fund allocated:		Date Updated:		
<p>Key indicator 1: The engagement of <u>all</u> 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</p>						
Intent	Implementation		Impact	Sustainability and suggested next steps:		
<p>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:</p> <ul style="list-style-type: none"> • The introduction PE Passport. • Staff training. • Assessment and gathering evidence. 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> • Talking to teachers and making sure they are confident using the app. • Slow implementation- <ul style="list-style-type: none"> ➢ Initial training ➢ Long- term PE plan made on PE Passport ➢ All staff received initial training ➢ Started by following lesson plans and taking pictures for evidence (Sept-Oct) ➢ Exploring assessment on the App (Oct-Dec) ➢ Using lesson plans, gathering evidence, tagging evidence and assessing outcomes and end of unit (Jan-Present) 		<p>Funding allocated:</p> <p>IT Equipment- £1343</p> <p>PE Passport- £619</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> • When talking to the PE Ambassadors it was lovely to hear the children talking so enthusiastically about their PE lesson. The children said that they have enjoyed all the different sports they have learned this year and they also spoke about how lessons run smoothly between the warm up, the input and the games part of the lesson. Class 6 spoke about how they feel that there's more opportunity for a competitive side to the lessons. <ul style="list-style-type: none"> • Can track children's progress throughout the year. • Enough evidence has been gathered to create a broad picture of PE at Dickleburgh. 	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> • Working closely with Garboldisham to make sure they are seeing the positive impact of PE Passport and their implementation is progressing smoothly. 	

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<ul style="list-style-type: none"> • Introduction of new sports in the school through using PE Passport. <p>Continue to:</p> <ul style="list-style-type: none"> • Raise profile of healthy active lifestyles within PE lessons and during other subjects. • Increase activity for every child, every day in line with Government activity level requirements. • Continue to provide 2 hours high quality PE for every pupil, every week. • Keep on using Bikeability. <ul style="list-style-type: none"> • Use of the running track in the 	<ul style="list-style-type: none"> • Buying the correct equipment to teach new sports; <ul style="list-style-type: none"> ➢ Tri-golf ➢ Dodgeball ➢ Lacrosse ➢ Flag Football ➢ Danish Football ➢ Volleyball ➢ Importance of having gymnastics apparatus has been highlighted- we have invested in new gymnastic equipment too. • New storage needed for all of the equipment needed. <ul style="list-style-type: none"> • Use of PE Passport. • Ensure high intensity workouts built into lessons throughout school. • SSP to deliver Bikeability training to Class 6 pupils. <ul style="list-style-type: none"> • Teachers take their children for a 	<p>New equipment- £8808.95</p> <p>Container- £3764.92</p> <p>£450- Bikeability</p> <p>-</p>	<ul style="list-style-type: none"> • Children have experienced a broad range of sports. • They have started to apply skills from previously taught sports and use them in new sports. <ul style="list-style-type: none"> • Children are very active in PE lessons and they are confident in what they are learning. They feel that they are always learning new skills and being challenged. • Children have increased confidence in road safety. • Awareness of healthy lifestyles. <ul style="list-style-type: none"> • Children enjoying using the 	<ul style="list-style-type: none"> • Make sure equipment is well maintained. • Complete storage container with suitable shelving to help store equipment safely and to make it easily accessible. <ul style="list-style-type: none"> • Continue to provide high quality PE lessons. • Activity levels will continue to be monitored. • Cycling initiatives completed and booked for new academic year. • Think about wheels to school week to encourage children to come to school without a car. • Always looking to adapt and buy new resources.
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<p>morning instead of morning exercises.</p> <ul style="list-style-type: none"> • Children have access to a range of outdoor equipment for use during playtimes. • New playground surface to encourage play. 	<p>run around the track in the morning. Some classes to a certain amount of laps, others do a certain amount of time.</p> <ul style="list-style-type: none"> • Making sure children are using equipment safely. • Equipment maintained and checked regularly. 	<p>Equipment safety and maintenance £6524</p>	<p>track.</p> <ul style="list-style-type: none"> • Children given the opportunity to exercise in the morning. • Children enjoy their playtimes. • Practicing skills in their own time. • Encouraged to stay active. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • Pupils are highly motivated to participate in PE lessons and competitive PE (sports day). • Children offered 2 hours of high quality PE every week within lessons. • Children coming to school in PE kit, keen to participate. • Children are enjoying the daily mile track and it has created space on the playground. 	<ul style="list-style-type: none"> • Maintain the equipment.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> • Pupils have opportunities to learn to lead during PE and sporting activities. • Children to have greater experience and confidence in leading others. • Sports day, giving all children the opportunity to feel part of a team (morning carousel, for house trophy). • All children given a chance to compete individually. • Value sport within our school, encouraging children and celebrating their success. • Cross-curricular links. 	<ul style="list-style-type: none"> • Learning partners, lunchtime activities • Class 6 house captains and PE prefects involved in organising. • Pupils to lead warm up and activities during curriculum PE lessons. • Use of more able pupils to officiate game play. • Use of pupils to demonstrate skills. • New toy shed for storage of equipment. • Always keeping close links to School Values. • Use counting in Reception lessons, measuring and timing in athletics lessons, French counting in KS2, science knowledge in understanding fitness & health element. • Using Jigsaw resources; <ul style="list-style-type: none"> ➢ Health and well-being ➢ Mindfulness • Sporting achievements/curriculum PE celebrated. • Using Dimensions to link PE to other areas of the curriculum. • Sports Day, two parts- <ul style="list-style-type: none"> ➢ Sports carousel ➢ Individual races • Keeping the same trophies for sports day to motivate and encourage children- <ul style="list-style-type: none"> ➢ EYFS boy winner 	<p>Making sure we have the correct equipment.</p> <p>Shed- £564.97</p> <p>Jigsaw- £885</p> <p>Medals- £40.89 Trophies- £83.61</p>	<ul style="list-style-type: none"> • KS2 pupils all involved in leading during academic year. • Pupil feedback. • Staff feedback on confidence & self-esteem in pupils. • Pupils are able to apply skills to different challenges and activities, even in new circumstances, and understand how skills are linked. • Pupil/staff feedback. • Children joining local clubs in the community because they enjoyed it so much. • Children working hard during P.E and showing a good attitude towards sports at school to try and win the Sporting Achievement award. 	<ul style="list-style-type: none"> • Many pupils across school able to lead warm up and start lessons. • Continue to provide all children with leadership opportunities across the school with their learning partners. • Looking at active play times and lunch times, year 6's to help run these with the help and supervision of staff. • Continues to be used throughout whole school. • Pupils in KS2 recording and timings and developing their own knowledge.
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<ul style="list-style-type: none"> • Extra swimming to help children achieve 25m. 6 week block. 	<ul style="list-style-type: none"> ➤ EYFS girl winner ➤ KS1 boy winner ➤ KS1 girl winner ➤ KS2 boy winner ➤ KS2 girl winner ➤ Sporting achievement award- for success throughout the year ➤ House colour cup • Ensure competitive opportunities are embedded in curriculum PE. • Booking extra transport. • Hiring the local pool and organising swimming teaching. 	<p>£379.86- pool hire £225- Transport £210- Tuition</p> <p>-</p>	<ul style="list-style-type: none"> • 9 children weren't confident swimmers, in the end only 2 didn't achieve 25m but were able to swim a width which was a great achievement. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • PE and Sport continues to be highly valued and supported across the school. Displays. • Platinum School Games mark. • Pupils are proud of their achievements and are happy to celebrate their successes inside and outside of school with assemblies. • Pupils are keen to participate in all areas of activity. • Pupil's confidence and self-esteem is high and all engage in activities. 	<ul style="list-style-type: none"> • Swimming offered to ks2 in blocks of 6, not half termly. • Year 2 to experience swimming with a fun session.
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			<ul style="list-style-type: none"> • Continues to be used throughout whole school. • Pupils in KS2 recording and timings own data for athletics sessions and designing their own games and sports. • Parents and Governors are highly supportive of all PE activities. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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:
<ul style="list-style-type: none"> • To continue using PE Passport. <ul style="list-style-type: none"> ➤ Staff encouraged to adapt lessons if they feel confident enough. • Support staff encouraged to gather evidence and use I pads • The opportunity for extra CPD is always available through PE Passport. <ul style="list-style-type: none"> • Offering teachers CPD opportunities. 	<ul style="list-style-type: none"> • Timetabled use of the hall and playground. • Seeing children from a different perspective from observing the class. • Specialist coaching staff allow subject leader to support targeted pupils in lessons to aid improved/accelerated progress. • Long term PE plan is easy to view, individual lesson plans provided to upskill staff. <ul style="list-style-type: none"> • Target teaching of PE in areas in which staff are less confident. 	<p>As above</p> <p>Extra I pads and software needed £1651.80</p> <p>As above</p>	<ul style="list-style-type: none"> • Raised confidence in staff members in teaching curriculum P.E. • Improved resource bank of teaching resources for all staff. • Pupil feedback. • Children experience a broader PE curriculum. 	<ul style="list-style-type: none"> • Always thinking of new ways to introduce different sports into our school. • After-school clubs. • Return of dance specialist. <ul style="list-style-type: none"> • Looking ahead at CPD

<ul style="list-style-type: none"> ➤ Football training ➤ Tri-Golf ➤ Inclusive PE ➤ Mental health awareness in PE. <ul style="list-style-type: none"> • Upskilling members of staff increases their confidence therefore positively impacting on PE lessons. • Using Apparatus safely and confidently in gymnastics- whole staff training. Booked for September 2022. • Consistent teaching of PE throughout the school. • Modelling lessons and assessment for teachers from a trained PE specialist. • After school clubs to be offered at school by trained member of staff. This should encourage children to participate. 	<ul style="list-style-type: none"> • Training sessions as requested by staff including resources available. • Making sure all teaching staff are aware of CPD opportunities. • Upskilling/CPS- staff member has completed Vision Ed, teaching and learning in primary PE. • CPD- Inclusive PE lead offered to staff. 	<p>Tri-Golf Equipment as part of training £408</p> <p>Gymnastics staff training- £300</p>	<p>opportunities.</p> <ul style="list-style-type: none"> • Organising staff meetings to know how the teaching staff feel and if they need any help. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • PE is highly valued and feedback from outside providers, coaches and visitors tells us that our pupils are able to demonstrate key skills and understanding of the PE curriculum • Pupils are keen to participate and show a great level of enthusiasm for PE & Sports. • All pupils are actively engaged in lessons. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • To use forest school to give children the opportunity to learn and experience the outdoors. • Improve EYFS outdoor areas to give children more of an opportunity for physical development, to help them to reach their EYFS goals. <p>Jigsaw-</p> <ul style="list-style-type: none"> • A complete scheme for RSHE. • Learning about the body, emotions, how to keep healthy and clean. 	<ul style="list-style-type: none"> • New equipment needed to provide children with a forest school education. • Finding a company who can provide us with something suitable. • Will be one lesson per week. • A scheme for each class to follow. • Each part of a jigsaw to complete a whole picture. 	<p>£1000</p> <p>Outdoor equipment- £3974 Resources- £528</p> <p>As Above</p>	<ul style="list-style-type: none"> • Children enjoy learning outside. • Engage some children who normally do not enjoy outdoor activities. • Children will be able to negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Children will learn how to keep safe, be healthy and safeguard children. 	<ul style="list-style-type: none"> • Making sure the time is there for the teacher to work within all year groups. • Find a suitable area for Forest schools to start within the local area- currently working on this. • Equipment upkeep, making sure children know how to use it safely and they are given the time to use it.

<p>Additional achievements:</p> <ul style="list-style-type: none"> • Member of staff now trained to teach PE will be leading after school clubs, this gives us consistency throughout the school and a high standard can be achieved during school time and with extra-curricular activities too. <ul style="list-style-type: none"> • Pupils experiencing new sports, there are new sports within the Primary PE Passport (dodgeball, trigolf, lacrosse, volleyball and gymnastics apparatus) 	<ul style="list-style-type: none"> • Asking the School Council to ask the children in their class to see what sports they would like to see in after school clubs. • Coordinate a range of learning opportunities both in curriculum time & after school clubs which enhance our current PE provision. • Increase the number of sports activities that we offer to our pupils. <ul style="list-style-type: none"> • Primary PE Passport gives detailed lessons for all teachers to use, this is a good way to learn new sports. • PE leaders audited equipment to make sure it was all usable and if anything needed replacing, also a good opportunity to clean the container. • Liaising with staff to check they have the equipment required to teach their lessons. 	<p>As above</p> <p>As above</p> <p>-</p>	<ul style="list-style-type: none"> • School clubs offered- <ul style="list-style-type: none"> ➢ Basketball ➢ Football ➢ Seasonal sports ➢ Ball skills • Children enjoy after school clubs. <ul style="list-style-type: none"> • Pupils continue to enjoy participating in new sporting experiences. They are confident when participating and want to take part. <ul style="list-style-type: none"> • All classes are learning new skills. • New equipment and PE container organised. • Enthusiasm towards sports shared as younger children have seen the equipment and are keen to try it all out. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • Pupils continue to experience a wide range of sports and activities. • Pupils continue to enjoy participating in new sporting 	<ul style="list-style-type: none"> • Thinking of new clubs and ideas to keep pupils active. • How could we utilise our track? • Looking at ways to increase participation. • Lunch time clubs and active playtimes. <ul style="list-style-type: none"> • Look into community for more club links. • Think about different trips we could send the children on without using just the cluster events (hockey club, theatre)
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			<p>experiences. They are confident when participating and want to take part.</p> <ul style="list-style-type: none"> •All children have basic sporting skills that are transferrable to new sports. •Children always come to school in PE kits. •PE is a large part of everyday life in school. 	
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Key indicator 5: Increased participation in competitive sport

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • Travel costs to attend Cluster events/competitions/festival. • Participating in as many Cluster events to allow children the opportunities to try new sports and compete with children of similar abilities and ages. • Building up skills in lessons to allow competitions within the class. • Making sure afterschool clubs have a competitive element. • Ending the year with two different Sports days, one a carousel of activities and the final day individual races. • Daily exercises allow children to compete against each other to gain house points for their house colour. Each half term the winning house colour get to wear an item of clothing that colour to school. 	<ul style="list-style-type: none"> • Attend cluster sporting opportunities for all pupils (fully inclusive) • Ensure competitive opportunities are embedded in curriculum PE. • Increased number of Intra matches to take place in curriculum PE. • Pupils to participate in a range of activities designed for them to achieve their best to improve confidence. • Thinking of new daily exercises for morning exercises to encourage children to stay motivated. 	<p>Overtime- £1316</p> <p>Travel to sporting events- £1372</p>	<ul style="list-style-type: none"> • Number of competition entries from school. • Children have gained confidence and enthusiasm. • Children enjoy the opportunity to wear their house colour when they win. • Platinum School Games Mark. 	<ul style="list-style-type: none"> • Our cluster competitions have enabled us to take part in a variety of events and competitions. • Inter-school competitions between Garboldisham and Dickleburgh, creating strong links between staff and pupils. • Pupils are fully engaged with an element of challenge and competition.

Signed off by	
Head Teacher:	Moira Croskell
Date:	July 2022
Subject Leader:	Rheanna Lascelles
Date:	July 2022
Governor:	Ian Clayton
Date:	July 2022