



# Snettisham Primary School 21-22

## Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



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](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.

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



## Details with regard to funding

Please complete the table below.

## Swimming Data

Please report on your Swimming Data below.

|   |   |
|---|---|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><b>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</b> |   |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><b>N.B.</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.<br>Please see note above  | % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | % |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | % |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?   |   |

## 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.

| <b>Academic Year:</b> 2021-22  | <b>Total fund allocated:</b> £16,980  | <b>Date Updated:</b> |   |   |
|--|---|----------------------|---|---|
| <b>Key indicator 1:</b> 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 |   |                      |   | Percentage of total allocation:<br>£6150/ 16980 36% |
| 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:            |
| We want to ensure that all children engage in active play/lunchtimes; to understand the long-term benefits of a healthy, active lifestyle.   | Invest in goals, posts etc for playground to encourage more active play at play/lunchtimes. MSA's & TA's to encourage active play with organised games. | £1600                | Staff feel more skilled with engaging pupils, including those less interested, in activity. Pupils say they are more active during the day – evidenced through questionnaires |   |
| We want to ensure that all pupils engage in 2 hours of high-quality PE every week.   | Subscription to Get Set 4 PE platform to enable teachers to access resources that are high-quality and progressive.                                     | £550                 | All pupils enjoy two sessions per week through 21-22  |   |
| We want to ensure that all pupils are given the tools needed to achieve the 25m swimming standard by the end of Yr 6.  | Top up swimming for targeted pupils to ensure highest percentage can achieve the 25m standard.  | £3000                | All pupils show commitment to regular running, fast or not so fast, to increase stamina and health  |   |
| Increase profile of Daily Mile with regular celebration and rewards for  | Buy in prizes for those who show persistence, effort and progress   | £1000                | Vast majority of families are able to walk to school on termly basis  |   |

|   |  |                    |   |   |
|---|--|--------------------|---|---|
| effort in assemblies  | with Daily Mile. Classes to establish a formal, measured lap, record scores and inform |                    |   |   |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>   |  |                    |   | Percentage of total allocation:<br>150/16980 0.8% |
| <b>Intent</b>   | <b>Implementation</b>  |                    | <b>Impact</b>   |   |
| 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:          |
| Subject leader to be confident in knowing where PE is strong within the school and which areas can be developed.<br><br>Establish                           | Purchase of the PE Wheel for assessment.   | £150               | PE lead models excellent practise through audited support and development<br>Staff know and show commitment to key aims of plan |   |

|   |  |                    |   |  |
|---|--|--------------------|---|--|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |  |                    |   | Percentage of total allocation:<br>2000/ 16980 12% |
| <b>Intent</b>   | <b>Implementation</b>  |                    | <b>Impact</b>   |  |
| 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:           |
| We want staff to feel confident about teaching PE   | CPD opportunities for all teaching staff (or TA's)               | £2000              | Through baseline and exit attitudinal surveys, SL deep dives, pupil voice and assessment analysis there is evidence of positive impact on both staff and pupils |  |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |  |                    |   | Percentage of total allocation:          |
|--|--|--------------------|---|--|
| Intent   | Implementation   |                    | Impact  | 4000/16980 22%                           |
| 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: |
| Provide some experiences for pupils that they want to engage in - eg provision of after-school clubs in <ul style="list-style-type: none"> <li>- Yoga</li> <li>- Dance</li> <li>- Fitness</li> </ul> | Buy in qualified specialist sports coaches for lunchtime activity and after school | £4000              | Pupils are occupied at lunchtime in organised sport –vulnerable pupils included daily<br><br>More vulnerable pupils attend after school clubs |  |

| Key indicator 5: Increased participation in competitive sport   |   |                    |  | Percentage of total allocation:          |
|---|---|--------------------|--|--|
|   |   |                    |  | 4500/16980 25%                           |
| 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: |
| We want all pupils to participate in intra-school sport, with all pupils being offered the opportunities to participate in inter-school sport.              | Subscription to Cluster PE support (SSCo) – access to structured cluster programme of events, regular in-school support from SSCO for school staff<br><br>Transport to cluster events | £2000<br><br>£2500 |  |  |

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|-----------------|--|
| Signed off by   |  |
| Head Teacher:   |  |
| Date:           |  |
| Subject Leader: |  |
| Date:           |  |
| Governor:       |  |
| Date:           |  |