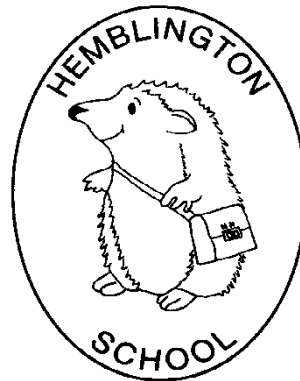


2021-2022 Hemblington Primary

Evidencing the Impact of the Primary PE and Sport Premium



It is important that the grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 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 **31st July 2021** at the latest.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p>Reintroducing friendly competition by attending cricket festivals and competitions out of school.</p> <p>16/19 children completing 25m and safe rescue</p> <p>As of September, KS2 swimming + targeted catch up sessions.</p> <p>Introducing new sports such as karate which has led to after school clubs being run successfully.</p> <p>Children being more active at play which in turn has resulted in better behaviour.</p>	<p>To continue to develop outside play through establishing a sports council to lead events and activities.</p> <p>To continue to build on and increase internal and external after school clubs and competitions.</p> <p>To refocus lessons around key skills which are transferable to other sports and not just focus on the sport of focus.</p>

Meeting national curriculum requirements for swimming and water safety.	
<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 2021.</p>	<p>84% (16/19)</p> <p>one child = 5.2%</p>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	84%
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?	Yes - targeted catch up sessions were offered to children in year 4-6 that were close to making 25m.

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: 2020-2021		Total fund allocated: £	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
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:
Pupils have access to a range of opportunities to participate in organised sport or physical activity during and after school.	Pupils participate in a range of activities and sports. aiming to increase team work and engage all pupils in physical activity	Part of premier sport package	Children working and playing together via team games. Pupil voice - children enjoy activities and are keen to take part.	Teach games to sports council for them to deliver sessions on a rota - If successful to allocate some funding for council to buy play equipment for sports council to use.
Pupils will feel safe and can be confident in their free play having a positive impact on their self-esteem and personal development	Introducing play equipment to be used at break and lunch. Rota for football to encourage more imaginative play.	N/A	Children now play a variety of games on the field and playground using equipment which in turn has increased their physical activity and behaviour.	New play equipment to be purchased to replace and enhance current provision.
	Use 'daily mile' as a brain break and promote physical activity.		Teachers and pupils have feedback that active brain breaks help refocus their learning.	To explore the idea of an active start to the day/brain breaks. To explore using physical activity across the curriculum.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
Pupils to be able to explain the impact of physical activity and nutrition has on a person physical and mental health	Year 5 children begin to lead their own warm up activities. Teachers ask questions about the effects on their body.		Children are more confident to explain changes in their body during exercise and lasting effects on the body and mind.	To model to other teachers and extend to all KS2 to support the structure of PE lessons.
Develop pupils and teachers' understanding of physical literacy and advantages of sport in a cross-curricular setting.	JS to attend PE Conference to develop knowledge of digital literacy, assessment, promoting swimming, tagativ and rise up workshop. Alter sports day format to whole day festival School experimenting using a combination of real PE and Get set for PE.	£135 Supply cover - £121.32	Subject leader is now more confident to create a new physical literacy statement to promote the subject. Increased a sense of unity between pupils, staff and parents. Excellent parent voice feedback from the event. Teacher voice - teachers prefer lesson plans from get set pE	PE Lead to create a swimming video trailer to reduce anxiety of children going swimming and remote swimming. PE lead to use knowledge of active starts (tagativ). PE to explore tagative blog for active start and cross-curricular learning ideas. PE to explore current assessment framework in and adjust using knowledge gained from conference. PE to work with the head and staff to explore and adapt the current PE offer. To explore introducing a range of sports.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Upskill TA's to deliver high quality PE Teachers to explore Get set for PE programme to help structure PE lessons	HLTA's to complete a training course to deliver PE sessions across the school. Staff to use lesson activities from Get Set PE programme to support and plan lessons	£6225	HLTA's have an increased understanding of the structure of PE lessons.	To complete a staff questionnaire to access current/new staff understanding, to support in delivering high quality PE.
Further the quality of physical education so a series of lessons contribute to the ambitious curriculum intent.	Staff shadow Premier Sport instructors during PE sessions. To plan own lessons based on experience.	Premier sport package - £2290 Premier sport Dance/performing arts programme of study - £4650	Teachers develop knowledge of lesson structure and key terminology.	PE lead to support teachers to develop units of study. Staff to take more active roles and deliver sessions more independently.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
Further develop pupil's physical and personal development through the introduction of different sports.	Create a programme of study with premier education.		Pupil's further develop positive behaviour and attitudes towards their health and wellbeing	pupil voice to plan future clubs to try and increase uptake.
Use equipment to help deliver high quality PE sessions.	Explore options of taster days for sports - karate	Free taster	Good take up of after school club sessions	To set up KS1 and KS2 clubs to increase their effectiveness.
	Whole school swimming programme to restart	£200 £100 £600	16/19 year 6's reached 25m Catch up sessions have enabled most of year 5 to reach 25m and 3 year 6's to reach 25m.	To continue with whole school swimming with catch up sessions in the final term for year 6 and year 5
	Catch up swimming lessons			
	Explore and make connections with sports centres and coaches. Purchase sports equipment to enhance delivery of after school clubs and PE lessons	£144.25	Development of football club and talks with restarting football league between clusters of schools.	To complete a stock take of current equipment. Arrange regular competition between schools and explore inter school competition between federation.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Further develop pupil's personal development through opportunities to represent the school in competitive sporting events	Redesign sports day to a rotation of sports in the morning and races in the afternoon. year 5 and 6 cricket competition year 2 cricket festival	£210 £160	Pupils feel safe and confident in their play and learning. Pupils further develop positive behaviour and attitudes towards their health and wellbeing. Pupils consistently and securely embed physical literacy, resilience, confidence and collaboration.	To reconnect with North Norfolk sports partners to establish a programme of competition. To set up and establish inter house competitions at the end of each unit of work.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Joe Suckling
Date:	22.7.22
Governor:	
Date:	