

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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SPORT
TRUST



It is important that your 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 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 2020** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

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 2021:	Areas for further improvement and baseline evidence of need:
<p>Since the introduction of the Sports Premium Grant in 2014 Joseph Norton Academy has received a significant amount of funding that has made a positive impact on sport and physical activity for our pupils. As we are an SEMH school and with many of our pupils having difficulties regulating their body and emotions, equipment regularly requires replacing, updating or repairing. With the current financial situation for school budgets across the country this would not have been possible without the significant sports premium funding. Sports premium have funded items such as goal posts, indoor sports hall equipment, gymnastics mats and other miscellaneous equipment. This has allowed a large range of activities to take place across the curriculum and has allowed increased participation in extra-curricular competitions in areas such as sit-down volleyball that required some specialist equipment purchasing.</p> <p>Larger resources have also been purchased to improve the environment and allow a larger range of opportunities to engage in physical activity in a less conventional manner. Soft play equipment has been purchased for within the KS2 building which have supported the KS2 pupils to regulate their emotions and engage in physical and sensory interventions to support their SEMH development, an interactive screen was purchased to allow opportunities for wake up/shake up and dance activities to take place alongside some specialist games that promote teamwork and communication. A large outdoor play trail has been installed and pupils use these resources on a daily basis at break and lunchtimes and this alongside the basketball and target board provide a range of opportunities for team games and social activities to take place during breaktime and lunchtimes. We have installed an interactive floor which allows a range of sport and learning activities to take place. KS2 pupils use this for their PE and intervention sessions and this has been successful in engaging some of the less able pupils into physical activities to support their health and development.</p> <p>Staff training has taken place allowing staff to offer a wider range of activities across the school such as cycling, archery, powerkiting and gymnastics. These activities have all been provided to our KS2 cohort through enrichment sessions and will provide lasting and sustainable opportunities for the pupils as they move through the school.</p> <p>Sports Premium Funding has had a clear and sustained impact on the curriculum offer that the pupils within the academy have. It has created new and innovative opportunities for ongoing and lasting engagement in physical activities across the school and all KS2 pupils engage in above average number of hours of physical activity during an average week within school.</p> <p>A significant amount of the sports premium funding from 2018/19 was spent on improving the facilities within the KS2 environment to support access to physical activities during adverse weather conditions. The introduction of the astroturf area has allowed pupils within KS2 to still access sporting activities during lessons, break and lunchtimes when they would previously have been unable to use the area. The installation of the Roktagon has provided pupils with opportunities to engage in climbing and bouldering activities and supported the pupils to improve their emotional regulation through the use of proprioceptive interventions.</p>	<p>Further CPD development for the new PE instructor to ensure the delivery of high quality PESSPA interventions.</p> <p>Increased focus on catch up swimming lessons after nearly 18 months of missed school swimming lessons.</p> <p>Re-engagement with a wider network of inter school competition. Reaccreditation of the school sports kitemark to at least silver.</p>

<p>Maths of the Day has supported the use of physical activity to improve maths development which has supported improved KS2 maths results and progress.</p> <p>The school has achieved the Silver School Games Kitemark in 2019.</p> <p>2019-2020 has been a disrupted year due to the Covid19 Pandemic. This has therefore restricted the impact of sports premium funding on pupils this year. We have invested in a wide range of resources and training to support the ongoing development of opportunities to support physical activity and regulation across the school site so that KS2 pupils continue with engagement in PE and Sport when they move away from the KS2 area. The KS3 physical activity room is being developed with flexibounce trampolines and softplay equipment. Scooters have been introduced to KS2 with some training taking place in November 2020 following delays due to COVID. The sensory trails have been installed and utilised during KS2 sports sessions and whilst pupils are moving around the corridors.</p> <p>2020-21 has once again been a disrupted year due to the Covid 19 pandemic, which has reduced the amount of impact that the sports premium funding has had on the development of inter school activities. Resources have been purchased such as indoor curling, boccia and table cricket, which has supported the development of intra school competition to develop the pupil's ability to manage competitive situations. The purchase of a new range of resources has supported the development of the breadth of the curriculum being delivered and the purchase of new footballs has allowed the continued and regular use of football being utilised to support pupil's emotional regulation and physical development at break and lunchtimes.</p> <p>Increased numbers of pupils are engaging in a weekly intra school football game on a Friday afternoon. The recent purchase of the 'Imagination Playground' equipment will provide pupils with increased opportunities to engage in social communication, team building and problem-solving activities which will support increased coverage of the outcomes of the OAA section of the PE national curriculum within KS2.</p> <p>Our new PE instructor has been unable to access the range of CPD training we had hoped; however, he has engaged with a virtual CPD session around teaching gymnastics and we have subscribed to the online resource PE Hub which is supporting the development of a new whole school PE curriculum. The soft-play equipment within key stage 2 has required replacing so funding originally allocated to the development of key indicator 3 has been moved to cover key indicator 2. The soft-play resources will support the emotional regulation of the pupils within key stage 2 through the use of proprioceptive and play based interventions, ensuring that PESSPA is being utilised for whole school improvement. Additional scooters have been purchased to represent the increase in numbers in the key stage 2 area. Weekly scooter sessions take place within school allowing the pupils to engage in a wider range of positive physical activities.</p>	
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<p>Meeting national curriculum requirements for swimming and water safety. (2020/21)</p> <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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>Due to the Covid 19 Pandemic school swimming lessons have not taken place this year</p>
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What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Due to the Covid 19 Pandemic school swimming lessons have not taken place this year
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Due to the Covid 19 Pandemic school swimming lessons have not taken place this year
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

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: 2020/21		Total fund allocated: £12000		Date Updated: 15/06/2021	
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		16.7
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:
Increase the number of physical activity lessons that are included as part of the daily nurture routines of the school.	Invest in a range of new and engaging indoor and outdoor resources to support staff to utilise physical activity across the school.	£2000	An increase in numbers of nurture and SEMH lessons that support and encourage physical activity across the school have been completed and have provided pupils with increased opportunities to engage in physical activity. Increased use of the physical activity room to support regulation for all pupils across the school. Pupils have engaged in activities such as table tennis, flexi-bounce and boxing with the purchase of the new freestanding punchbag.		Available resources to be planned into the new curriculum pathways to ensure a breadth of activities are continued to be offered. Some equipment will need to be replaced annually
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		62.5

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:
Develop the social communication, teamwork and problem-solving skills of the pupils through the investment in the 'Imagination Playground' resources.	The therapy centre will provide a base for a range of lunchtime and breaktime activities and planned curriculum activities utilising the 'Imagination Playground' resources.	£5000	The imagination playground has been utilised by small groups of pupils to engage in positive social communication and problem-solving skills. This has supported emotional regulation through proprioceptive play and encouraging positive communication.	Imagination playground is a robust piece of equipment and should have a lifespan of 5 years or more. Staff to become more confident and creative in utilising the imagination playground equipment to promote social communication.
Increase opportunities for staff to utilise physical activity and movement within their lessons	Subscription of Teach Active	£1000	CPD training has taken place to support staff confidence in utilising teach active and outdoor learning. A number of outdoor learning lessons take place weekly in KS2	Yearly annual subscription.
Purchase new soft play equipment to support emotional regulation of pupils through proprioception and play based activities	Invest in a range of new soft play equipment to support the pupils to emotional regulate in common spaces within key stage 2	£1500	Increased used of physical activity and play based activities will take place throughout the school day	Previous soft play equipment had a lifespan of approximately 3 to 4 years. Soft play to be used alongside sensory development CPD to support pupil's ability to co and self-regulate.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	4.17
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:
Invest in a range of training and CPD options for the new PE and Sports instructor, allowing him to deliver high quality PE and Sport sessions and cascade his knowledge down to the ISW's and teachers working alongside him.	Deliver a wider range of outstanding and high-quality PE and Sport interventions and lessons.	£500	A new curriculum pathway is being developed to support an increase in the range of high- quality teaching across the PE curriculum. Resources have supported the development of the instructor's subject knowledge.	Ongoing Yearly access to resources such as PE HUB will provide significant support to allow the PE instructors to embed the curriculum pathways across JNA.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	8.3
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:
Increase the number of opportunities for pupils to engage in a broader range of curriculum activities and sports and develop the staff understanding of how to deliver effective sessions.	<p>Purchase additional scooters and ramps to support</p> <p>Engage with CPD training around table tennis and purchase new equipment that can be used within classrooms for table tennis activities</p>	£1000	<p>Scooters are used weekly within KS2 to provide high impact physical activity sessions for the pupils which increase the number of hours of PESSPA offered across the curriculum.</p> <p>Table Tennis equipment has been utilised within the classroom</p>	<p>Scooters and ramps are robust and should have a lifespan of 3 years</p> <p>Continue to embed scootering into weekly physical activity sessions.</p> <p>Increase the impact of the use of the Table Tennis equipment and develop intra and inter school competition.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	8.3
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:
Development of a range of activities within the school curriculum that can be completed further competitive intra-school competition when teaching PE and Sport classes of 2/3 pupils.	Purchase a range of resources that promote intra school challenges and competition	£1000	<p>Pupils have engaged in intra school competitive activities such as curling, boccia and multi skill relays to help develop the pupil's ability to manage competitive sport.</p> <p>Weekly intra school football sessions take place on a Friday afternoon and pupils utilise the football resources throughout the week to support skill development. Increased opportunities for engagement in competitive games are clear at break and lunchtimes due to availability of resources.</p>	<p>Resources should have a lifespan of 3 years minimum</p> <p>Build greater links with SPIN following lifting of COVID restrictions to target specific inter school competition in areas such as boccia and curling,</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Ryan Gladwin
Date:	15/06/21
Governor:	
Date:	