

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

2024-25



Commissioned by



Department
for Education

Created by



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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 2023/24 as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2025.**

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£19000
How much (if any) do you intend to carry over from this total fund into 2024/25	£0
Total amount allocated for 2024/25	£19050
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£19050

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety. 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. 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>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 2024. Please see note above</p>	88%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above</p>	62%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	73%
<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>	Yes year 5 swim every week of the academic year. Year 3/4/6 swim each year for 12 weeks. Year 2 swim for 6

	weeks (waters kills).
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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: 2024/25	Total fund allocated:	Date Updated:		
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				Percentage of total allocation: 49%
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:	
Additional swimming lessons for all year groups from year 2. There are a number of rivers in the locality of the school used by children on the estate. This is rarely supervised. It is critical that children are able to access the water safely. Children are highly unlikely to access private swimming lessons.	Additional lessons have been provided as only 5-10% of our children have outside swimming lessons. This is nationally very low. Most of the children have never been swimming before and school swimming is their first experience.	£9250.00	See Data: up from previous year. We have a high percentage of children that meet the NC standards. Children's water safety skills and knowledge is improved. All children partake in national drowning prevention week. Through our dedicated swim offering our local pool offered 8 children a week's free intensive swimming lessons.	

Key indicator 2: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
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?:
<p>To analyse access to competitive sport across all groups within the school and identify opportunities for all groups to represent the school in a variety of sports.</p> <p>To consider children who would not necessarily access sports and encourage them to join in a competitive activity across the year</p>	<p>Identify sports activities and providers across the year</p> <p>Apply for places at competitions across Norfolk through the school games and the Thetford cluster group.</p> <p>Identify coaches who can provide these skills to pre- teach children</p> <p>Identify groups of children not accessing sport and group over the year</p> <p>Monitor take up across the year of ages and groups represented – e.g. Girls or SEND and adapt.</p> <p>Identify additional competitions across the year.</p>		£1800	<p>366 opportunities to compete engage and explore in SSP events and the Thetford cluster events. This is up from 277 the previous year.</p> <p>Girl’s only events in Football and Cricket have proven popular with a high interest. Many girls have taken up grass roots football outside of school.</p> <p>SEND specific events have increased with 3 Pentathlon events. Bowling and multi skills were very popular with children wanting to visits the local bowling alley more frequently.</p> <p>PP 60%</p> <p>SEN 14%</p> <p>EAL 26%</p>
				<p>Links with other schools in the area.</p> <p>Use of specific staff who are trained. Parents to support.</p> <p>Link with PE leads across the area both primary and secondary – each school to continue to develop a particular sport.</p> <p>Use time in Lieu for sports leader ensures there is always a sports leader available.</p>

Key indicator 3: Broader experience of a range of sports and activities offered to all pupils. Pupils at Bishops rarely attend outside clubs provided privately owing to cost implications.				Percentage of total allocation: 38%
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:
<p>Additional achievements:</p> <p>ASC and lunchtimes clubs offering range of sports and activities including performing arts, wellbeing and mindfulness</p> <p>After school clubs providing 5 different sports/activities which change each term dependent upon pupil voice</p> <p>Specific equipment and support and/or training will be provided to support school ESP to deliver physical activity for children with high levels of ASD.</p>	<p>Daily ASC clubs and lunch clubs 5 times per week run by sports instructor or the sport's factory training team.</p> <p>Resources for school run clubs that promote wellbeing and mindfulness</p> <p>Sport's lead to support training in order to plan out a scheme of work for ESP that allows all children to enjoy active lifestyles and sport in school. SENDCo to work with sport's lead to identify specific equipment which will support high level SEND pupils to access sporting activities.</p>	£7200.00	<p>Clubs are oversubscribed and many fill up within minutes of advertising.</p> <p>Clubs are run termly with a new offering each term.</p> <p>Clubs like street dance offer a performance at the end of the term. This boosts confidence and involved parents and carers.</p> <p>Clubs are often aligned with competitions enabling the children to build on their skills.</p> <p>SEND children are encourage to attend clubs, as are the children in receipt of PP.</p> <p>The attendance mirrors the</p>	<p>Clubs are offered by the school team so are sustainable.</p> <p>Children have expressed the would like to have golf as an offering.</p> <p>The sports lead has been on CPD training and has acquired the equipment to offer this.</p>

			percentages within the school. SEN 16% PP 56% EAL 30%	
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Key indicator 4: Increased participation in competitive sport				Percentage of total allocation:
				4%
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:
Purchasing resources to enhance children's participation in SSP and PE Cluster events by having resources to practise skills during lunch breaks.	Participation in inter school/county competitions throughout the year. Linking with local clubs Funds Transport Training Resources	£800	Work closely with the secondary school and local primary settings as well as local sports teams like Norfolk cricket Children have been exposed to competitive sport in a range of different settings. Children have then been more likely to attend after school sports if they have attended a local school event. These clubs and competitions would not be available to the families outside of school.	

Signed off by	
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Subject Leader:	Bonnie Porter
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Date:	