

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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Commissioned by



Department
for Education

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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 2022:	Areas for further improvement and baseline evidence of need:
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport: Following training from REAL PE/Gym , PITC, Ronie (REAL Dance) staff began to develop their confidence in teaching all areas of PE.</p> <p>Broader experience of a range of sports and activities offered to all pupils: Post covid we have been able to re-start our after school clubs, as well as incorporating activities from Hampshire games (particularly throughout Sports week). Year 6 pupils had the opportunity to take part in a bike ability course and achieve their cycling proficiency certificate.</p> <p>Increased participation in competitive sport: This year we have formed a relationship with Victory Primary school and have begun to engage in half termly yr5/6 football matches, which were successful and boosted team moral. We have also taken part in numerous competitions arranged by Hampshire Games, this enabled children to engage in a variety of sports competitively.</p> <p>The profile of PE and sport is raised across the school as a tool for whole-school improvement: The PE team worked together to create displays and awareness of the progression of skills throughout the school in PE. New equipment and PE shed have enabled staff to easily access resources they require for their lessons. Teachers have been involved in choosing and conducting after school clubs to raise involvement in sports activities. During lunchtimes sports leaders are taught how to lead a sport to a group of children in KS2 and play leaders deliver an activity to KS1, this has been great to offer different forms of exercise at lunch and support the lunchtimes behaviour. To raise the awareness of girls football we have had sessions with PITC to help engage girls and see the importance of football as a form of exercise.</p> <p>The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school: Most year groups have taken part in a weekly Golden mile, this has been incorporated into whole school events such as a Santa Run and Sports week run. During Sports Week, KS1 had access to all inclusive sports, such as blind folded football. KS2 were led in handball sessions by PITC and enjoyed the experience. Yr 3, 4 & 6 pupils had access to weekly swimming lessons for half a term, to increase the ability and stamina. All year groups have had the opportunity to work with a trained member of staff in change for life. We look at which children will benefit from a booster fitness and healthy lifestyle session and allocate accordingly.</p>	

Meeting national curriculum requirements for swimming and water safety.	
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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/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: 2022-203		Total fund allocated: £ £18,780		Date Updated: September 2022	
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: £6484 34.5 %
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>Relaunch the Golden mile for KS1 and continue for KS2 so that we have continuity across the school, allowing all children to increase their cardiovascular stamina.</p> <p>Continue with change 4 life, so that children who are in a vulnerable position e.g. prone to obesity or making unhealthy choices, receive the correct support - offer to year groups in most need first.</p> <p>Children will have regular swimming opportunities in line with government guidance.</p>		<p>In Autumn 2, we will pilot having the Golden Mile before school, this will be run by a HLTA, who is trained in running. Children will also participate on their year groups selected day.</p> <p>In Autumn 1, year 6 are taking part in change 4 life, which will be run by Mr J Lora. This will be continued throughout the year and we will prioritise year groups, who have a need for it.</p> <p>Year 3 will be in Spring. Year 6 will be in Summer This will enable year 6 to be competent in swimming 25 metres and use a range of strokes in order to stay safe in the water.</p>		<p>£1000</p> <p>£3,384</p> <p>£2,200</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:	
			£4052	21.5 %
Intent	Implementation		Impact	
<p>Training staff and pupil to lead and oversee the lunchtime activities. – time for Lead to spend time with Lunch time staff and children to ensure unstructured time run more effectively. This is to ensure children have activities to increase their physical abilities during lunch, as well as taking on leadership roles. Create CPD bespoke to individual staff needs, so that we are catering for what people require, so we can ensure they teach progressive PE lessons, with a structure.</p> <p>Monitor and observe lessons to ensure progression across the school and support staff where applicable, so that staff feel supported and confident in teaching PE lessons, as well as after school clubs.</p>	<p>Meeting with lunchtime supervisors, after sports and play leaders have been chosen. We will explain activities that the children will be doing and offer training of how children can be supported and encouraged.</p> <p>Staff clothing to raise the profile of PESSPA and worn in line with expectations of children coming into school in PE kit</p> <p>PE leads to be released with a member of SLT to ensure high quality PE lessons are being taught throughout school and staff feel enthusiastic about teaching PE.</p>	<p>£500</p> <p>Release time for coaching/support £3552</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				£1675	8.9%
Intent	Implementation		Impact		
<p>Ongoing training and support for ECT's, due to not attending initial training from Real PE specialist, as well as lack in confidence with using the Real PE programme. PE lead needs to be released to work with staff to team teach. – identify CPD needs and discuss support with them then work together throughout the year.</p> <p>Have a booster session in new academic school year for Real PE/Gym- led by us or professional's from Real PE, to refresh and recap prior training given to school staff, alongside sharing ideas and strategies amongst colleagues.</p>	<p>PE leads to be released to work with staff throughout the year, developing confidence through team teach. In Autumn 1, ECT's will also work with Pompey in the Community to help their knowledge and skills in PE lessons. There will also be support from a specialist Real Dance teacher for those year groups who did not receive it in the last year (3).</p> <p>Plans to have a PE lead led staff meeting in Autumn 2/Spring 1, to assist staff in their queries about Real PE/Dance/Gym and address their concerns.</p>	<p>Release time for coaching/support As above</p> <p>Dance Teacher Autumn Term £980</p> <p>Real PE Costings £695</p>	<p>Possibly support staff, offer ideas, support with planning.</p>		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:	
				£2190	11.6 %
Intent	Implementation		Impact		
Monitor resources and purchase what's needed to ensure teachers can teach PE with adequate resources, and children can use them during play and lunchtime.	Ask staff at regular intervals throughout the year, if they require additional equipment to support the range of sports offered to the children.	£390			
As a school financially Support PP children in after school clubs- where necessary whilst promoting the need for daily exercise.	With support from office staff and after school club links, PP children will have priority to free slots in after school clubs.	£300			
Sports breakfast/running club to be introduced to engage early morning exercise then to roll out to year groups.	Staff member to take children from breakfast to walk briskly or jog around the school before school to engage the mind and be ready for learning.	£500			
Year 6 will have the opportunity to take part in a bikeability course.	Year 6 staff will arrange children the opportunity to take part in the course in the Summer term, bikes will be offered to those children who do not own one.				
80 scooters will be purchased to promote healthy wellbeing and active lifestyles. Coming to school using the scooters to increase exercise getting to and from school.	Purchase the scooters and find suitable storage and offer scooterbility sessions to ensure the children use safely to and from school.	Scooter Racks £1000			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				£4800	25.5%
Intent	Implementation		Impact		
<p>Continue to enter into Hampshire school games events throughout the year, community football at local schools (especially girl's football), and take part in sports day/week order to be part of competitive sports throughout the year.</p> <p>Continue to develop partnerships with local schools (Victory,, Portsdown) and organise fixtures in football and the possibility of other sports – netball.</p> <p>Communicate with Portsmouth SGO to identify opportunities to participate in competitive and non-competitive sport in line with the School Games values</p>	<p>As soon as the events become accessible ask children and liase with the diary to decide which events to enter and encourage throughout the school. Football at Victory – 29.9.22 5/6 boys 20.10.22 – girls football at Victory.</p> <p>Contact Physical Education co-ordinators at these schools then identify sports which can be organised. Look to attend or host fixtures after school in Football, Netball and Rounders within year bubbles from Autumn Term onwards.</p> <p>Attend competitions within the Portsmouth School Sport Partnership throughout the year. Use of extra-curricular activities to identify children to attend these events.</p>		Silver SLA £4,800		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>Martine Pottinger and Amanda Everett</i>
Date:	
Governor:	
Date:	

Created by:  association for Physical Education  YOUTH SPORT TRUST

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