

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

September 2021

Commissioned by



Department  
for Education

Created by



YOUTH  
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 **31<sup>st</sup> 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><b>Increased confidence, knowledge and skills of all staff in teaching PE and sport:</b></p> <ul style="list-style-type: none"> <li>Continued CPD for staff, of high quality gymnastics provision for each year group for half a term (2<sup>nd</sup> PE lesson a week) led by a professional gymnastics coach to improve and up-skill the teachers in this area of PE and improve pupil's physical participation in areas of the PE curriculum</li> <li>Real PE training given to all staff and a revisit training session given to focus on assessment and what REAL is for future staff in September.</li> </ul> <p><b>Broader experience of a range of sports and activities offered to all pupils:</b></p> <ul style="list-style-type: none"> <li>Specialist sports coaches were successful including dance and Karate as well as Pompey in the community completing certification with Year 5.</li> <li>Continued to provide Swimming lessons for all year 6 pupils in order to ensure a higher % meet NC expectations at the end of KS2</li> </ul> <p><b>Increased participation in competitive sport:</b></p> <ul style="list-style-type: none"> <li>Year 5 and 6 Play leaders trained and successful in activities for change 4 life.</li> <li>After school clubs developed and run successfully and trialled lunchtime provision</li> </ul> <p><b>The profile of PE and sport is raised across the school as a tool for whole-school improvement:</b></p> <ul style="list-style-type: none"> <li>Key involvement in Hampshire School Games throughout lockdown period and HSG week.</li> <li>Pompey in the community worked with Year 5.</li> <li>Hosted Summer club for 3 weeks by PSSP with free spaces for vulnerable families.</li> </ul> <p><b>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:</b></p> <ul style="list-style-type: none"> <li>Sports offered at breakfast club/playtime/lunch time/ after school clubs/PE lessons led by Teacher/ specialist PE coach</li> </ul> |  |

|   |        |
|---|--------|
| 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?<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. | %      |
| 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 <b>over and above</b> 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: 2021-2022   |  | Total fund allocated: £19,000   |  | Date Updated: September 2021   |  |
|--|--|---|--|--|--|
| <p><b>Key indicator 1:</b> 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</p> |  |   |  |  | <p>Percentage of total allocation:<br/>12%</p> |
| 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:  |  | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   |  |
| Provide a wide range of physical activities within school and outside of school to engage a wider circle of pupils   |  | Range of activities, real PE at home, adapt the curriculum map to offer a range of skills. Lunchtime activities and afterschool clubs – dance and karate.   |  | £200.00<br>Pupil audit – thoughts from children on extra curriculum on offer.<br>Register at clubs . Lunchtime and after school available – zones for games at lunchtimes.<br>Reintroduce sports captain and change 4 life training. |  |
| Provide a range of after school provision for the children across both key stages. These to be led and managed by PE led and staff across the school. Using outside agencies to support also.  |  | Rota given for staff to sign up to which impacts on the events we enter throughout the year.-<br>Funded now by out of hours funding for Autumn term – Sport England- energise funding<br>Spring and summer term to be led by outside agency and staff using the PE premium funding. |  | £2000.00<br>Registers<br>Pupil voice- attitude- go on to join another club.<br>Attendance  |  |
| Continue to audit equipment and provide a wide range of resources to ensure children can access at least 30 minutes of physical activity per day adequately  |  | All year groups should have access to range of PE equipment available at play and lunchtime<br>Equipment purchased should also support the REAL PE curriculum<br>Equipment monitors to count equipment in and out etc – pump balls etc  |  | £100.00<br>Children will be more active with sufficient equipment.<br>Meeting the minimum 30 mins fitness- CMO guidelines.   |  |
|  |  |   |  | Sustainability and suggested next steps:   |  |
|  |  |   |  | Training staff and pupil to lead and oversee the lunchtime activities.   |  |
|  |  |   |  | Spring and Summer after school clubs – parents charged and selected children funded through PE premium.  |  |
|  |  |   |  | Continuously reviewed.   |  |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement |   |           |  | Percentage of total allocation: |
|--|---|-----------|--|---------------------------------|
|  |   |           |  | 31 %                            |
| Intent   | Implementation  |           | Impact   |                                 |
| Whole engagement with Change 4 life for identified pupils to increase attendance of vulnerable children.     | Alternate half termly key stages for change 4 life. Friday afternoon.   | £4800 SLA | Fitness, concentration and a understanding of a new way of life.   |                                 |
| Relaunch the Golden mile to increase fitness levels of children following lockdown.                          | Autumn term once a week per year groups with the intention of increasing throughout the year  | £500.00   | Increase participation across the school, fitness levels increased and children more resilient to fitness. |                                 |
| During the school day ensuring brain breaks are part of a school day -                                       | Broken day – brain breaks, water. Water available throughout school day and frequent pit stops throughout to re-energise the brain. | £500.00   | Concentration, attainment and progress increased.  |                                 |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |  |                            |  | Percentage of total allocation:   |
|--|--|----------------------------|--|---|
|  |  |                            |  | 35 %  |
| Intent   | Implementation   |                            | Impact   |   |
| Upskill staff in REAL Gym and Dance – improve confidence of staff and quality for children   | Training booked for September 2021 and showcase lessons for REAL Gym<br><br>PE specialist from the City partnership – Tuesday morning – REAL Dance   | £1795.00                   | High quality lessons, children engaged and teachers confident and competent at teaching REAL Gym and Dance.  | Ongoing training and support for NQT's – PE lead released to work with staff to team teach. |
| Continue to support new staff and to offer ideas on teaching and planning for REAL gymnastics/PE and Dance across the school.  | PE lead to offer support in teaching new scheme and observe staff in Summer 2 to then develop teaching further.  | Allocated from SLA (£4800) |  |   |
| Continue to have a termly training for lunchtime supervisors to offer new games and invite play leaders and sports captains to have their involvement and offer ideas. | Lunchtime supervisors given ideas for games and children to have their say in what that provision looks like and use Sports Captains to lead activities.<br>Zoned areas – for skipping, football, change 4 life etc. More confident members leading. | £1000.00                   | Active lunchtimes and less behaviour incidents at lunchtimes. Leadership skills with sports captains and young leaders. Focus on more able lunch time staff to support others. | Review activities and adapt accordingly.  |
| Sports week Summer term will increase awareness of fitness and general healthy lifestyle within staff and children.  | Skip to be fit workshops for all year groups<br>Hampshire games week – National school sports week – 22 <sup>nd</sup> June – 26 <sup>th</sup> 2022<br>We can be week - wellbeing – 14 <sup>th</sup> 18 <sup>th</sup> Feb 2022                        | £380.00<br>£2000.00        | Children are more confident in themselves and have a better knowledge of their physical and mental wellbeing.  | Annual event<br>Pupil voice   |
| Change for life for as many year groups as possible throughout the year.   | Trained member of staff to lead with support from PE lead and MC   | £1554.00                   | Increased SELF CONFIDENCE AND SENSE OF WELL being.   | Pupil voice and staff member, classroom teacher - impact                                    |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |   |                 |   | Percentage of total allocation: |
|--|---|-----------------|---|---------------------------------|
|  |   |                 |   | 17%                             |
| Intent   | Implementation  |                 | Impact  |                                 |
| <p>Ask children through questionnaire what outside agencies they would like us to get involved with the school to meet their needs.<br/>Children asked about current curriculum on offer and ways of improvement.</p> <p>Children to have a range of competitive opportunities throughout the year to broaden their experiences –</p> <p>Year 3, 4 and 6 children to have swimming lesson so that all pupils are able to swim at least 25 meters by the end of the primary phase</p> | <p>Contact other outside agencies to see what other after school we could offer- cheer leading again.<br/>Autumn 2<br/>Pupil voice</p> <p>Apply for a number of sporting events throughout the year<br/>prepare children through curriculum offered to children and out of school activities.</p> <p>Weekly swimming lessons with trained coach at Mountbatten centre</p> | <p>£3276.00</p> | <p>More engaged and motivated pupils participating in lesson and extra curricular break time opportunities.</p> <p>Children will have a positive experience of school games events they have attended.<br/>Know what to expect and feel prepared.</p> <p>Met end of KS2 requirements and water competent.<br/>Confident to attend aqua splash and swimming galas.</p> | Complete in Summer 2022         |

| Key indicator 5: Increased participation in competitive sport  |  |  | Percentage of total allocation: |
|--|--|--|---------------------------------|
|  |  |  | 0 %                             |
| Intent   | Implementation   | Impact   |                                 |
| <p>Try different events and designate someone to support during lunch time to upskill the students for the events. Engage as many children as possible in appropriate events throughout the year.</p> <p>Contact local school – within walking distance to host theme events to promote different sporting events, tri golf, dance etc</p> | <p>TA who supports at lunchtime Summer term when staff members can teach across the school.<br/>Look at calendar events and match children to events.</p> <p>Summer term</p> | <p>Children will be confident and enjoyment in events and want to do more of the activity.</p> <p>Working and improving relationships with local schools.<br/>Aids transition.</p> |                                 |

- Please note due to restrictions 40% (£7839.00) of the allocated funding has not been spent for this academic year 2020-2021

|                 |                          |
|-----------------|--------------------------|
| Signed off by   |                          |
| Head Teacher:   | <i>Z S Killick</i>       |
| Date:           | <i>10/09/21</i>          |
| Subject Leader: | <i>Martine Pottinger</i> |
| Date:           | <i>10/09/21</i>          |
| Governor:       |                          |
| Date:           |                          |