

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

July 2024 Review

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](#) (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 2023:	Areas for further improvement and baseline evidence of need:
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport:</p> <ul style="list-style-type: none"> ● CPD explored how to incorporate Dance into lessons and how to support SEND. ● Staff CPD meeting to recap skills and format of Real PE with a focus on assessment in PE. ● Staff attended a yoga specialist session to promote wellbeing and staff given ideas to incorporate into the classroom. <p>Broader experience of a range of sports and activities offered to all pupils:</p> <ul style="list-style-type: none"> ● Pompey in the Community supporting ECT's initially and other year groups who required their expertise – Yr's 3, 4 and 6. As well as school council. ● Yr 5/6 play and sports leaders trained at the start of the year to promote sport involvement at lunchtimes. ● Swimming lessons given to Yr's 4 and 6 to ensure a higher percentage meet national curriculum expectations. ● Yr 4 and 6 residential offering opportunities to experience a wider range of opportunities and physical activities such as abseiling. <p>Increased participation in competitive sport:</p> <ul style="list-style-type: none"> ● Variety of events attended across the city including basketball and football. <p>The profile of PE and sport is raised across the school as a tool for whole-school improvement:</p> <ul style="list-style-type: none"> ● Continued participation in the Hampshire school games throughout the year. ● PE leads have successfully arranged and carried out staff led after-school clubs, which are free to children to promote involvement in sport. ● Bikeability teachers in for one week (3-06-24 – 7.06.24) to support and encourage Yr 5 and 6 pupils when travelling on their bike. ● Walk to school week completed across the school to promote daily exercise. ● Joe Wicks visited the school to raise the profile of exercise and healthy living. 13/5/24 ● Colour run celebrated across the school to start the beginning of sports week. 17/6/24 <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:</p> <ul style="list-style-type: none"> ● Sports offered at break, lunch and afterschool clubs – PE lessons led by teachers and specialist PE coaches (PIC). ● Sports week (17.06.24 –21.06.24) led by PE leads. Opportunities given to all year groups to partake in a range of activities. 	<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport Identify through the completion of google forms at the beginning of the what CPD staff need to continue supporting them with the delivery of Real PE. Have time given and allocated at beginning of year so that teachers and PE leads can video/observe good practise and share across the school during for CPD. Ensure ECT's have the opportunity to work alongside PITC to have targeted CPD for PE where needed. All staff asked where they would like to use PITC to support PE lesson and plan across the year as required.</p> <p>Broader experience of a range of sports and activities offered to all pupils: Introduce the woodland area during lunch with staff to allow for greater opportunity of physical activity alongside sensory circuit. Change for life leader to train new member of staff to complete change for life from September -Offer TA training to enable change for life to be completed in an after school with selected children.</p> <p>Increased participation in competitive sport: Have opportunities for all children to experience new sporting activities by having guest visits. Continue as last year to work with VS to plan events across the year ensuring each year group has the opportunity to attend sporting events, possibly give lists out to all staff so the know prior what events will be happening across the year and where they can support.</p> <p>The profile of PE and sport is raised across the school as a tool for whole-school improvement: Work with lunch time supervisors to guide in activities and ensure communication with Sports captains/playleaders to share inclusive and engaging activities with a range of pupils. Consider non 'sport' based activities to make play inclusive. I.e 0 and x's with chalk, Large Jenga, Target throwing, golf, team games (blind folded puzzles) and to utilise the woodland area.</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: Use experts to showcase skills that teachers can use for their weekly lessons. PE leads to plan a sequence of dance lessons to share in a PDM to support staff in the teaching of the subject. To include ways to adapt/challenge/progressions and engage (particularly UKS2)</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 2020.</p>	58%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	46%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	61%
<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

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: £ £18,700		Date Updated: July 2023	
<p>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</p>					<p>Percentage of total allocation:</p> <p>22%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>	
<p>Whole school to reintroduce the Golden Mile as a brain break activity. HLTA to be trained up to lead this across year groups. Implement once a week and encourage sports captains to lead it in KS1.</p>	<p>Mid Autumn term start to introduce when year groups could complete their golden mile. Use sport incentive to complete Golden Mile. –(bands) Timetable given and how HLTA could support. HLTA was used to initially to cover classes and unable to implement due to cover. Sports Captains in year 6 so unable to be realised due to SATs. Lenten walk completed during Lent. Year groups complete weekly before PE and as and when they can – use of brain breaks.</p>	<p>£1500.00</p>	<p>Throughout the year the golden mile has been used effectively in each class. Classes complete the mile before and after PE and used it as additional brain breaks throughout school day. This enables children to be physically active throughout the school day and receive breaks from learning so they are refreshed and ready to learn.</p>	<p>Use brain breaks through allocated time each week when year groups complete a walk/run and use of the woodland area. Introduce the woodland area during lunch with one member of staff to complete sensory circuit.</p>	
<p>Change for Life to commence with year 6 followed by Year 2 as this is where the greater need is required. This will encourage an active and healthy lifestyle for those children who have low self-esteem and lack confidence within main stream PE Weekly sessions led by JL</p>	<p>Autumn 1 begin with Year 6 then as the year progresses use the program where it is most needed. Or possibly repeated in a year group if the need is greater. JL will have 10 children every Friday afternoon. Began the year with 6 and successfully completed up to year 3/4 but HLTA now used as HLTA and not able to be released.</p>	<p>£2,670.00</p>	<p>The children who have completed change for life positively view exercise as a way of life and make positive food choices. Autumn 1 – 8 year 6 children, 4PP Autumn 2 – 8 year 5 children, 3PP Spring 1 – 10 year 3 and 4 children, 6PP Spring 2 – trialled unscheduled times due to cover.</p>	<p>Change for life leader to train new member of staff to complete change for life for September - Offer TA training to enable change for life to be completed in an after school with selected children.</p>	

	He did try and complete it as and when he wasn't covering but tricky due to timetabling so unable to cover KS 1 as yet.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 38 %
Intent	Implementat ion		Impact	
Designate roles for lunchtime supervisors so their roles and responsibilities are clear e.g. play leads, first aid etc. Continue to have meetings with the supervisors and leaders to increase communication.	Continue to have meetings with lunchtime supervisors with HT then gradually introduce changes to the organisation of lunch times as the year progresses. HLTA to lead the play leaders and role model to lunchtime supervisors a range of games and activities (facilitating activities) – Worked with lunchtime supervisors to encourage them to support the children leading activities. Met with Head lunch Supervisor and FSW for regular check-ins discussing discussed and made changes where needed to the activities or children running the events	£2,670.00	Lunchtimes run smoothly, where children are actively involved in activities and have opportunities to try different games. Staff communicate issues form lunchtime and make appropriate changes to ensure cohesion.	Continue to work with lunch time supervisors to guide in activities and ensure communication with captains/playleaders to share inclusive and engaging activities with a range of pupils. Consider not 'sport' based activities to make play inclusive. I.e 0 and x's with chalk, Large Jenga, Target throwing, golf, team games (blind folded puzzles) and to utilise the woodland area.
CPD sessions to support new staff who have been on maternity leave. Staff to identify areas of support when teaching PE and CPD adapted to meet needs of the staff.	Create a google form for staff to complete then agree a date to implement CPD needed across the school. Autumn 2, Spring 1 and Summer 2.	£1695.00	Completed google form and included areas of development within PDM's – the needs identifies Dance and SEND. PE lead led 3 PDM's to ensure staff are confident when teaching PE and how to support children with SEND. The impact has shown children skills have improved with continuity across the school. 27/9/24 – Real Pe 24/4/24 – Dance 19/6/24 - Yoga	Complete google forms at the beginning of the year to acquire what staff need support with then address the need through PDM's or support from PE lead.
Monitor consistent teaching across the school, impact of provisions and well as identifying progress.	Identify dates and cover for PE lead to drop in for short sections of lessons and identify progress from Autumn term and future CPD.	£2650.00	Due to staffing there has not been the opportunity to be released and watch lessons. PE Lead monitors progress through assessment wheels and offers support	Have time given and allocated at beginning of year so that teachers and PE leads can observe good practise and share across the school during for CPD. Possibly use of

			where needed.	recording the lessons in order to provide CPD.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			19%
Intent	Implementation	Impact	
<p>PE lead to support ECT (year3/4) to build behaviour management and confidence within a PE lesson. Ensure all new teachers (or those returning from maternity leave) are confident with assessment in PE.</p>	<p>ECT will shadow PE lead and discuss issues within lessons and support given where needed. PE lead available to help and support staff throughout the year. Liaise with returning members as and when they return and offer support where needed. Continue to organise PIC to come in and assist ECT where necessary. PITC supported ECT in Autumn term and continued to support year 3/4 in Spring term.</p>	<p>£3,000.00</p> <p>The ECT now feels confident with sport specific skills and used these in an after school club – cricket – Spring 2</p>	<p>ECT's will have the opportunity to work alongside PITC to have targeted CPD for PE where needed. All staff asked where they would like to use PITC to support PE lesson and plan across the year as required.</p>
<p>Support staff with Real PE - focus on Real Gym/Dance – potential for observations in Real Gym and Real Dance. Organise a staff wellbeing and mindfulness PDM to promote yoga and how to incorporate this into the teaching of PE and as a way to promote the children's wellbeing.</p>	<p>Spring/Summer term organise staff training with REAL PE support to have a CPD session with REAL Dance. Due to finances possibly complete in house. – Autumn 1- PE leads. During sports week staff participated in a yoga session with a yoga expert to experience the skills of mindfulness and how to incorporate yoga into school life.</p>	<p>£50.00</p> <p>Sent out google form to ask staff where they need support and offered help and advice where needed. PDM- autumn 1 explored how staff could implement Dance. Staff now have a better understanding of what is expected in a Dance/yoga session and how to incorporate into their teaching.</p>	<p>Continue to use experts to showcase skills that teachers can use for their weekly lessons. PE leads to plan a sequence of dance lessons to show in PDM to support staff in the teaching of the subject. To include ways to adapt/challenge/progressions and engage (particularly UKS2)</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation: 7%
Intent	Implementation	Impact	
Purchase gymnastics equipment in 2023-2024 by creating a wish-list for PE equipment that staff can add to as things decline over time and required to support the effective teaching of Real PE	Discuss with staff during staff meeting or via google form what gym equipment would benefit our children most and start to develop wish list. Complete in Spring term with staff.	£640.00	After safety visit ordered new mats that where needed and completed google form for equipment and have created wish list for equipment which will improve the teaching of Gymnastics by using up to date equipment which will benefit gross motor skills.
	Have ordered equipment that staff require to teach Real PE- regular equipment balls/ hoops etc.	£500.00	
Identify the barriers as to why attendance from PP children is limited. Discuss with PP lead PP children and look into how we can motivate these children to attend and liaise with parents.	Organise meeting with PP lead after clubs have begun and ensure free PP spaces are allocated where needed.	£200.00	Sports 4 U pulled out with free sports spaces- therefore only able to give PP children priority when Teacher led activities after school/ selected for sporting activities in school hours. However PP children were promoted and asked to attend the free afterschool clubs in order to promote their physical lifestyle.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17 %
Intent	Implementation		Impact	
Ensure even distribution of events across the whole school and improve attendance of ALL (including PP) by checking schedule with admin.	Work with VS to ensure events are spread across the year when staffing is available to support the events.	£1000.00	All events covered throughout the year by staff to promote the competitive element of sport and the opportunity for children to try different sports. Summer Challenge Day – year 6 – 7.6.24 – 10 chdn – PP 5 Dance Festival – KS1 – 1.7.24 – 10 chdn PP 3 Paddle sports and swim safe- year 6- 24.6.24 – 10 chdn PP 2 Girls football – PITC – 23.5.24 – Year 5/6 10 girls P 2 Hampshire school games festival- Year 5 20.6.24 – 10 chdn PP2 Spring Gym festival – year ¾- 12.3.24 – 8 chdn – PP2 Autumn Handball –year 5/6- 17.10.23 – 10 chdn – PP2 Basket ball tournament – Year 5/6 – 30.11.23- 10 chdn PP3	Continue as last year to work with VS to plan events across the year ensuring each year group has the opportunity to attend sporting events, possibly give lists out to all staff so the know prior what events will be happening across the year and where they can support.
Yr 6 sports leaders and TA's to have sessions with groups of children ahead of events so they are prepared.	Once events planned give out dates to staff who can use their time owed to support training of events. Children attending events that required additional support – Dance festival – PE leads and TA took children during lunchtime to learn a dance to perform at the event.	£2,025.00	Due to staffing and who will attend events (changed last minute) this is difficult to get TAs time to take children out to support events.	At the beginning of the year when events have been selected for the year, give out to staff and give a reminder 3 week reminder for staff to practise the skills if that event in their PE lesson. Then use this to select the chn for the event.
Liaise with cluster in the area about arranging regular sports events together – providing equal opportunities for both girls and boys with football.	Contact Victory and other local schools within the local cluster to arrange sports events locally that are easily accessible for pupils, staff and parents.	£100.00	Not able to arrange sports events in the cluster due to non-correspondence with from local schools.	Ask staff if there is anyone who might like to train a football team- lunchtime or after school then continue to try different schools to have a friendly football match. CHD (UKS2) to hold a 'welcome' day where they take responsibility for hosting a friendly game against

				another school. Approach different schools in the area. To encourage sporting events in the cluster.
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Signed off by	
Head Teacher:	<i>Zoe Killick</i>
Date:	<i>05/07/24</i>
Subject Leader:	<i>Martine Pottinger</i>
Date:	<i>08/07/24</i>
Governor:	
Date:	