

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 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](#) 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](http://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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2019/20  | £0      |
| Total amount allocated for 2020/21  | £19,170 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £0      |
| Total amount allocated for 2021/22  | £19,240 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19,240 |

## Swimming Data

Please report on your Swimming Data below.

|  |                |
|--|----------------|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><b>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</b></p> |                |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2021.</p> <p>Please see note above</p>  | 98 %           |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>  | 98 %           |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 98 %           |
| <p>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?</p>   | Yes/ <b>No</b> |

## 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: 2021/22   | Total fund allocated:   | Date Updated:      |   |  |
|--|---|--------------------|---|--|
| <b>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</b> |   |                    | Percentage of total allocation:<br>%  |  |
| 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:   |
| 2 x 1 hour/ 2 x 45 mins PE sessions each week for all children in school   | Further development of Complete PE.<br>Purchase of essential equipment and resources to enable a wide variety of sports to be taught effectively.                                     | £1,000             | Expectations raised, equipment purchased.   | Monitor and review teachers and class engagement in activities.<br><br>Continue CPD for staff to make effective use of Complete PE |
| Provision of before and after school clubs   | Wide variety of clubs offered to cater for different sporting interests:<br>Netball<br>Football<br>Cricket<br>Multi skills<br>Pop dance<br>Karate<br><br>Use of PITC and Lana O'Brien | £1,000             | More opportunities for pupils to participate in sport. Wide and varied activities provided.   | Ensure more clubs are available for pupils in the Autumn term 2022. Monitor attendance.  |
| Increased sporting opportunities during lunchtimes   | Equipment provided and updated as necessary   | £600               | Increased opportunities to participate in a wider range of sports and activities e.g. basketball, running, football and activities to improve co- | Lunchtime supervisors working alongside staff so that they can continue to run the activities when staff are not there.            |

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|   |   |                    |   |  |
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|   |   |                    | ordination and balance.<br>Noticeable improvement in hand-eye co-ordination and sporting ability from many children.                                |  |
| Opportunities for physical activity at break-times<br><br>Staff to lead and teach games for children to participate in.                                     | Purchase additional equipment specifically for use at playtimes.  | £500               | Children more active at playtimes.  | Ensure this continues                                  |
| Pupils to take part in Golden Mile at least once a week.  | Teachers to include on weekly timetable   | No Cost            | PE lead to monitor and gain views of children   | Ensure this continues                                  |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>   |   |                    |   | Percentage of total allocation:                        |
|   |   |                    |   | %  |
| <b>Intent</b>   | <b>Implementation</b>   |                    | <b>Impact</b>   |  |
| 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:               |
| Children to be involved in sporting activity on a daily basis.  | Ensure equipment is available for break and playtimes. Ensure it is kept varied and provide a wide range of different types of equipment.             | £500               | Children see others involved and wish to participate themselves.  | Equipment must be maintained and replaced as necessary |
| Encourage pupils to take on leadership roles that support school and physical activity  | Portsmouth in the Community to work with year 5 children on Sports Leader Award.<br><br>Sports Leaders to organise and run activities for Sports Day. | £1000              | Children are proud to be Sports Leaders and encourage others to do the same.<br><br>More children are encouraged to participate in games with their | Continue in next academic year                         |

|   |   |      |  |                                |
|---|---|------|--|--------------------------------|
|   | Sports Leaders to take responsibility for organisation and keeping of playground sport equipment.<br><br>Sports Leaders to lead games at playtimes.   |      | peers.   |                                |
| Continue to ensure that all children are aware of the importance of a healthy lifestyle, including diet and regular exercise, | Cross Curricular planning in subjects such as Science, PSHE, DT<br><br>Jigsaw – ‘Healthy Me’ units  | None | Children understand the importance of keeping healthy.   | Continue in next academic year |
| Celebrate children’s sporting achievements  | Use Celebration Collective Worship as a platform for children to share their success (activities from out of school as well as school sporting events)<br><br>Regular articles written by children about their sports participation (newsletter etc)<br><br>Inform parents of school sporting achievements via newsletter, school Facebook page | None | Children are keen to share medals, trophies etc and they are seen by the whole school.<br><br>Other children are keen to participate or have a go at a new sport |                                |

|   |  |                    |  |  |
|---|--|--------------------|--|--|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |  |                    |  | Percentage of total allocation:          |
|   |  |                    |  | %  |
| <b>Intent</b>   | <b>Implementation</b>  |                    | <b>Impact</b>  |  |
| 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 confidence of staff in teaching PE lessons<br><br>High quality teaching and high expectations due to increased teacher knowledge and increased confidence. | PE lead will ensure that staff are supported with the planning and delivery of lessons using Complete PE<br><br>Staff are aware of the knowledge and progression documents. | £450               | Increased confidence of staff to deliver PE lessons                                      | More CPD for staff<br><br>Monitoring of PE by subject lead |
| PITC to lead dance lessons alongside staff  | Teachers to work with sports coach when delivering dance lessons  |                    | Increased confidence of staff to deliver lessons   | To continue next academic year                             |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |   |                    |  | Percentage of total allocation:                            |
|   |   |                    |  |  |
| <b>Intent</b>   | <b>Implementation</b>   |                    | <b>Impact</b>  |  |
| 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:                   |
| Additional achievements:<br><br>Broad range of equipment to be used at playtimes  | Wide ranging sporting equipment provided  | £                  | Children noticeably more confident in PE lessons   | Ensure equipment is provided and update as necessary       |
| School participation in Bikeability in Year 5   | All children in year 5 have the opportunity to participate in the Bikeability scheme run by trained providers.  | £500               | Children can ride their bikes on the road safely   | Continue to offer next academic year                       |
| Whole school participation in Walk to School Week   | Provide families with the information. Children receive certificates and stickers at the end of the week  |                    | Raise awareness of keeping healthy by walking to school                                  | To continue next academic year                             |

|  |   |                  |   |   |
|--|---|------------------|---|---|
| <p>Widen range of after school sports clubs being offered to appeal to different children.</p> | <p>Netball<br/>Football<br/>Cricket<br/>Multi skills<br/>Pop dance<br/>Karate<br/>Tennis<br/>Dance live</p> | <p>As before</p> | <p>Clubs are very popular with children. The majority of sporting clubs are full.</p> | <p>To continue next academic year</p> <p>Approach external providers such as G&amp;F Rugby Club, Alverstone Tennis Club, cheerleading</p> |
|--|---|------------------|---|---|

| Key indicator 5: Increased participation in competitive sport   |  |                    |   | Percentage of total allocation:                               |
|---|--|--------------------|---|---|
|   |  |                    |   | %   |
| 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:                      |
| Engage children who do not always participate to take part in external events run with other local schools  | Identify children who are not engaged and plan opportunities for the summer (basketball, cricket, girls' football)       | £                  | Pupil conferencing of children (which includes vulnerable groups) who have been to sporting events out of school – high level of enjoyment and participation. | Continue to monitor engagement of pupils in subsequent years. |
| Bring back Sports Day for families (after a gap due to Covid last year)   | Two sports day events planned for KS1 and KS2.<br><br>Families invited.  |                    | Events were successful and enjoyed by parents and children.   | Continue next year  |
| Enter more sporting competitions and events   | Enter the local schools football league (boys and girls)<br><br>Attend local offerings of inter-school events at G&F MAT |                    | Children enjoy participating and were keen to be selected   | Continue next year  |

|                 |                   |
|-----------------|-------------------|
| Signed off by   |                   |
| Head Teacher:   | Carolyn Wilkinson |
| Date:           | 18.7.22           |
| Subject Leader: | Lucy James        |
| Date:           | 18.7.22           |
| Governor:       | Jean Watson       |
| Date:           | 18.7.22           |