

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](https://www.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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£ 19,550
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 19,600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 19,600

Swimming Data

Please report on your Swimming Data below.

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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	88 %
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	84 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100 %
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?	No

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:		
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:	
			83%	
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:
<ul style="list-style-type: none"> Enrolment in GetSet4PE – chn have more aware and engagement in PE. Clearer understanding of skills and knowledge Use of sports coach for delivery of sports sessions (non PPA) to provide high quality teaching. Adults leading activities for 	<ul style="list-style-type: none"> New overview of PE. Range of different activities to inspire children. Scheme also comes with suggestions for activities for lunchtimes, breaks and before/after school provisions. Deployment of staff during lunchtimes to support activities/games. Sports coach to work with each class, teachers able to observe and monitor. Classes to get PE curriculum delivered weekly. NC running tournaments and competitions (basketball/football) during 	<p>£630</p> <p>£8961</p> <p>£4251</p>	<p>More activities available during multiple points during the day.</p> <p>Range of different physical activities, which appeal to wider range of children.</p> <p>Behavioural impacts seen with less issues during unstructured times.</p> <p>High levels of engagement from school in competitions.</p> <p>Children discussing the adults taking part and enthused to take part too.</p> <p>60 chn from Y5 and 6 took part</p>	<p>Review provisions and altered/edit/add depending on feedback from pupil councils/staff questionnaires.</p> <p>Review which activities are offered following stakeholder feedback.</p> <p>Implement a timetable of offers over the year – making it sustainable and managed.</p> <p>Review offer o clubs to help support children progress with sport. Organise tournament and challenges to continue high levels of engagement.</p> <p>Roll out challenges over each</p>

<p>children during playtimes providing role modelling and supporting rules.</p> <ul style="list-style-type: none"> Purchased two table tennis tables for playground to increase participation and activeness at break/lunch times. Purchase and enrolment of Moki fitness trackers to track activity and increase motivation to move. 	<p>lunchtimes.</p> <ul style="list-style-type: none"> SB running Y3 challenge during Summer A term. Boules overseen by lunchtime supervisors. Enabling 8 children to play at any given time. Two tables set on playground for using during lunchtime and break times. Tracking and monitoring the level of activity of children during the school day. Increase enthusiasm for activity. 	<p>£1800</p> <p>£630</p>	<p>in Basketball tournament – results shared in school assembly.</p> <p>67 year 3 chn took part in 5 week challenge.</p> <p>High levels of enthusiasm for initial use of tables. Y3/4 table and Y5/6 table assigned – always in demand.</p> <p>Baseline sets of results for children during the Spring/Summer term. Gives an indication of the children's level of activity, as well as information about the subgroups within school slowing for more specific provision. All of Y3/4 completed with current highest total in Y3 girls.</p>	<p>term e.g. house vs house, most active class etc.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>0.6%</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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Ensure all chn know the offer of PESSPA available at break/lunch times. Assemblies used to raise the profile of PESSPA within school Parents invited in to watch children as part of end of unit outcomes. Promote PE and our sporting offers on school website. New Sports Day trophy purchased to celebrate outcome 	<p>Assemblies introducing new ideas. Competitions across school to raise profile.</p> <p>Assemblies to promote sports both in, and out of school. Part of these will be to celebrate the achievements and successes of pupils at school.</p> <p>Parents sent dates and times for class or year group assemblies to share outcomes.</p> <p>Update information on website and share the intent, implantation and impact statements and outcomes where applicable.</p> <p>New trophy to be bought and shared with school. Will create legacy of sport for next 20 – 30 years.</p>	<p>£0</p> <p>£0</p> <p>£0</p> <p>£0</p> <p>£120</p>	<p>More chn engaged with a range of activities at social times.</p> <p>Raised awareness of opportunities within school and out community.</p> <p>Chn aware of opportunities they may not have know previously.</p> <p>Achievements celebrated across school.</p> <p>All year groups have demonstrated some elements of PE curriculum to parents over last 2 terms.</p> <p>Greater communication and awareness of what pupils learn and how they progress over their time, within a year, but also across their junior schooling.</p>	<p>Pupil interview chn to record their preferences and possible future activities.</p> <p>Continue with sharing and celebrating.</p> <p>Ensure assemblies match national/global events to make more links and significance.</p> <p>Ensure dates and outcomes are shared in the next academic year.</p> <p>Continue to update website with updates.</p> <p>Include outcomes from the first stages of new curriculum implementation.</p> <p>Include a sporting news section.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			8%
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:
<ul style="list-style-type: none"> Have external trainers in to support staff in delivery of PE curriculum Train all staff in delivery of new PE curriculum Monitoring and support in delivery of sessions to inexperienced staff. Training for subject lead for increased knowledge and awareness. 	<p>Hants cricket to run training sessions for adults during CPD.</p> <p>Sholing FC to come in to run sessions for lower school.</p> <p>Staff CPD introducing the new programme. Year groups to view new sessions and have time to look through plans and identify barriers during session. Subject lead to monitor lessons of teachers and sports coach.</p> <p>Subject lead to be released to help team teach lessons which adults are inexperienced, or lacking confidence, with.</p> <p>Subject lead to attend virtual courses and in-person courses. Annual conference included.</p>	<p>£0</p> <p>£0</p> <p>£820 (cover costs 5 full days)</p> <p>£680</p>	<p>Hants Cricket ran session during Summer A focusing on delivery of cricket, but also some wider games delivery.</p> <p>Staff all delivered/delivering the new curriculum.</p> <p>Staff monitoring shows initial positives. Higher levels of engagement from all chn with more minutes active in lessons.</p> <p>Staff report positive feedback in relation to progress of children and the progression between year groups.</p> <p>Better awareness of curriculum needs, staff development and subject knowledge</p>	<p>Source a wider range of coaches to come in to support staff with unfamiliar units.</p> <p>Continue monitoring staff and issue questionnaire at end of units to gain understanding of staff's development points.</p> <p>Ensure continued training and updates with latest evidence based practice.</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	
Your school focus should be clear what you want the pupils to know and be able to do and about	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
Sustainability and suggested next steps:			

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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:
<ul style="list-style-type: none"> • Increase opportunities for intra-school competitions. • Increase opportunities for inter-school competitions. 	<p>Return of annual sports day during summer term.</p> <p>Use of activities at lunchtimes to run competitions – basketball for Y5/6</p> <p>Boules for whole school competition at lunchtimes.</p> <p>Football tournament for Summer B</p> <p>Wider range of activities to cater for a wider range of 'taste' allowing for more engagement.</p> <p>Participation celebrated in whole school celebration assemblies.</p> <p>Wide range of sporting activities entered for all year groups – working alongside the School Games and SGO offers.</p> <p>Participation in, and outcomes of, events celebrated with school during whole school celebration assemblies.</p>	£650 (subscription costs, travel costs and subs)	<p>Positive feedback from students, staff and parents.</p> <p>All children engaged and involved in the sports activities.</p> <p>19 Interschool competitions attended over 2021/22 academic year. (resulted in gold mark in School Games).</p>	<p>Organise a year view overview of tournaments which can link to major events e.g. Olympics or key historical points.</p> <p>Organise events, which mirror the curriculum learnt in Year groups.</p>

Signed off by

Head Teacher:	R O'Hearn
Date:	15.7.22
Subject Leader:	Silas Bingley
Date:	6.7.22
Governor:	
Date:	