

# 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	£ 18,360
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,360
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,360

## 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>We would usually provide this data for Year 2 but it could not be gathered due to Covid-19.</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 2020.</p> <p>Please see note above</p>	<p>0%</p>
<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>	<p>0%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>0%</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?	Yes/No (N/A)
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## 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: 2020/21		Total fund allocated:	Date Updated:	
<b>Key indicator 1:</b> 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:
				%
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:
1. Extend the range of physical activity at lunchtimes and playtimes (through activities, coaching & resourcing) to engage more pupils in sustained physical activity so that they are physically healthy, which will impact on mental well-being and capacity to learn.	<ul style="list-style-type: none"> <li>• Skilful Sports Company to plan and deliver lunchtime sports coaching sessions for all year groups 3 days a week.</li> <li>• Lunchtime staff to supervise and participate where appropriate, so that they are up-skilled and they are setting an example to children.</li> <li>• PE manager to gather feedback from pupils and staff regarding impact on learning during afternoons and progress made in skills development.</li> </ul>	£ 4400  Spent:(£4,065)	Pupils show enjoyment in Sports sessions, particularly enjoying the range of activities that they experience. They are all able to talk about what they have got better at over time, and how this exercise is contributing to their health and wellbeing. This activity helps the school to provide the full 2 hours quality PE and Sport in addition to the regular PE lessons. Teachers comment on the increased skills demonstrated by children, but full impact over time not measured.	Children were able to take part in high quality exercise where they were able to develop fine and gross motor skills which helped develop the outcomes of children gaining a good level of development.  Children were very engaged and enthusiastic about taking part in the sessions.  We would like to offer more of these opportunities next year. Total cost was £4,065  Due to maintenance issues

2. Ensure regular high quality in swimming lessons for Year 1 and 2 pupils ensuring teachers look carefully at the starting points of children due to Covid-19. In a 4-form entry school where hall space is limited, swimming lessons form an important part of our PE curriculum and contribute to the full high quality PE and Sport provision to Years 1 & 2.	<ul style="list-style-type: none"> <li>Teachers know the starting points of individual children to help in their development.</li> <li>Teachers new to swimming are trained by current outstanding teachers who are released from classes during lessons.</li> <li>Swimming teachers are released to learn from each other to improve the quality of their teaching.</li> </ul>		<p>Teachers have completed their training in swimming and are confident in teaching swimming.</p> <p>Children are confident and they would have showed progress from their starting points.</p>	<p>were unable to go forward with training and use the facilities this year.</p> <p>To look into providing opportunities for swimming outside of the school setting.</p>
<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:
				%
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:
To actively encourage pupils to take on leadership roles to improve physical activity during lunchtimes. (Active Play Leaders)	<p>Establish active play leaders for each year group to support the engagement of all children.</p> <p>To engage Skillful Sports, to deliver lunchtime active sessions for children to access on a rota basis and small group sessions in the afternoon which focus on PP children.</p>	<p>£ 0</p> <p>(See skillful sports budget)</p>	<p>Children to develop multi sports skills and foster enjoyment of activity.</p> <p>Additional sessions for PP children to offer them a wider range of sporting activities.</p>	<p>This has been established on the Infant side where boxes have been used to organise areas and Teamwork Ambassadors organise the equipment.</p> <p>We would like this to be continued next year and the School Council is continuing this in the Junior Side.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Increased confidence, knowledge, and skills of all staff, including new leaders by providing professional development, appropriate training, and resources to help them teach PE and Sport more effectively to all pupils	Explore training opportunities for teachers in British Gymnastics, dance and athletics.  All teachers to undertake specialist training in effectively teaching athletics	£ 1,500  (0)	Teachers will be confident and skilled teaching dance and gymnastic lessons. There will be an improvement in DDIs and children will show an engagement and enjoyment in the lessons.	Looking into training from the Hampshire Specialists.
To promote the Mental Health and Wellbeing of children across the school.	To raise awareness with the staff on the importance of Mental Health and Well-Being strategies in the classroom.  Promote Mental and Well-Being of children across the whole school through a 'Hello Yellow Day' 'Mental Health and Well-being Week' (7 <sup>th</sup> -11 <sup>th</sup> May) where children will develop strategies and take part in Yoga to also develop their fitness, this will also be shared in the newsletter.	£100  Spent: (£4,065)(£100)	Children will be confident in using the strategies to support them in their Mental health and Well-being.	Claire Marie Tauplin has been working within the school to raise Positive Mental health and Well-Being across the school. There will be more sessions booked for staff and pupils next year.
Ensure regular high quality swimming lessons for Year 1 and 2 pupils. Water safety will continue to have a high focus which is of vital importance given the geography of the local area.	Water safety award training for 10 staff to enable them to teach swimming.		Teachers will be qualified in the safety award.	This was not needed this year.



<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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:
1. Provide further opportunities to develop water confidence and swimming ability for targeted pupils who have had less swimming experience than others or less confidence for whatever reason. As a school in Portsmouth, an area surrounded by water, we believe that all children should be able to swim from a young age.	<ul style="list-style-type: none"> <li>• Offer extra swimming lessons free of charge for specifically identified pupils.</li> <li>• Progress monitored to measure impact on both water confidence and swimming ability.</li> </ul>	£2000 (Training)  (£0)	Children to have developed confidence in their swimming.	This was not needed this year as the swimming pool was out of action.
2. Contribution towards the purchase of an outdoor Grizedale Forest circuit to; <ul style="list-style-type: none"> <li>-improve core stability and fitness</li> <li>-support reducing rise in childhood obesity</li> <li>-improve children's perception of exercise.</li> </ul>	Quotes to be requested and agreed by March 2022.	£9000 Spent: (£1000)	Children will have access to the outdoor fitness area and assessments will show an improved development in their core and stability fitness. Children will be engaged in wanting to exercise through pupil conferences.	Contribution towards Junior school Tryflan climber as Infant school also use this.

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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:
As a school with very limited amount of outdoor space and no grass, we need to increase pupils' access to a variety of sporting events and competitions.	<ul style="list-style-type: none"> <li>Organise with Hampshire Virtual Sports events that encourage children to take part in competitive sports.</li> <li>Promote inter-schools competition in super bubbles e.g. running competition</li> </ul>	£1000 (Resources)  Spent: (£2803.00)	Through pupil conferences children will be confident in talking about sporting events and reflect an excitement in competing with each other. Therefore there will be an increased engagement in taking part in competitive sport.	The Sports Day has meant that children were involved in competitive Sports and we had positive feedback from children to say that they really enjoyed the day.  The children have had access to new resources that have allowed them to take part in the sports events.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	