

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	£20,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£20,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,000

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	57%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	% 0
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	% 0
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% 0
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?	Intended to provide the y6 children the chance to swim, but due to time

	constraints, could not.
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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:	
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: %
Intent	Implementation		Impact	
To raise attainment in primary school swimming given that Portsmouth is an island it is imperative that all children can swim competently, using a range of strokes and can perform a safe self-rescue in different water based situations	Provide lessons for all y6 UPPER (SCHOOL) pupils to (COMPENSATE FOR PREVIOUS COVID RESTRICTIONS) and encourage uptake of further extracurricular swimming	£2000	Children to develop a confidence and enthusiasm for swimming.	Due to time constraints y6 children were unable to complete this.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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)	Establish active play leaders for each year group to support the engagement of all children. 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.	£6600	Children to develop multi sports skills and foster enjoyment of activity. Additional sessions for PP children to offer them a wider	School council has taken on this task, developing the use of ambassadors to support the children. Children have enjoyed these sessions, developing their fine and gross motor skills, fostering an enjoyment and enthusiasm for sport.

			range of sporting activities.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
consolidate through practice:				
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	TBC	Staff will deliver PE lessons more confidently, thereby hopefully engaging, and challenging, children in sport more effectively.	This is ongoing with links with Hampshire specialists being explored
To promote the Mental Health and Wellbeing of children across the school.	Promote Mental and Well-Being of children across the whole school through a 'Hello Yellow Day' 'Mental Health and Well-being Week' (9 th -15 th May) where children will develop strategies and take part in Yoga to also develop their fitness, this will also be shared in the newsletter.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	

<p>To introduce a range of opportunities that extend beyond the in-school provision to enable children to adopt a physically active lifestyle.</p>	<p>Broaden the variety of extracurricular activities through the re-establishment of boys' football, girls' football and netball</p>	<p>See indicator 5</p>	<p>Children will benefit from a broader range of sports. We encourage Pupil premium to be involved in after School clubs.</p>	<p>Children have been undertaking football clubs run by the PE leads which they have enjoyed.</p>
<p>Contribution towards the purchase of an outdoor Grizedale Forest circuit to;</p> <ul style="list-style-type: none"> -improve core stability and fitness -support reducing rise in childhood obesity -improve children's perception of exercise. 	<p>Quotes to be requested and agreed by March 2022.</p>	<p>£14000</p>	<p>This will develop the fine and gross motor skills of the children and also enthuse and encourage the children to have active participation in play. It will also have an impact on reducing obesity in children.</p>	<p>A Grizedale climbing frame and safety surface has been booked to be installed in Sept 22.</p> <p>Additional items will be paid for with any outstanding monies from this year's Sports Premium.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Increase participation of all pupils in competitive sport by entering into more sports competitions within school and local area	Ensure that the minibus is roadworthy & fuelled	£1000	Ch will again be able to attend, and compete in, sports competitions in and around our local area.	Children have loved being able to compete competitively as a school team again and enjoyed attending local matches.
	Entry fees and pitch hire	£300		
	Team Kit	£304		
	Claim sheets for non-teaching staff working beyond contracted hours	£300		
	Sports Day including track co-ordinator at local sports facility	£331.50		

Signed off by	
Head Teacher:	
Date:	10/2021
Subject Leader:	K HYNES-KELLY
Date:	21/07/21
Governor:	
Date:	