

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 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 allocated for 2020/21	£32,983
How much (if any) did you carry over from this total fund into 2021/22?	£21,648
Total amount allocated for 2021/22	£41,218
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£41,218

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>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</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>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> <p>Please see note above</p>	<p>81% (2020-21)</p> <p>78% (2021-22)</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>64% (2020-21)</p> <p>66% (2021-22)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>90% (2020-21)</p> <p>100% (2021-22)</p>
<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>	<p>No</p>

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 & 2021/22		Total fund allocated: £41,218		Date Updated: December 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity					Percentage of total allocation: 43%
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?	Sustain ability and suggested next steps:
Breakfast club and After-School club to encourage more pupils to attend and get involved in activities. Planet Education to run sports breakfast clubs Thursday & Friday mornings with PP children invited	Staff member to undertake and supervise activities		£1,536	50 pupils attending breakfast club. 45 pupils attending after school. 11 Thursday – PP 21% (4/19) 6 Friday – PP 17% (1/6)	New equipment to be bought for Breakfast/ After school club to allow for more physical activity (£200 from Sports Premium)
Purchase of new play apparatus and a gym trail for the playground. (Installation booked – Feb 2022) Extra £324 for repair	All children will benefit from this weekly – apparatus will be on a rota and the whole school will have the opportunity to use it.		£15, 136.12 £324	Increased physical opportunity for all pupils and allow them to be more active during break times and lunch times. Increased children’s wellbeing and motivation – more purposeful play.	Play equipment will need upkeep and evaluating for its impact for break times and lunch times
Scooters & helmets purchased (May 2021)	To be used during P.E sessions after teachers have been trained – (Training complete Nov 2021)		£887.85	More pupils getting involved in scooting with over 100 now actively travelling to school by scooter. Crosses over with safety on the road in PSHE curriculum	Scoot to school week – improved air pollution around Southampton

Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement				Percentage of total allocation: 4%
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?	Sustain ability and suggested next steps:
Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being.	Achievements celebrated in assembly (match results + notable achievements in lessons, charity runs etc.).	£75 (2021)	Increased participation in different sports in the community by pupils. Raised awareness of sport. Sporting excellence area of school website	School display in hall to celebrate sporting achievements of school teams and individuals outside of school.
Recognise sporting achievement on Governor awards evening	Purchase of additional trophies and certificates Celebrate external achievements e.g. representation for club and city in national competitions. Purchase of awards.	£125	Achievements recognised and celebrated by extended community. Children's celebrated confidence in their sporting ability and efforts which in turn promotes further interest in sport.	Train Sports Ambassadors to support lunch time activities. Time out of class for PE lead to train children. Use learning behaviours to support training. Prioritise pupil premium children for an area of responsibility.
Replenish PE equipment to be used both at break/lunch times and during PE lessons	Audit of current equipment Audit what the children would like at break times Audit of what equipment is needed to carry out PE lessons.	£1046.80	Pupils are very proud to be involved in assemblies See notes in Indicator 1 about attendance and attitudes to learning with improved performance in SATs. There were over 37 extra pupils attending clubs in the local community (in 2020) which was complimenting activities	Links to be established with local clubs to offer more sporting opportunities and advertised within schools – leaflets in reception.

			in school and in the curriculum. Increased self-esteem/confidence are having an impact on learning across the curriculum. Improved quality of teaching and learning due to higher quality resources	
Football Freestyle Visit and Workshops	All children were able to witness a professional sportsman in action during the assembly. Most year groups were able to have a 30 minute workshop with the expert to raise the profile of non-contact sport in the school	£600	Children could show the skills provided to them – they are able to use these skills during break and lunch to limit the number of competitive football matches happening.	This could link to multi sports club as there is an option to use the planning provided.

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?	Sustain ability and suggested next steps:
Real PE to continue across the school. Training for new staff	All staff attended 'Real PE' training in Sept 2019 PE leader attended 'Real PE Subject Leader training' throughout academic year.	£3120	Increased subject knowledge for all staff and better quality PE lessons for all children. Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff.	PE leader to attend annual conference. More CPD to be given to staff throughout the school. Real Gym CPD to be delivered to all staff. PE leader to be released to support other teachers in delivering PE lessons.
Real Gym to continue to be used and embedded throughout the school	All staff attended Real Gym training Summer 2021			

GetSet4PE planning and assessment scheme purchase	Year-long subscription to GetSet4PE purchased for whole school and accounts made for teachers to access planning and assessment.	£370	Increased confidence for all teachers at planning and delivering P.E lessons. This allows our PE learning journeys to be more sport focused so the progression of skills are clearer in all year groups.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 42%
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?	Sustain ability and suggested next steps:
Multi-skills club offered to children after school.	Children get to challenge themselves and try out new skills. Run by qualified coach. Contact clubs and establish communication.	£ 1320	Children enjoy the club and want to extend it. Now need to offer this opportunity to more children Pupils' knowledge and understanding of skills has increased The early impact that children are more motivated towards new sports	We further need to assess the impact this has had on transferrable skills Increase club links with local sports teams. E.g. Hampshire Cricket Club, Solent Kestrels Basketball Club and others.
All children in the school took part in Wood Mill outdoor activity centre (Summer 2020-21/Autumn 2021-22)	All children had the chance to participate in new or different activities and work together as a team.	£2700	All children had the chance to participate in an outdoor activity that they may not otherwise have had the opportunity to do. They were able to work together as a team and feel a sense of achievement. Collaboration has improved and mitigated the isolation impact from the pandemic	

Weekly lunchtime sports club provision	All children have opportunity to access sport during lunch time. Coached by a fully qualified sports coach.	£5220	Fewer children on sanction due to positive impact of sports offer. Potential access to 100% of vulnerable children and SEND Children are leading own playground games at break time due to increased awareness around new sports.	Play leaders to be selected from Y5 & 6. Use coach's expertise to train them up to sustain lunchtime sport.
ASC sports provision	PP and then the rest of the school were given the opportunity to attend ASC (Basketball, Football & Netball)	£5655	Increased participation and opportunity for over 15% of all then children have been involved in school sports competitions this academic year. (We have attended 6 already in Autumn 2021). One of which was a fully inclusive SEND inclusive sports afternoon. <i>Competitions: Football (Girls & Boys), Athletics x2, Basketball & Inclusive SEND Sports Afternoon</i> Netball – PP 29% (2/7) Basketball – PP 17% (4/24) Football – PP 25% (4/16)	Further involvement in all clubs – these will be monitored to see if sports on offer need to be altered. Netball altered to Basketball (2) in Spring Term 2022 due to lack of participation.
Flamenco Workshops (16 th & 17 th March)	Children given experience to dance from another culture – something they wouldn't usually be able to do. Inclusive for all abilities including SEND.	£800	Increased confidence in dancing. Children could visibly be seen with improved self-esteem. Linking to music NC – complex rhythms were being explored	Children will be given more opportunities to have dance in the curriculum for every year group

Key indicator 5: Increased participation in competitive sport.			Percentage of total allocation:	
			<1%	
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:
All children to have sporting uniforms when competing in sporting competitions.	N/A	£TBC	129 children have been selected to represent the school at a sporting competition during the year. Children feel a sense of pride in representing the school and embody the school ethos of Achieving Together.	Extend range of sports on offer to children at ASCs and to increase percentage of children participating in sports in and out of school in the long-term as a result.
P.E leader organising competitive sport for children during and after school hours.	Organise and risk assess excursions to sporting competitions. Liaise with local School Games Organiser to find out about and enter local competitions.	£0	Increased opportunity for children this past term to compete with local schools at multiple disciplines including: Football, Basketball and Athletics 3 specific SEND sports excursions for inclusive sports 15 SEND Pupils over multiple events (6% of the school) 45 PP children over the events (17% of the school)	Continue the opportunities for more pupils. Introduce new sports through P.E lessons and give pupils chances to compete in these. E.g. Badminton, Tennis, cricket etc. Introduce some more inclusive sports e.g. new age curling (NAK) and Boccia

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

Created by:



Supported by:



Governor:	
Date:	