

# 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	£19600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19600

## 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>	N/A (Infant school)
<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>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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	No



## 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: 15.07.22	
<p><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</p>					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.The hiring of professional coach to offer extra on top of curriculum.	Funding to allow 5 children who do not engage in sport from each year group to take part in after school clubs. Sports coach to offer Lunch time activities. Teachers working with Coach to develop confidence in teaching. Coach to take children to after school competitions. Qualified Gym teacher to help implement effect gym lessons. The Coach with their expertise will also help us as we develop the curriculum across KS1		£3600	35 Children a term have benefitted from free weekly after sports session who would have not taken part. Several children when interviewed said they enjoyed coming to school and felt more confident. The curriculum has continued to develop and teacher confidence has improved meaning children are having better quality PE lessons.	<ul style="list-style-type: none"> <li>•Looking at entering more competitions next year.</li> <li>•Continue to work alongside teachers to improve quality of lessons.</li> <li>•Continue funding of 35 children each term to take part in a club who would not have.</li> </ul>
2.Subsidize PE kit and sports equipment	PE kit no longer at school so will need to be ordered from website for children who do not have PE kits. Allows all to take place and use the correct kit.		£1000	PE kit provided to children who needed.	<ul style="list-style-type: none"> <li>• Review which equipment is needed for each sport.</li> <li>• Look at what kit is needed to take part in competition effectively.</li> </ul>

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3. Lunch time provision and clubs	To improve behaviour at lunch time, Zuko Sports' coaches were used to run a sports club over at KS1. With a range of different structured activities taken place.	£4500	Behaviour improving at Lunch-time. More children involved in practical activity when run by an adult.	<ul style="list-style-type: none"> <li>Continue to look at what other activities which may involve more reluctant children be involved active sports.</li> </ul>
<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:
				5%
<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:
A clearer pupil voice regarding the teaching of sport.	As part of our service agreement. We will continue to work with our Sports Leaders in the junior school to develop our Sports council and Change for Life ambassadors. We aim to set a sport council in the infant school.	£1000	Children given an opportunity to share their opinions on PE and sport across the school. PE planning starting to adapt to these changes. Children had a voice on how Sports Day ran and how we could do this again better next year.	<ul style="list-style-type: none"> <li>Involve Prefects to run clubs over at the Infant school.</li> <li>Survey children on views on PE.</li> <li>Allow more leadership opportunities for children in sport.</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				15%
<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:

Pay for cover to enable staff to undertake CPD opportunities.	We will use our sports coach to help develop curriculum and enable Infant staff to become more confident teaching High quality and motivating gymnastic lessons catering for all abilities. Part of funding will be used to cover teachers to observe lessons.	£3000	We have invested in a PE program (PE Passport) this will allow teachers to have differentiated lesson planned for them. Coach beginning to provide expertise on how to develop effective lessons.	<ul style="list-style-type: none"> <li>• Staff survey to identify lack of confidence in teaching PE.</li> <li>• Look at effectiveness of PE Passport. Does it work well?</li> <li>•</li> </ul>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 34%

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?:
Additional achievements: 1. Provide a range of sports to all pupils.	Purchase new sports equipment. Look at PE equipment across the school. More money to be spent on this area. Equipment in the past kept at the junior school. Infant school to now have own equipment to ensure lessons can take place effectively.	£2000	New equipment has been used to help children effectively take part in PE lessons.
2. Dance Workshop	Westend Theatre. Olympic based dance- Celebrating the summer Olympics An outside company will come and deliver a dance class linked to	£1000	Children were taught about different cultures through Dance. Children really enjoyed the sessions and could understand the importance of the Games.
			<ul style="list-style-type: none"> <li>• Make sure sports equipment is looked after.</li> <li>• New equipment purchased next year to ensure all children have access to equipment.</li> <li>• Look at the competitions we wish to enter and see which equipment is used.</li> <li>• Westend Theatre are really good. The children learnt lots from the session and we have used them in Year 4 as well. We will continue to use them for different topics throughout the</li> </ul>

3. End of year activity week	Due to Covid, children have not had many experiences or trips. Money would be allocated to each year group to be able offer trips or visitors to come in. £3600 equates to £10 per child across the school or £1200 per year group.	£3600 (Money unspent- money towards lunch-time provision)	Teachers identified lunch time an area where money better to be spent. To provide more focussed activities and structed play.	school <ul style="list-style-type: none"> <li>Involving children in ideas of where they would like the money to be spent.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				23%
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:
Allowing more children to participate in competition.	Contribute towards running costs of 3 minibuses to allow transport to and from a wider variety of competitions and activities.	£2000 (£1000)	Due to staff off with Covid and competitions being cancelled. We have not taken part in competitions this year. However due to ensuring Minibuses available for future competition. Some money put aside to cover MOT and insurance.	<ul style="list-style-type: none"> <li>Survey staff to see who is happy to take part in competition.</li> <li>Aim to enter more competition each half term.</li> </ul>
Continue to compete in a range of sports as a school.	Sign up to the silver level of Portsmouth School Sports Partnership Sport Services.	£2500.	Extra coaching opportunities provided for infant school.	<ul style="list-style-type: none"> <li>Review how much value we get from the money we spent on this.</li> </ul>

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