

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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	£17,900
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,900
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,000

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	N/A
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 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 2021. Please see note above	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A

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: 17,900	Date Updated: 25.7.22	
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:
				15%
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 provide all pupils with more opportunities to move through the school day.	Reintroduction of Golden Mile sessions to all year groups. Directed Physical Activities to be timetabled into the school day.	£ N/A	Children's fitness and stamina improved throughout the year.	Continue to raise the profile of the Golden Mile and consider the introduce a before school option for the whole community to join in with.
To improve children's fitness and stamina when taking part in physical activity.	Catch-up PE sessions for those identified to be falling behind with their physical development.	Team Spirit (£760)	Catch-up sessions were carried out with children from Year R-2. Teachers reported that many children who took part in catch up sessions were more confident during PE lessons and were more able to access their normal PE lessons.	Catch-up sessions to continue to be provided for those with physical needs and who are significantly falling behind. Bring back gifted and talented sessions as pre the pandemic.
To engage our families with supporting their children with being active at home.	Launch the use of Real PE at home in order to involve families in our aim to involve all children with physical activity at home.	Real PE (£7,700) included with membership)	Real PE at home logins were sent home in the Autumn term to all families.	To promote with new Year R parents to continue the legacy of the project.

To increase the amount of active play and competition at break and lunch times.	Purchase new sports equipment to encourage use of equipment at lunchtime. Introduction of Sports Leaders in Year 2 through assembly and training from Team Spirit	£150	Sports leaders were coached by Team Spirit and have been running activities on the playground every day at lunchtime.	To purchase equipment specifically for this purpose as often equipment was lost and therefore unavailable for PE lessons.
	New beat the light game	£2000	Being installed Summer 22	Set up competitions within year groups for highest score on electronic game.
To increase the number of children being physically active to and from school.	New Scooter pods and racks installed	£3000 (£2,000 being funded by addiotnal grant we received from Toyota)	Parent forum minutes document that parents have asked for this storage to be reinstated due to the old bike shed being condemned	Monitor for 22/23 as being installed in Summer 22.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				33%
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:	Fundin g allocat ed:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To improve the quality of teaching and learning in all PE lessons, including ensuring a consistent and progressive and challenging, skills focused curriculum.	Purchase Legacy membership to the Real PE platform for use across the whole school. This will provide: <ul style="list-style-type: none"> • Consistent approach to teaching PE for all year groups. • Clear progression in skills teaching and learning. • Assessment tools for teachers to use to track children's progress and to help them plan next steps for all children within the class. • CPD for staff and subject leader (detailed below). 	Real PE (£7,700) included with membership)	Learning objectives are shared at the beginning of the lessons and classes work on one key focus (cog) each half term – returning to and building upon their learning focus in each lesson of the sequence. Fundamental Movement Skills are taught progressively across the school and children are making clear progress with these.	Subject leader monitoring to monitor teaching of skills and assessment for learning used within the lesson.

	<ul style="list-style-type: none"> Online platform which provides lessons for teachers to follow and clear modelling videos to support skills teaching and differentiation within lessons. 			
	Purchase PE equipment to facilitate the teaching of all Real PE lessons.	£2,350	New equipment and storage in place and labelled effectively so that all staff can access quickly and see what we have available for lessons. Staff are able to access equipment efficiently, and children have adequate resources to take part in all parts of their lessons successfully.	Ensure storage of new equipment is maintained.
	Purchase storage	£1,000	Active time during lessons is significantly increased due to more equipment per child being available. This is having a positive impact on progress as children are able to practice their skills for longer within lessons.	Audit of larger physical equipment to be carried out for outside due to impact of the pandemic on young children with Gross motor development being impacted.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				35%
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 for ECTs in teaching gymnastics.	Experienced coach in to support, develop and mentor 3 ECTs, with a particular focus on teaching gymnastics. Teachers to be more confident and have a solid skill set for teaching this in the future.	Team Spirit (£360)	Staff report they feel more confident to deliver lessons. Subject leader learning walks demonstrate knowledge and skills being transferred between the year groups. Children are demonstrating knowing more and remembering more due staff delivering as the experts.	Specialist coaches to come in and support all staff to support with their teaching of PE.

Following Jasmine Real PE programme - To improve teacher confidence with planning and teaching PE lessons.	Continuing to buy into this programme to support teacher knowledge and skills of the core foundations of PE. Staff meetings attended to support all staff but particularly new staff.	Real PE (£7,700) included with membership)	Increased confidence in teachers' knowledge of the programme and how to deliver Real PE.	Real PE training booked for the start of next academic year to support new staff in this programme.
	Subject leader training of Real PE	Real PE (£7,700) included with membership)	Modules 1, 2 and 3 completed online. Subject leader has a better understanding of how to support staff with using Real PE successfully.	Module 4 to be completed by subject leader. Subject leader to disseminate assessment training to staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%

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 inspire children to engage with a wider range of sports.	Team Spirit to run additional sports opportunities to gifted and talented children.	Team Spirit (£360)	Children have learned specific sport rules & skills and had opportunities to apply learning from PE lessons, for example teamwork & tactics.	Continue to provide this opportunity and encourage involvement in a variety of different sports.
	Active and healthy week allowing children to experience a range of different sports and activities.	£100	Children very engaged in sessions. All children experienced the workshops of sports and activities that maybe they had not been exposed to before.	Consideration of growing the focus week throughout the year to allow children to join and experience different sports and subsequence clubs.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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 inspire children to become more involved in competitive sports.	Children given the opportunity to participate in year group competitive sports through shared PE times with support of Team Spirit 3 times a week.	£ 1,140	Children's engagement and competitiveness has improved again this year their independence and perseverance to try when they do not succeed has been a noted improvement. Children can noticeably to apply their knowledge of a particular skill and apply to a game/sport. Children are increasing their want and drive to participate within activity again. Their stamina has improved again and they are less lethargic from the impact of the pandemic	To reinstate the collaborative outer competitions with our JEP schools in the partnership to reinstate sporting competitions across our schools. This will be led and supported by Team Spirit. With an allocate cost of 22/23 funding.
	Sensory garden to be led by sports coaches to increase being mentally healthy for their well being and low level activity through play and developing co-operation, sharing and turn taking skills to lead up to collaborative play within sport.	£1,900	Children who have needed support with play, collaboration, making friends and low level physical activity due to obesity have increased stamina and personal and social skills ready to work within the larger inter house competitions led as above for 22/23. 2out of the targeted 20 can now take part in a low level physical activity for 10 minutes without taking a break. 15/20 have made key friendships which have supported the increase in the personal and social	Membership to Southampton Sports Association Due to decrease of children needing ELSA for friendship support this project will continue, however, now led by school staff so funding can be directed in another area for well-being and mentally healthy.

			<p>development. This area has also support a small group of children who were not targeted specifically, however, the smaller area has enabled them to feel more confident within the school setting after the pandemic.</p> <p>The impact of this provision has also meant a decrease in ELSA referrals for friendships has enabled this provision to target other areas of need for children for example, anxiety, regulation and family changes.</p>	
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Signed off by	
Head Teacher:	C. Gregory
Date:	29.7.22
Subject Leader:	L. Innes
Date:	25.7.22
Governor:	Pete Gould
Date:	29.7.22