

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](#).



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Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£
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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	£19,620
How much (if any) do you intend to carry over from this total fund into 2021/22?	£14,331
Total amount allocated for 2021/22	£19,570

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 2021.</p> <p>Please see note above</p>	67%
<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>	67%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	67%

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?

No

Spending Impact Report for the Academic Year – 2021/22

Academic Year: 2021/22		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		
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 spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:
To minimise the impact of Covid on children’s health and wellbeing. To get children back to being active and healthy so that they undertake at least 30 minutes of physical activity per day in school.	Engage the pupils, parents and staff in an audit of the changes they would like to see to the playground to ensure it is appealing, accessible to all and likely to promote physical activity. Work with a school playground design team to draw up plans to improve the playground. Promote the changes so that pupils make the most of the new equipment.	Playground project total	A significant amount of money was spent redesigning our outdoor space to ensure that children were still able to spend as much time outside and as active as possible despite the limitations/restrictions imposed by having class bubbles and pupils not being allowed to mix. Children have engaged well with the new playground equipment, with staff reporting an increase in the amount of active play and participation in P.E lessons.		Shelters to be constructed to ensure wet weather doesn’t prevent pupils from being able to participate fully in outdoor sport, Games lessons, clubs and break/lunch times.
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 spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To continue to provide a range of extra-curricular sporting clubs and activities, as well as to ensure a high level of pupil participation in, and enthusiasm for, these opportunities.	Hampshire School Games competitions made available to all pupils, making use of virtual competitions and sending through data.		Several awards received for participation in the Hampshire School Games competitions e.g. Gym, dance, hockey, athletics). Pupils were engaged and keen to participate in sports.	To get back to physical attendance at external competitions now that Covid restrictions have been removed.

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 spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To develop external sporting links with other organisations so that Solent staff can develop their teaching skills and pupils can benefit from opportunities outside of the school day. Staff should be both confident and competent to lead all relevant areas of their P.E curriculum in order for pupils to make good progress, enthuse about sport and remain, safe, fit and healthy.	<p>Liaise with the school games officer regarding any CPD opportunities.</p> <p>Align CPD opportunities with the long-term map, cross referencing year group planning with staff skills.</p> <p>Hampshire cricket staff to come in and work alongside pupils and staff to deliver a range of activities to build confidence of staff and enthusiasm of children.</p>		<p>Staff reported an increased confidence in how to deliver cricket to a whole class.</p> <p>JB gained confidence to set up an after-school cricket club.</p> <p>Local cricket club gained some new members from our school.</p>
			<p>Sustainability and suggested next steps:</p> <p>Invite Hampshire cricket to come in to work alongside other members of staff and other year groups.</p> <p>Reconnect Portsmouth hockey club.</p> <p>Audit staff to gauge staff's confidence levels and areas for CPD.</p> <p>Identify staff who would benefit from attending a school games competition run by the SGO so they can observe and</p>

				learn.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>Additional achievements:</p> <p>To offer high quality play and physical activity throughout the school day.</p> <p>To widen the range of sports taught to include table tennis and yoga – yoga with the aim of improving wellbeing and counteracting anxieties that may have escalated due to Covid and table tennis as it is a sport that is suitable for inside a classroom and can be used in cases of poor weather to avoid P.E lessons being curtailed.</p>	<p>CPD for a dance course to ensure dance could be linked to a stimulus to engage pupils.</p> <p>Buy equipment so that pupils are not limited by poor weather and limited outdoor space but can complete active sports in the classroom.</p> <p>Invite in guest from disability awareness to encourage all pupils to active regardless of ability – pupils to engage in boccia and boules.</p>	<p>Virtual dance course: £25</p> <p>Table tennis: equipment £227.42</p> <p>Boules: £11.58</p> <p>Other sports equipment/maintenance of equipment: £686.24</p>	<p>Games lessons continued to go ahead despite poor weather and inability to mix on the playground.</p>	<p>CPD for teacher to train to be a qualified yoga teacher.</p>

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:
<p>To ensure the skills of the most able and talented pupils are further developed through external competitive opportunities.</p> <p>To develop competition at an intra-school as well as inter-school level (end of unit competitions during the school day, as well as after school competitions).</p> <p>To support and encourage our least active pupils to engage in sporting activities and clubs.</p>	<p>Pupils are chosen to represent the school if they have shown in lessons and school clubs that they have a strength in a particular area.</p> <p>Engage with the Portsmouth Schools virtual competition calendar with some P.E lesson time being allocated to this to ensure all pupils have the opportunity to be competitive.</p>	<p>Football fees: £50</p> <p>Minibus upkeep to transport pupils to events:</p> <p>Staff cover to attend events:</p>	<p>Solent took part in various virtual competitions throughout the year with recognition being sent through for our Portsmouth School Games Officer, celebrating our participation. We took part in a whole school dance competition, virtual Panathlon competition and virtual skipping competition. Pupil interviews demonstrated an increase sense of pride and purpose for their sporting endeavours. Teachers reported an improved sense of teamwork and enthusiasm.</p>	<p>Reimplement from previous years the school data finding spreadsheets where class teachers input clubs that are attended inside and outside of school, as well as competitions which are attended internally and externally.</p>

PE and Sport Premium Action Plan for Next Academic Year – 2022/23

Academic Year: 22-23		Total fund allocated: £19610		Date Updated:	
<p>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</p>					Percentage of total allocation:
					%
Intent	Implementation -planned actions	Funding allocated:	Expect ed Impact	Sustainability and suggested next steps:	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>		
<p>Pupils to be made aware of the need for a healthy lifestyle and to consider what this looks like. Pupils to be actively involved in ensuring the school’s community is as active as possible.</p>	<p>Pupils to evaluate existing activities to gauge successful ways of increasing heart rate and becoming more active. Using this knowledge, pupils to design their own Xmas HIT (High Integral Training) Games.</p> <p>Further development of the outdoor area (including the environmental area and the playground).</p> <p>Repainting of playground markings plus added circuit markings so pupils can be active without relying on equipment.</p> <p>Breaktimes to emulate the same activity levels as lunch times.</p>	<p>£15,000</p>	<p>Pupil questionnaires demonstrate that all recognise that there is the opportunity for at least 30 active minutes per day.</p> <p>Mental health and wellbeing is considered a priority, which pupils recognising the need to be active and to be physically healthy.</p> <p>Staff integrate active time within their lessons.</p>	<p>Parent questionnaires to gauge levels of activity at home and to see where our pupils’ interest lie.</p>	

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	Teachers to identify the least active pupils so that they can be given the opportunity to attend events run by the SGO..			
	Explore ways to reintegrate the use of cycling/scootering to school schemes			

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 -planned actions		Expected 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:
Sport to be celebrated across the school through whole school assemblies, partner class sports activities and achievement displays	Trophies and medals to be awarded for sporting achievements (attitude and effort as well as talent and ability). Previous Solent pupils to be invited in to raise aspirations. Approach other professionals to invite them into school as a role model.	£200	More pupils are inspired to take part in clubs.	School newsletters and displays to be kept up to date with sporting successes.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:
%

Intent	Implementation -planned actions		Expected impact	
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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 identify and support teachers and LSAS based on their audits who would benefit from additional CPD.	Audit staff Approach the SGO regarding CPD opportunities. Explore a range of local external sports providers. Invite experts in to work alongside teachers.	£2000	Teacher questionnaires show an increase in confidence. Pupil data shows good progress in all areas of P.E.	Continue to identify and support all staff (teachers and LSAs) to have access to high quality CPD so they feel confident in leading and supporting P.E lessons.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Intent	Implementation – planned actions	Expected 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: Engage pupils in P.E by adapting lessons and planning to reflect pupils' interests.	Identify areas where pupils' interests lie. Investigate local experts e.g. parents or local clubs who can come in and give taster sessions. Buy equipment to reflect changes	£1000	Pupil interviews show positivity towards P.E lessons. Pupils feel they a voice. Pupils are engaged in lessons.
			Sustainability and suggested next steps:
			Depending on outcomes of pupil interviews will depend on equipment bought – possibility of scooter skills.

	in planning.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation - planned		Expected 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:
<p>To increase the number of pupils who represent the school.</p> <p>To increase the number of competitive opportunities within lessons.</p>	<p>Keep a spreadsheet to identify who has had the opportunity to represent the school.</p> <p>Sign up to the local SGO competitions.</p> <p>Increase the number of extra-curricular sporting clubs.</p> <p>Liaise with local secondary schools and also local clubs.</p>	<p>Minibus = £</p> <p>Supply cover = £</p> <p>Competition entries: £100</p>	<p>More pupils have been involved in sporting competitions.</p> <p>Pupils show pride for representing their school.</p> <p>Pupils' teamwork skills show improvement.</p>	Aim to reach high level competitions such as the Hampshire Games.

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