

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Class teachers continuing to lead and engaged children in weekly personalised lessons and challenges. • Continued support through Bubble school and school re-opening from sports coaches unfortunately, we were unable to attend any inter-school competitions however we were still bound to pay our full SLA contribution. • School Minibus lease purchased has meant that children could visit other venues to take part in sporting events. • Unfortunately, we were unable to offer swimming lessons due to the pandemic. • Play equipment to support individual Bubbles due to COVID • We were able to put on a sports day for each year group for individual bubbles. • With PE leader the lead dinner supervisor planned and implemented a number of lunch activities designed to increase physical fitness. 	<ul style="list-style-type: none"> • To purchase Real PE scheme for whole school to follow • Support teachers PE CPD in Real PE • Training and modelling of Real PE techniques to give teachers a better subject knowledge of teaching and Learning in Physical Development.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO-* Delete as applicable

Total amount carried forward from 2019/2020

+ Total amount for this academic year 2020/2021 £16,990

= Total to be spent by 31st July 2021 £16,990

<p>Meting 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 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>It is not mandatory for KS1 children to take part in swimming sessions although this is something we had planned to do. Portsmouth is a coastal town and this would be a priority for next year.</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>	<p>NA- Infant School</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>NA- Infant School</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>NA- Infant School</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.

Our intent: It is our intent that the PE element of the curriculum will help pupils to create a positive relationship with physical activity for life. We want to develop healthy lifestyles, children eating a balanced diet, positive growth mind set and resilience. This will be embedded through the curriculum which aims to improve agility, balance and co-ordination. As well as teaching children how to cooperate and collaborate with each other.			
Academic Year: 2020/21	Total fund allocated: £16,990	Date Updated: July 2021	
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: 29%
Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>It is our intent that the PE element of the curriculum will help pupils to create a positive relationship with physical activity for life.</p> <ul style="list-style-type: none"> Structured and positive play for all children. Greater variety of positive play in the outdoor space. 	<ul style="list-style-type: none"> Lunchtime Staff who already know children well to engage in lunchtime opportunities and activities <p>Including TA support from staff to support at lunchtime</p> <ul style="list-style-type: none"> Additional Bubble play equipment purchased. 	<p>£3923.00</p> <p>£957</p> <p>Safe, active and happy children at playtimes. Rare incidents in behaviour logged. Bubble school and staggered playtimes has allowed children more outdoor space to move freely and play.</p> <p>The extra equipment has enabled more children to be active during play periods. Developing gross motor/core skills</p>	<p>To continue to use lunchtime supervisors to support play and physical fitness.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:
			22%
Intent	Implementation	Impact	Sustainability and suggested next steps:
It is our intent that the PE element of the curriculum will help pupils to create a positive relationship with physical activity for life. We want to develop healthy lifestyles, children eating a balanced diet, positive growth mind set and resilience.	Through strong subject leadership and parent partnership we will plan and implement life-long lessons about making healthy, responsible choices. <ul style="list-style-type: none"> • 1:1 Coaching • Subject leadership 	£3,810	Subject leaders have been given the time to adapt PE planning to support home learning due to the Covid pandemic. As children returned to school, the subject leaders ensured that her vision for a healthy lifestyle and balanced diet was reinforced. This included supporting parents' mindset.
			Continue to ensure strong subject leadership develops PE.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			28%
Intent	Implementation	Impact	Sustainability and suggested next steps:
Ensure school intent is implemented and monitored.	Specialist coaching across the school. Silver level SLA	£4,800	Engaging, active PE sessions taught by PE experts. Sports coaches have commented that being able to teach children consistently over time has seen a marked improvement of their PE enjoyment and skill development. During lockdown, our coaches worked with our vulnerable/key worker children and also taught online sessions to those at home.
			Continue to employ sports coaches. As Covid restrictions life, use sports coach's expertise to support teacher development and a wider afterschool club offer. Introduction of Real PE as a dedicated scheme of work.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 6%
Intent	Implementation	Impact	Sustainability and suggested	
We want to develop healthy lifestyles, positive growth mind set and resilience.	All Key stage 1 children to have the opportunity to become water confident and to visit the swimming pool at least 4 times during the year. After school/lunchtime provision such as racquet/multi sports skills to introduce a wider variety of activities for children to experience.	Swimming budget not spent 1000.00	This was cancelled due to Covid and lack of access to the swimming pool. However sports coaches from S4K came into school to deliver a variety of different Pe and sports lessons.	2021/2022 swimming sessions to happen so that by the end of Year 2 all our children have a level of water confidence. Yoga sessions and mindfulness to be taught to children for one morning every half term from trained yoga and mindfulness HLTA who works across schools. By end of year each child will have had 6 half day sessions.

Key indicator 5: Increased participation in competitive sport	Percentage of total
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			allocation:
			15%
Intent	Implementation		Impact
To engage in more inter sports competitions.	Through Sports SLA engage in competitions and hold a whole school competitive sports day. Mini bus lease to provide transport to events. MIDAS training for staff to drive minibus to events Petrol purchased for minibus	£2500	Due to COVID, we had to change sports day to year group bubbles. We did compete virtual competitions. The minibus was leased and has meant that children have been able to visit other areas such as 'The southsea beach walk' which has promoted physical fitness
			Sustainability and suggested next steps: Resume sports clubs, competitions and sports day after covid. Continue lease with minibus. PE Leaders to arrange school based events.

Head Teacher:	Sonia Nickerson
Date:	July 2021
Subject Leader:	Clare Blandford
Date:	July 2021
Governor:	Matthew Fleet
Date:	July 2021