



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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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 carried over from 2019/20	£0
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16430
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16430

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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 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 2020. Please see note above	64%
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	64%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Yes

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:		
Key indicator 1: The engagement of all 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:
				26.1 %
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 allocate:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To purchase new PE equipment to support the teaching and participation of PE for all children.	New PE balls, hoops, benches, gym spots and gymnastic equipment have been purchased to support the teaching of PE and participation of all pupils.	£1,611.48	All children have been more engaged in PE session with more equipment available. This has meant that the children are not waiting around for their turn and in turn participating more.	PE Lead to keep an eye on maintaining the PE equipment and its storage; to understand what we need to buy more of and if equipment is being stored incorrectly.
To engage children in being more physically active at playtimes.	Purchase new equipment for lunchtimes/ playtimes (chosen by the children). Scooters and footballs for year groups/different playground areas.	£965.46	The children have been more active at playtimes; they enjoy playtimes and the variety of equipment available to them. They now participate in a wide range of activities, setting up their own football matches or basketball games.	PE Lead and LSA3 Playground equipment monitors to keep an eye on the storage and the condition of the equipment.

New Class set of Bikes to support the teaching of Level 1 Bikeability to the younger classes.	Buy a set of small 20" bikes to support the teaching of Level 1 Bikeability to the younger children in the school. This will support with Bikeability being taught at a higher level in Yr5/6.	£1,712.40	More children have access to the appropriate size bike and these are being used by classes to support the teaching of how to ride a bike as well as for reward times and Enrichment activities.	Book younger classes on the 22/23 Bikeability Level 1 training class to be identified to participate. Book level 1 in house Bikeability training for all staff.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				37.8 %
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 achieveare linked to your intentions:	Funding allocate:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggestednext steps:
To support the teaching and development of PE and sport through the REAL PE programme; embedding the ethos and values within PE teaching as a whole school.	The REAL PE package was purchased to support the teaching of PE and ensure that PE and Sport are embedded across the curriculum and in line with our ethos and values. The platform is readily available to staff for teaching PE, assessing PE and supporting home learning.	£5,988.00	When we initially purchased the real PE package in April 2020 only 14% of the staff said that they felt confident to teach PE. In a survey of the teaching team in April 2022 66% of staff felt confident (2 of the 34% are unqualified teachers). This is why we have chosen to continue using the real PE package.	Ensure that all teaching staff have access to the real PE platform. Monitor and observe how the real PE platform is being used to support the teaching of PE. Ensure that Rupert (Membership Manager) is booked in to run showcase lessons for teachers.
Engagement with Outdoor Learning Day to support the physical development of learners, as well as supporting them to learn outdoors in the natural environment.	To engage in 'Outdoor Learning Day' to show the children, teachers and support staff how we can use the outside environment to teach cross curricular lessons outdoors.	£235.63	All the children and staff had a fantastic day engaging in a carousal of activities ranging from a scavenger hunt around the grounds to foraging materials to make dens. More outdoor learning is now happening regularly.	Participate again in outdoor learning day 2022/23 ensuring that there are a range of activities for the children to participate in. Observe the teaching of outdoor learning to and how it supports our children's physical development.

To engage children in a wider variety of sports and activities, interviewing and training YR6 Sports Leaders- using the Real Leaders program.	Year 6 children to be given the opportunity to apply, interview and train to become a sports leader, eventually running a sports session for one of our younger classes.	N/A part of above REAL PE package	Sports Leaders were able to lead a sports session for the younger classes in the school. Showing their sports knowledge, leadership skills and support for younger children.	New pupil booklets to be ordered for new 2022/2023 sports leaders. New children to be given the opportunity again to apply and interview to become a sports leader.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19.9 %
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:
In order to increase the confidence of teaching PE, teaching staff to attend CPD sessions.	Staff have attended sessions run by Real PE Package. PE Lead has attended sessions on leading PE and 'Real Leaders- sports leaders' training sessions. Real PE Membership manager has been in to school to run show case lessons and deliver CPD sessions.	N/A part of above REAL PE package	More teaching staff feel confident in teaching PE sessions, and using Real PE as a platform for delivering PE, assessing PE and understanding the nutritional elements of PE.	PE Lead to ask staff to re-complete staff questionnaire and arrange any more CPD session for the next academic year.
Outdoor learning training for all staff to support the development of teaching outdoors. This is also hoped to help support the physical development of our learners.	Some staff have recently had the opportunity to develop as Forest School Leaders and understand the physical benefits of this way of teaching/ learning. Whole school outdoor learning training has also been provided to support more outdoor learning teaching to help our children's fine and gross motor physical development; while giving them a connection to the outdoors and community around them.	£3,285.00	We have had a massive increase in the amount of time that children are spending outside. The children have begun to become more active and enjoy playing games as well as using equipment e.g. the bikes while also having cross curricular lessons outside.	In the next academic year we hope to develop what we have on offer for outdoor learning and hope to become a part of the 'Marathon Kids' programme to support with the children being outside and physically active each day.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 15.6 %
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:
Activity week to provide children with physical activity sessions that they would not otherwise have the opportunity to try.	Year 6 Pupils booked into sessions at Southampton Ski Slope, Golden Geko Climbing Centre and Oxen Wood Activity Centre.	£1,000.00	All children were able to engage in activities that they have not been able to participate in before e.g. Donutting, Archery and the Climbing Wall.	PE Lead and Year 6 Teaching team to decide and book activity week for the next academic year.
Extra-Curricular Enriching Activities, to support the physical development of our pupils as well as providing them with activities they may otherwise not have the opportunity to try.	Each week as part of our whole school Enrichment programme the children have the opportunity to go offsite to do activities which they may not be able to outside of school e.g. Climbing, Crazy Golf, Trampolining, Bowling etc.	£1,570.03	The pupils have loved trying out some of the different enrichment activities that have been on offer. They talk about how they wish they could do the activities more or that they wish they could do this at home. These activities have also supported the children's physical development.	Look for different activities for the children to participate in the coming academic year e.g. kayaking, canoeing, raft building, high ropes etc. Ensure that the children are a part of this process.
Year 6 to participate in Bikeability to promote proficiency and safety in cycling and develop a further enjoyment of an alternative sport.	Year 6 to take part in bike ability sessions to improve proficiency and road safety awareness.	NA in 21/22 funded by DfES	All children were able to participate: 19% did not hit expected or did not take part National Standard Level 1 – 43% National Standard Level 2 – 38%	PE Lead and YR6 Teaching team to organise date
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 0.6 %
Intent	Implementation		Impact	

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Organise friendlies with local schools to increase the participation in competitive fixtures.	PE Lead to arrange friendlies with local schools to support in developing children's participation in competitive sport as well as social, emotional learning.	-	Unfortunately, due to the nature of our SEMH children's behaviour we have been unable to participate in any fixtures this year. We have however, been invited to some events in the 22/23 academic year and the children have already begun practicing as they are excited to engage with these fixtures.	PE Lead to arrange friendly matches with school for Autumn 1 and from Spring 2 in the next academic year.
Sports Day to be arrange ensuring that every child is able to take part.	Sports Day was arranged as a carousel of activities, where every child received an ice-cream at the end. Parents were invited to be a part of the day and support their child with the activities offered.	£62.00	All children were able to successfully complete all of the sports day challenges and most took part in the races on offer.	Arrange sports day for the next academic year ensuring that it is again inclusive for all children.

Signed off by	
Head Teacher:	Nathalie Akhmatova
Date:	30/07/2022
Subject Leader:	Danielle Hopper
Date:	27/07/2022
Governor:	Laura Bell
Date:	30/07/2022