

# 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](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	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£19,450
Total amount allocated for 2021/22	£19,500
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£38,950

## 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>	
<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>	72%
<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>	68%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	68%

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/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.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b> £38,950		<b>Date Updated:</b> November 2021	
<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					Percentage of total allocation: 26%
<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?:
Develop the playtime offer to increase child participation in physical activity.		Survey children as to what they would like New playground markings installed to include a track Develop the role of child Sports Leaders to lead games. Buy outdoor gym equipment		£7,000	Increased participation in the lunchtime curriculum offer  Pupil voice starts that 95% of children enjoy physical activity at lunchtimes; as well as being more engaged and involved in physical activities
Develop the lunchtime curriculum offer to increase the physical activities on offer for all children in R-6		Buy new resources to relaunch the lunchtime curriculum Train Lunchtime staff on how to engage children in physical activity		£3,000	Children will: - Develop in confidence and skills around - Learn how being physically active will help them to lead a physically and mentally healthy life - Have reduced obesity rates - Develop leadership roles through the Sports Leader
Relaunch the Golden Mile and Daily skip so that children have an additional 10 minutes of exercise per day		New playground markings for a running track			
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 3%

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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:
Develop a PESSPA offer for Ayrton in order to raise the profile of the three areas:  Physical Education School Sport Physical Activity	PE Lead to work with the Science and RSHE Lead in order to create an Ayrton approach to PESSPA  PE Lead to visit other schools to see if we can learn anything else from them to improve our provision.	Release Days for PE, Science and RSHE Lead  £1000	Children have an increased level of attainment in PE  More children access sport outside of the school day  Reduced obesity Increase in positive mental health	Release key staff to bring whole school offer together

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 4%
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:
Develop the PE curriculum to ensure that the provision of Gym is of high quality, skills driven and taught effectively by staff.	Buy in REAL Gym to go alongside our established REAL PE curriculum REAL Gym cogs to be taught: <ul style="list-style-type: none"> <li>- Physical</li> <li>- Social</li> <li>- Personal</li> <li>- Health and Fitness</li> <li>- Cognitive</li> <li>- Creative</li> </ul> REAL Gym to provide	£1500	Purposeful and progressive Gym curriculum, based on skills and the REAL Gym cogs  Teachers teach well planned, skills-based lessons, using the training they have received. This is evidenced in lesson observations, team teaching with REAL Gym and learning walks  Increase in attainment of children	Create a CPD calendar for the introduction, team teaching, coaching and review of REAL Gym across from Reception to Year Six



	<ul style="list-style-type: none"> <li>- INSET training to all staff (teachers and support)</li> <li>- Coaching to teachers</li> <li>- Leadership support to the PE Lead to support with vision, driving standards and improvements.</li> </ul>		in Gym	
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 60%
<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:
Develop the curriculum to teach all children how to ride a bike or a scooter safely.  Develop a wider range of experiences available to children from Reception to Year Six	<p>Purchase bikes, scooters and bike sheds.</p> <p>Residential based on broader experiences of activities for children in Key Stage 2 such as: Climbing, sailing, abseiling, archery, kayaking, orienteering and trampolining</p> <p>Children in Key Stage 1 and Reception to be exposed to a variety of day activities such as: gymnastics, trampolining, balance beams and team games.</p> <p>Broaden after school club offer</p>	<p>£3,500</p> <p>£15,000</p> <p>£5000</p>	<p>Children are able to ride a bike before Year 6 and know how to ensure they are safe on the roads</p> <p>Children's gifts and talents identified through exposure to a wide range of sports and activities</p> <p>Additional opportunities provided for children to be active and to experience new sports – hopefully gaining an interest to then take up the sport</p> <p>Upskilling of staff to deliver diverse PE lessons</p>	Purchase and book experiences

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 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 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:
Increase number of children taking part in competitive football, netball, rounders, dance and athletics events.  Ensure extra curricular sport clubs are varied and have a high uptake.	Join the Portsmouth Schools competitions and register teams  Make links with Ark Dickens to create cross school competitions  Support with transport to competitions  Make links with Ark Charter to access their swimming pool for extra curricular competitive swimming  Revise and amend our extra curricular sporting clubs: - Look at expert coaches to provide coaching	£2950	School attendance at competitions  Increased number of children partaking in competitive sports  Increase in confidence and self esteem  Increase in school attendance at sports after school clubs	Organising and setting up of attending more competitions

Signed off by	
Head Teacher:	S A Bennett-Acres
Date:	5.11.21
Subject Leader:	Anna McCarthy

Created by:



Supported by:





Date:	5.11.21
Governor:	
Date:	