

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](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 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. 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	£17,770
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,740
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,770

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 2022. Please see note above	%
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	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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

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:£17,770	Date Updated:23 rd June 2022	
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:
				53.85%
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:
Pupils to have access to high quality PE lessons on a regular basis, accessing 2 hours of curriculum per week	NFFC Community Trust to deliver one hour of PE a week to all classes. Coach to support PE lead/class teachers with expertise to ensure PE is delivered to high standard with confidence	£7800	NFFC delivered in school, working with all pupils and providing support for staff. Pupils speak more highly of PE lessons and have more enthusiasm to participation in lessons.	NFFC to continue to work in school. Further increasing pupils enjoyment, further providing opportunities linked to the club (attending the ground, engaging in workshops) The club also support with sports days and delivering competitions in school, again further enhancing pupils' enjoyment of sport and being active
Embedding the values that physical activity can bring and raising their enjoyment levels of being active.	Use the presence of NFFC to inspire pupils to be active and pupils encouraged to be proud of their individual achievements, using a role model in school to talk about their increase physical activity			
Working closely with a local football club to raise the profile of PE across school				
Deliver extra-curricular activities to promote regular physical activity	Lunch clubs and after schools implemented to allow pupils to access further learning and further opportunities to be active	£270 TA with expertise and experience in sports	Extracurricular clubs are full, and pupils have enjoyed working with external providers. Advancing their knowledge of Basketball and also accessing opportunities to learn about Urban Hockey. Pupils have been able to transfer skills, such as teamwork and tactics, to other PE lessons Sports Leaders have increased their communication skills, being able to	Extracurricular to continue and a system will be put in place to invite pupils which have not attended during Autumn/Spring Term

Sports Leaders to organise/deliver activities at lunch time. Promoting well being, raising awareness of different activities and providing role models to others	Sports Leaders to be trained and to lead activities during lunchtime. This increases their fitness levels and inspires others to be leaders. Aim of leaders to engage as many pupils as possible with a range of activities	£1500 TA support at break/lunch/after school	demonstrate their ideas/activities much more clearly to pupils. Younger pupils have asked about being leaders, increasing their focus and providing them with an aim for Upper KS2	Sports Leaders to have a pupil voice and begin planning their own ideas/activities at lunchtime. This will be formed following a pupil survey
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 30.95%
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:
Link PE/Sport to School Vision and use profile of PE to support behaviour.	Strong links created and PE raised within school to support behaviour, provide aspiration Work with NFFC to hold Workshop: Say No To Racism and Rainbow Laces	FREE Workshop delivered by NFFC	Pupils conflict resolution skills have improved. Pupils have more patience and show good respect to others The Say No To Racism created discussions and allowed pupils to voice their thoughts, improving their communication skills. This workshop was attended by NFFC players.	Continue to provide opportunities for pupils to attend thought-provoking workshops. Linking this to enquiry questions and classroom work where possible Pupils to voice their opinions in a suitable and appropriate way, supported by staff.
Provide NG with leadership to oversee, plan and liaise with Flying High PE Lead/Gedling SGO	Attend FHT Network Meetings and access suitable CPD	NG Release/cover £3000	NG was new to the role and the training ensured that she felt more confident in the role.	NG to train other staff and to continue to elevate PE in school plus bringing further opportunities for all
PE used to provide additional support for SEND pupils	To ensure SEND pupils participate in high quality physical activity. Supporting need and providing good progress in PE	£2500 TA cost to support SEND circuit group	SEND pupils have grown in confidence and have increased enjoyment from physical activity. They have develop turn taking, how to ask questions and worked in teams	SEND pupils to compete for the school in SGO events and to increase their physical skills

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5.34%
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:
Teaches work alongside specialist coaches.	To employ experienced and specialist coaches to work across school	£7800 (K11) £950 (K11) Proportion of this calculated for staff CPD	Staff have enjoyed working with coaches and their confidence has grown. Staff have been able to learn about new sports, learn games to warm up pupils and also techniques to have further advance learning Pupils enjoyment of PE is developing.	Staff to continue to access CPD through working alongside coaches Staff will be delivering higher quality PE lessons, further enhancing pupils love of sport
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9.56%
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:

Work with external providers to access a different sport	Employ "Yoga Beans" to work with Y6	£470	Children loved doing yoga in Spring term and the lead up to their SATs examination and learnt new skills on strength, resilience and mindfulness.	Yoga beans to return to work with the Year 6 children.
Residential, financial support for disadvantaged children	All children to have opportunity to participate in residential which includes outdoor adventurous activities and meets the wider needs of the PE national curriculum.	£1230	All children were able to take part in the residential and learn outdoor and adventurous activities.	Will continue to be offered as ensured equality of opportunity to all and gives disadvantaged pupils the opportunity to experience a range of sporting activities they might not have otherwise accessed.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.62%
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:
Deliver intra school competitions at lunch	To create mini leagues/tournaments at lunchtime so that pupils can access a competitive environment	£500 Staff time to organise	Pupils enjoyment of representing school was clear. Staff enjoyed delivering the event Pupils have enjoyed competing in a range of sports. Pupils have become much more respectful of each other and have learnt to accept defeat much better than previously	Form an ongoing league at lunchtime Work with TE (SGO) to enter more competitions and increase Porchesters reputation

Purchase equipment for PE and lunchtimes. Enabling pupils to compete	To purchase equipment	£500 new equipment		
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Signed off by	
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Date:	05.07.22
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Governor:	Julie Barnard
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