

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](#).



Details with regard to funding

Please complete the table below.

Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount of funding for 2020/21. To be spent and reported on by 31st July 2021.	£10,000

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	N/A
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	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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.

Academic Year: 2020/21	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 allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being.	Develop the PE curriculum to ensure lessons link to the fundamentals approach found in our PE policy. Whole school roll out of PE Hub planning for Fundamentals as a way of ensuring a consistent and progressive approach across the school.	£300	Current feedback from staff is positive when it could be used. Due to Covid-19, we were very restricted as to when the opportunities could take place.	Get feedback from staff and pupils via a survey about the PE Hub planning. – Is it fun and engaging? Is it time saving for staff?
Play leaders established to support lunchtime activities.	Dan Moody or FP or JS or SG to train children to be play leaders. Type up a section on the website about Play Leaders and post a picture of them. Update newsletter with progress of the Play Leaders and to thank them for their commitment.	£500	When children could attend school (Covid-19 lockdowns), we operated a shorter time span of play leaders. When used they helped to lead small games, support younger children and support children who found it challenging to make new friends.	

<p>Provide new sports/PE activities as part of the curriculum, at lunch times or after school to encourage more pupils to take up sport and physical activities (skipping, parachute, footballs, boccia, curling, Jenga).</p>	<p>Adult to supervise and support at playtime and lunchtime in zoned areas.</p> <p>Purchase equipment for play leaders.</p> <p>Celebrate the challenges for healthy week in 'Celebration assembly'.</p> <p>Ensure PE time table for PE gives each year group an indoor and outdoor slot.</p> <p>Purchase equipment to enhance and facilitate physical activities outside.</p>	<p>£2500</p> <p>£200</p> <p>£1000</p>	<p>We were unable to run staff led lunchtime clubs due to the pressures of planning and teaching remote learning alongside teaching children of keyworkers.</p> <p>Hard-standing outdoor play trail equipment was repaired (rope bridge)</p>	
<p>Continue use of online resources to facilitate physical activities at regular points during the day.</p>	<p>Continue to research and circulate online resources and introduce at staff meetings e.g. activate, go noodle, Joe Wicks</p> <p>Continue to research calmer activity breaks using online resources – Cosmic Kids Yoga</p>	<p>£50.00</p>		
<p>Lunchtime club run by four members of staff to promote extra opportunities for physical activities.</p>	<p>Sports equipment purchased to facilitate.</p> <p>Staff time to plan and run the sessions.</p>	<p>£200 (£10 x 6 weeks four people)</p>		
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: %</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</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:	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:
Year group planning and implementation to be consistent, and include efficient use of the limited teaching space. (Ensure PE time table gives each class an indoor and outdoor slot, with an aim of providing 2 hours of physical activity each week.)	Staff set up with their own Complete Pe account and given direction on how to access and implement the PE plans. (Create timetable and make this a priority for each year group to use these slots.)	£700.00		
<ul style="list-style-type: none"> • Increased staff knowledge and understanding • Enhanced quality of provision • Increased pupil participation in competitive activities • Increased range of opportunities • The sharing of best practice • Increased pupil awareness of opportunities available in the community 	<p>As a school we contribute funding to sustain the Christchurch School Sport Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> • Additional competitions and events outside of the School Games offer • Comprehensive CPD programme • PE Conference • Outdoor activity days • Dance Festival • Christchurch Sports Awards • Youth Sport Trust Primary Membership • Support which additional staff training. 	<p>£2,500 Cost of subscription to Christchurch SSP</p>		
Raise the profile of sport through assemblies and in class. Encourage sporting visitors to school e.g.: Olympic medalists.	<p>Use sports personalities to demonstrate school ethos and learning values.</p> <p>Ensure children are aware of key sporting events and have an opportunity to watch e.g.: commonwealth games and winter Olympics.</p>	£300		

<p>Raise the profile of sport in school through the use of display, newsletter and school website.</p>	<p>Establish a PE display board to display progression across the school and highlight any PE events or visits.</p> <p>Collate pictures from across the year groups to show progression of skills.</p> <p>Sports award to celebrate the sporting achievements of 1 child per class per half term.</p> <p>Write updates for the school newsletter with information about PE events attended and children's names.</p> <p>Update school website with photos and information about events attended.</p>	<p>£97.20 x 3 Total £291.60</p> <p>£300</p> <p>£100</p>	<p>School news and parent mails/blog helped to raise profile of PE outcomes.</p> <p>Sporting achievements celebrated in class but not as a whole school due to covid-19 limitations on facilitating whole school assemblies.</p>	
<p>Improve fundamental skills of identified children.</p>	<p>Identify children who need support with core skills and muscle control.</p> <p>Create a timetable for trained TA to deliver 'Learn to Move' intervention.</p> <p>Review the effectiveness of this intervention.</p>	<p>£100</p>		
<p>Raise the profile of sport in school through contact with The Grange and Twynham Secondary Schools and arranging intra competitions within the school.</p>	<p>Meet with Dan Moody and Natasha Goddard to arrange dates for events in school.</p> <p>Organise timetable for events to ensure all year groups get to attend at least one event during the year.</p>	<p>£97.20 x 2 Total £194.40</p>		

Use the platform of Healthy week to raise the profile of sport in school.	Book Twynham Sports leader for intra class multi skill event. Book Dan Moody for 'new sport'	£97.20 x 4 Total £388.80		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: %
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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?:
Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.	As a school we contribute funding to sustain the award winning Christchurch School Sport Partnership which works to effectively maximise the impact of the primary sport premium. It provides the following opportunities: <ul style="list-style-type: none"> •Comprehensive CPD programme •PE Conference •Dance project and festival •Outdoor activity days •Christchurch Sports Awards •Youth Sport Trust Primary Membership •Support from Dan Moody for team teaching and staff training. 	£120 X 6 (cover or supply for time need by teacher attending)	Limited opportunity to develop staff CPD due to covid restrictions Local CPD networking was online
			Sustainability and suggested next steps:

<p>Provide staff with professional development through demonstration, team teaching and coaching to improve the quality of PE and sport teaching to enable children to become more proficient in PE and sports.</p>	<p>PE coordinator to book teachers on to any necessary training – especially courses provided through CSSP.</p> <p>Renewal and inspection of equipment.</p> <p>Head Teacher to attend conferences and CPD courses</p> <p>PE Coordinator to attend conferences and CPD courses</p>	<p>£97.20 x 4 Total £338.80</p> <p>£500</p> <p>£320 x 4 Total £960</p> <p>£97.20 x 4 Total £338.80</p>	<p>Conference cancelled due to Covid-19 restrictions</p>	
<p>Act upon results from audit of all staff knowledge and skills (to include SEN TAs) to ensure that CPD needs are being met.</p>	<p>Create audit questionnaire and distribute.</p> <p>Collate questionnaires and analyse the results.</p> <p>Book or organise CPD following on from the results of these audits.</p>	<p>£97.20 x 4 Total £338.80</p>		
<p>Individual staff are confident to lead clubs and referee sporting events.</p>	<p>Teachers to run active clubs during lunchtimes in the Spring and Summer terms.</p> <p>Teachers and TAs to be confident attending sporting events with children.</p>	<p>£900</p>		
<p>Ensure that lessons are progressive across year groups and throughout the school.</p>	<p>Monitor planning to ensure the use of the 'Progression of Fundamental Skills' document throughout the school.</p> <p>Learning walks of PE lessons between year groups to check for progression.</p>	<p>£97.20 x 2 Total £194.40</p>		

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation:</p>

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>Children introduced to a range of new physical activities through 'special days', attendance at events or coaches attending school.</p> <p>Participation in sports festivals.</p>	<p>Ensure children are able to attend all competitions set up through the CSSP.</p> <p>Organise 'special day' with activities for the children to take part in.</p> <p>Ensure a spread of children are able to attend events with the aim of half of all children attending an outside event by the time they leave the school.</p> <p>Focus on PP and SEND children attending specified events (inclusive event etc.)</p> <p>Update 'Children Who Have Attended' spreadsheets to ensure as many children as possible get the opportunity to attend events.</p>	<p>£97.20 x 2 Total £194.40</p> <p>£220 (coach for travel) x 2</p>		
Organise for a range of clubs to be offered (internally and externally run) through the academic year to support participation across the school.	<p>Organise clubs run by Attorro Sports – create more child friendly names to encourage participation.</p> <p>Organise staff to run active clubs at lunchtimes.</p> <p>Review extra curricular activities through pupil voice.</p> <p>Signpost families to extra curricular activities.</p>	<p>Funded by parents and families.</p> <p>£97.20</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:
Provide opportunities for all children to challenge themselves through both intra and inter school sport.	<p>Engage with SGO Dan Moody and attend competitions run by the Christchurch School Sport Partnership.</p> <p>Identify a set number of competitions/events to provide transport to.</p> <p>Develop intra competitions with support of SGO.</p> <p>Ensure each sports day has an element of competition as well as displaying the fundamental skills children have practiced throughout the year.</p>	<p>£500</p> <p>£1000 staff attending sports events</p> <p>£700 minibus</p> <p>£500 (medals, sticker, equipment, staff time to organise)</p>		

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

Governor:	
Date:	