

# 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 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£21,350
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£21,350
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,350

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2021. Please see note above	35%  Before lessons, 25% of cohort could swim short distances (<25m) unaided by floats. At the end of the lessons, 66% could do this – an increase of 41% (46 children).

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	29%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	75%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No – due to the Y6 lessons happening late in the year to replace cancelled lessons in Y5 due to lockdown. The current Y5 cohort have had their lessons this year and catch-up will be planned for those who did not meet the expectations.

## 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: £21,350	Date Updated: 21.07.22	
<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: 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?:
<p>To provide all pupils with more opportunities to move through the school day.</p> <p>To improve children's fitness and stamina when taking part in physical activity.</p>	<p>Introduce Golden Mile sessions to all year groups through Team Spirit provision.</p> <p>All students to take part in a half an hour session weekly for the Autumn term &amp; Spring 1. Team Spirit to teach children strategies to control their pace &amp; to enable all children to see themselves as 'a runner'.</p> <p>Teachers then to take over sessions &amp; take their classes for at least 3 weekly sessions.</p> <p>Running trackers to be introduced to sustain children's motivation and celebration of children who engage successfully with the golden mile.</p> <p>Catch-up PE sessions for those identified to be falling behind with their physical development –</p>		<p>£9057.00</p> <p>(included in above cost)</p>	<p>Feedback through pupil conferencing was overwhelmingly positive about the Golden Mile &amp; most children enjoy it.</p> <p>Teachers reported a positive impact on children's attitude to physical activity, engagement in the running sessions and focus in class after sessions.</p> <p>Catch-up sessions were carried out with children from Year 1-5.</p> <p>Teachers reported that many</p>
				<p>Sustainability and suggested next steps:</p> <p>Training will be sustained as teachers will continue to lead these sessions themselves next year.</p> <p>Continue to raise the profile of the Golden Mile as part of the daily timetable.</p> <p>Introduce inter-class competitions to motivate pupils to join in.</p> <p>Consider how house teams could be used to motivate engagement with the golden mile.</p> <p>Catch-up sessions to continue to be provided for those with physical needs and who are</p>

	provided by Team Spirit.		children who took part in catch-up sessions were more confident during PE lessons and were more able to access their normal PE lessons.	significantly falling behind.
To engage our families with supporting their children with being active at home.	Launch the use of Real PE at home in order to involve families in our aim to involve all children with physical activity at home.	(included with Real PE membership – K13)	Real PE at home logins were sent home in the Spring term when we had a day of online learning due to bad weather. Families from every year group have logged on and some have continued to access regularly.	Individual log-ins to be sent home instead of year group log-ins so that we can monitor & encourage more access at home.  Teachers to send home suggestions of which 'At home' activities would support learning that is happening in class.
To ensure that all children are receiving the recommended weekly allocation of PE time.	New timetable created to ensure every class has two weekly PE sessions – one outside (Core PE) and one inside (Gym or Dance). Hall timetable to support this and hall time 'protected' for PE lessons.  Continue plan for children to wear PE kits to school so that lessons can be longer due to no changing time.		All classes are using the new timetable & are having two PE lessons per week.  Children are now active for on average 15 minutes longer during PE lessons due to changing time being removed and lessons being longer.	Renewed timetable for 2022-23 already in place & communicated with staff.  Active uniform starting in September so changing will not be necessary any more. Lessons will continue to be longer due to this.
To increase the amount of active play at break and lunch times.	Purchase soft play balls for each class (colour coded) to encourage ball games at break and lunch.	£715.00	Many children have been actively engaged with play balls.	Replacement balls to be purchased ready for September.

To improve the gross motor skills, balance and coordination of children in Early Years.	Introduce Sports Leaders to plan and lead games and activities at lunch times. Purchase tabards so leaders are visible to the other children on the playground.	£40.00	Sports Leaders have received 2x20 minutes training sessions from PE subject leader and have led some lunch time sessions using existing PE equipment during the Summer term.	This was problematic due to things not being returned for PE lessons. It has now been decided to purchase equipment specifically for this purpose. Feedback from Sports Leaders is that the other children would benefit from zones to show them where each activity should be. Sports Leaders to be trained by subject leader further and possible zones introduced to enable children to use new equipment safely and successfully.
	Purchase play equipment & storage that is kept separately to PE equipment – for children to use at break and lunch times. This is to be managed by the Sports Leaders.	Equipment - £980.00 Storage - £792.00	Equipment and storage has been purchased ready for use in September. Lockable storage will help protect equipment from being used incorrectly. Intended impact: More children will be able to successfully engage with active play during lunch times.	Ensure next year's Sports Leaders have adequate training early and that all students have had equipment explained and modelled. Introduce new equipment gradually so children can learn to use it properly.
	Purchase balance bikes & safety helmets. Decision based on successful trial using loaned pedal bikes with this year's Year R cohort.	£2273.00	Frog balance bikes (with attachable wheels) purchased for use with next year's Year R cohort.	Monitor impact for next year's report.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				33%



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:
To improve the quality of teaching and learning in all PE lessons, including ensuring a consistent and progressive and challenging, skills focused curriculum.	<p>Purchase Legacy membership to the Real PE platform for use across the whole school. This will provide:</p> <ul style="list-style-type: none"> <li>• Consistent approach to teaching PE for all year groups.</li> <li>• Clear progression in skills teaching and learning.</li> <li>• Assessment tools for teachers to use to track children's progress and to help them plan next steps for all children within the class.</li> <li>• CPD for staff and subject leader (detailed below).</li> <li>• Online platform which provides lessons for teachers to follow and clear modelling videos to support skills teaching and differentiation within lessons.</li> </ul>	£4995.00	<p>100% of teachers are now using the Real PE platform to plan and teach their lessons.</p> <p>Learning objectives are shared at the beginning of the lessons and classes work on one key focus (cog) each half term – returning to and building upon their learning focus in each lesson of the sequence.</p> <p>Fundamental Movement Skills are taught progressively across the school and children are making clear progress with these.</p> <p>Starting points are often lower than expected (most children) but this will change once the skills are embedded and children return to them year upon year.</p> <p>Increased engagement in PE from less confident children – they feel more successful and can see their progress.</p>	<p>Subject leader monitoring to monitor teaching of skills and assessment for learning used within the lesson to ensure all children are making progress.</p> <p>Introduce lesson planning / assessment format to enable teachers to track the progress of their class each lesson so that there is no lost learning between lessons.</p> <p>Assessment to be a key focus within PE monitoring next year.</p> <p>Real PE membership provides support with all of these actions.</p>



	<p>Purchase PE equipment to facilitate the teaching of all Real PE lessons – including replacement of gym mats which are no longer fit for purpose.</p> <p>Purchase storage</p>	<p>Equipment - £1898.00</p> <p>Storage – (included with storage in KI1)</p>	<p>New equipment and storage in place &amp; labelled effectively so that all staff can access quickly and see what we have available for lessons.</p> <p>Staff are able to access equipment efficiently, and children have adequate resources to take part in all parts of their lessons successfully. Active time during lessons is significantly increased due to more equipment per child being available. This is having a positive impact on progress as children are able to practice their skills for longer within lessons.</p>	<p>Ensure storage of new equipment is maintained.</p> <p>Re-organisation of PE cupboard planned by Site Manager – intending to enable even easier access to PE resources.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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:
To improve teacher confidence with planning and teaching PE lessons.	<p>Have all teachers trained to deliver Real PE lessons (INSET training).</p> <p>Subject leader training – provided through Real PE.</p>	<p>(included with Real PE membership – K13)</p> <p>(included with Real PE membership – K13)</p>	<p>Teacher confidence in planning and teaching PE lessons has increased significantly.</p> <p>Teachers are still less confident with teaching gymnastics and dance compared to core PE lessons.</p> <p>Modules 1, 2 and 3 completed. 4 has not been completed yet as it is an in person day and there were no appropriate available sessions to book locally.</p> <p>Subject leader has a better understanding of how to support staff with using Real PE successfully.</p> <p>Module 3 focused on assessment which will be a focus for staff next year.</p>	<p>Book Real Gym training for all teachers (included with membership).</p> <p>Second half of membership will be paid with next year's Sports Premium allocation.</p> <p>Book &amp; attend Module 4.</p> <p>Subject leader to disseminate assessment training to staff.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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:
To inspire children to engage with a wider range of sports.	<p>Free clubs provided by teachers this year:</p> <p>Tag Rugby (Y3,4,5,6)</p> <p>Hockey (Y5,6)</p> <p>Netball (Y5,6)</p> <p>Tennis (Y5,6)</p> <p>Football (Y6)</p> <p>Workshops provided this year:</p> <p>Cheerleading (Y1-6)</p> <p>Tag Rugby (Y1-6)</p> <p>Cricket (Y3,4)</p> <p>Sporting Event trips carried out this year:</p> <ul style="list-style-type: none"> <li>T20 cricket match at the Ageas Bowl in June – (30 children - Years 4,5,6)</li> <li>Women's EUROS match at St Marys Stadium in July (30 children – Year 6)</li> </ul>	N/A	<p>KS2 children have had many free opportunities to take part in sports clubs this year.</p> <p>Children have learned specific sport rules &amp; skills and had opportunities to apply learning from PE lessons, for example teamwork &amp; tactics.</p> <p>Children have been inspired by watching professional sports matches.</p>	<p>Investigate a wider range of workshops available for next year to inspire children's involvement with different sports.</p> <p>Plan for more clubs to be available for KS1 children.</p> <p>Consider how we can reach a wider audience with school sport – e.g. lunch time taster sessions</p>

Additional achievements:	Whole of Year 4 visited King Edwards School for Endeavor day – and were able to take part in a wide range of competitive sports.	N/A	All children had a positive experience of competitive sport at this event.	Maintain relationship with King Edwards School to enable us to be invited back next year.
	Year 6 cohort took part in the free Bikeability course in September, to enable them to learn to ride safely on the roads.		Approximately 10 children who started the course were unable to take part in Level 2 of the course as they were not able to ride a bike safely. These children stayed in school with the instructors to continue Level 1 and work on their riding skills. They were successful and were much more able to remain stable when riding by the end of the week.	Next year's Year 6 cohort are booked to complete this course in September.  Bikeability are running a new pedal bike course next year for Year R students and we are booked to do this in November.
	Years 2, 3 and 4 took part in diving assessments with the Talent Development Team at The Quays.		10 children were invited to move to Phase 2 of the assessment process and all other children were invited to taster sessions during the summer if they were interested in pursuing diving.	Seek out other opportunities similar to this for other sports & clubs.
	Years 5 and 6 had an assembly visit from Paralympian, Aaron Phipps.		Children were inspired by Aaron's sporting achievements and demonstration of resilience.	Olympian whole school visit planned for October.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
To inspire children to become more involved in competitive sports.	Purchase goals for use in football club due to old goals being damaged. As we are unable to travel to competitive football matches elsewhere, we aim to host matches on our field with other local schools.	£252.00	We were unable to successfully host a different school's team as they were unavailable at the end of term, but did manage to hold a match between two Wordsworth Y6 football teams.  Children were motivated by the match to commit to training.	Collaborate with other JEP school to introduce sporting competitions across our schools. This will be supported by Team Spirit.  Introduce house competitions across KS2 to encourage more competitive sport within school.
	Membership to Southampton Sports Association	£348.00	We have been unable to find a way of travelling with groups of children to these events and therefore have not been able to attend.	

Signed off by	
Head Teacher:	Julie-Anne Palfrey
Date:	22.07.22
Subject Leader:	Emma Harvey
Date:	21.07.22
Governor:	Liz Wagner
Date:	23.07.22

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