

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

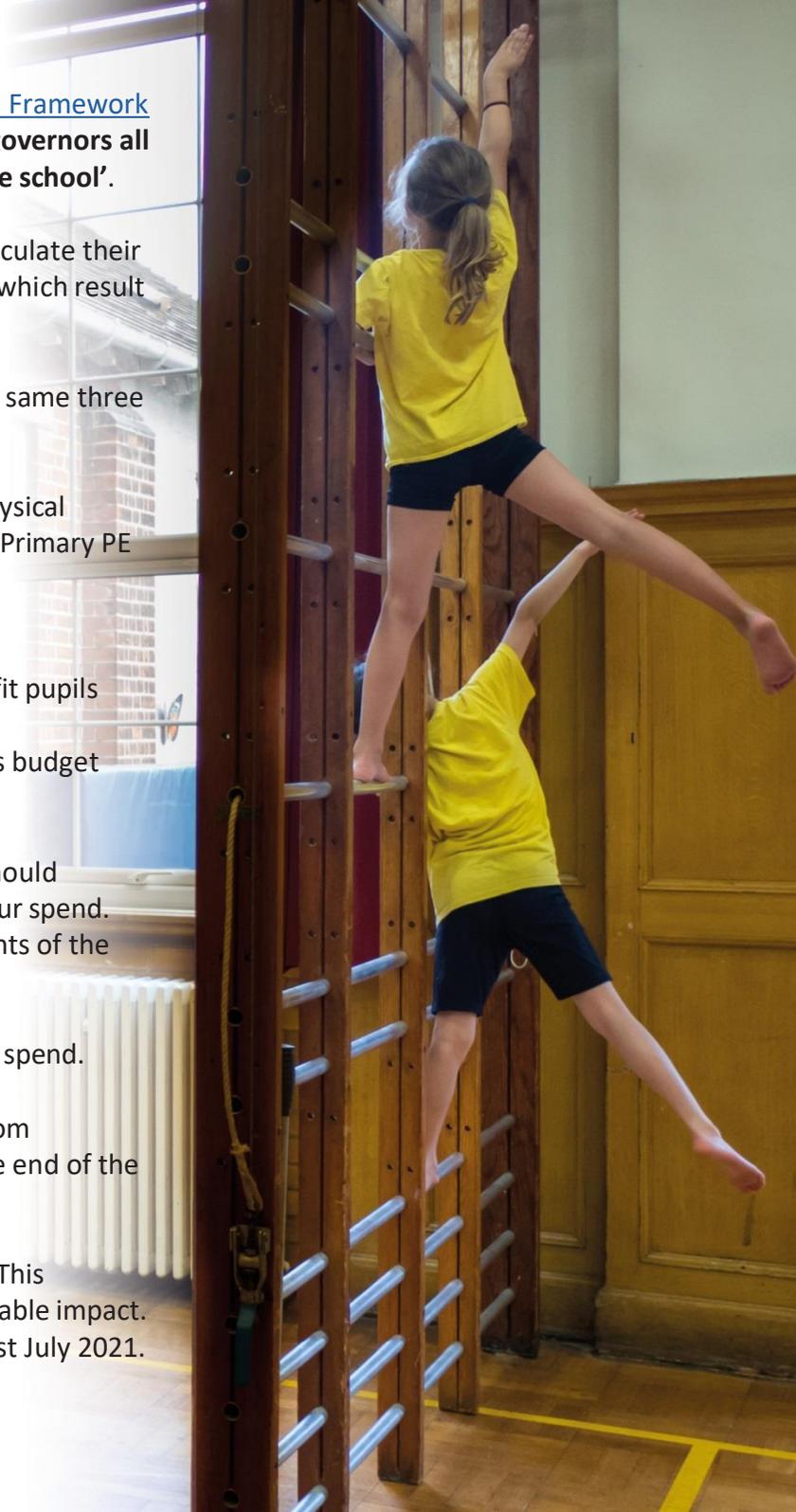
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

| Key achievements to date until July 2021: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Quality resources to teach PE and sport more effectively • Developed a whole school approach to teaching PE (REAL PE) • Children from across all year groups are active and participate in sports at lunchtime. • Children have been encouraged to adopt healthy lifestyles. • Pupils in school during COVID had access to equipment in their bubbles and were active and engaged in PE sessions. This included: pupils of key workers and vulnerable pupils x60 and 78 year 6 pupils. • Additional equipment had allowed sport to continue using social distancing. • School Games gold award would have been achieved again this year. The School Games mark is a Government-led award scheme launched in 2012 to reward schools for their commitment to the development of competition across their school and into the community. • Children have been able to participate in competitions and tournaments within Portsmouth until schools closed. Children have been able to participate in competitions against their peers • Improved quality of teaching and children's experiences. CPD only completed with all year groups due to schools closing. • Improved teachers' level of confidence and skills for new and existing staff. • Portsmouth Sports Partnership have provided sports coaches who taught our vulnerable pupils and pupils of keyworkers throughout April, May, June and July 2020. • In school sports day all pupils. | <ul style="list-style-type: none"> • Continued drive to support teachers PE CPD (focus new staff) • Quality professional development opportunities for staff. • Specialist coaching across the school. • Entry into local competitions and sporting events • Embed REAL PE curriculum including the use of assessment. • Aim for two hours per week curriculum PE in order to achieve the gold award. • Continue to ensure that children are active at lunchtime • Continue to offer a range of after school clubs and activities. |

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020

Created by:



Supported by:



+ Total amount for this academic year 2020/2021
= Total to be spent by 31st July 2021

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| <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 transfer to the pool when school swimming restarts.</p> <p>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.</p> | <p>Provide additional swimming opportunities for children who can't swim 25m by the end of the 10 swimming sessions. Offer these children an additional 10 sessions.</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>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 2021. Please see note above.</p> | <p>66% of children can swim 25m.</p> |
| <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> | <p>66% can swim a range of strokes by the end of year 6.</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>66%</p> |
| <p>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?</p> | <p>No</p> |

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.

| Our intent: | | | |
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| By the time children leave Year 6, they will be able to apply movements in isolation and combination to a range of physical activities. They will become competent in gymnastics and athletics through the development of a number of physical attributes. They will be introduced to various competitive game, understanding the unique rules and how to critique their own and peers' performance in each sport. The above coupled with opportunities to experience outdoor activity will help them on their journey to find their place in the world. | | | |
| Academic Year: 2020/21 | Total fund allocated: £19,860 | Date Updated: 22/7/2021 | |
| Key indicator 1: Engagement of all pupils in regular physical activity | | | Percentage of total allocation: 73% |
| Intent | Implementation | Impact | Sustainability and suggested next steps: |
| Developing an active and healthy lifestyle in all children, including: <ul style="list-style-type: none"> Ensuring all children are exercising daily Improving the quality of PE offered so enjoyment is enhanced Increasing involvement in formal sports | <ul style="list-style-type: none"> Establish early morning running clubs/lunchtime clubs to involve and encourage the least active children Pompey in the Community employed to organise sports activities during lunchtimes. Behaviour support officer to organise active play at lunchtimes. Member of lunchtime staff organises games and activities to encourage an active lifestyle. Holiday clubs established with free places for targeted inactive pupils. Embed programme of 'Meon Movers' to get all children active at the start of each day. | Lunchtime sports coaches: £4750 £5925 £3990 | Most pupils were active every day Clubs were full and there was a culture of 'opting in' to things Pupils' concentration and coordination are improved Pupils were more active at break and lunchtime, reducing the number of incidents and behavioural problems Pupils grew in confidence and improved their concentration |
| | | | All children to continue to participate in 2 hours of curriculum PE per week. Meon Junior School to achieve the gold award school games mark. To identify children who can't swim after 10 lessons and offer additional sessions so that every child leaves year 6 as a competent swimmer. CPD for all teachers in REAL PE. All children to walk to the local park for their PE lesson once per fortnight to build stamina and increase fitness. |

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| | <ul style="list-style-type: none"> Raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim A range of sports clubs on offer to all children after school each day. | | | |
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| Key indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement | Percentage of total allocation: 2% |
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| Intent | Implementation | Impact | Sustainability and suggested next steps: |
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| <p>To promote healthy lifestyle choices</p> <p>To inspire achievement in sport at any level</p> <p>To ensure all children are proficient in the fundamentals of sport</p> <p>To provide opportunities for children to develop skills so they can play a variety of sports</p> <p>To provide the children with self-esteem, confidence and self-belief</p> | <ul style="list-style-type: none"> Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (eg 'sport leader' or peer-mentoring schemes) Embed REAL PE and continue the drive to support teachers. Member of staff carries out nurture sessions with vulnerable pupils to teach healthy lifestyles. | <p>Subscription to REAL PE digital platform £395</p> <p>All school staff are now on-board with the challenge of being active as they have seen the benefit for the children.</p> <p>Pupils have grown in confidence and self-belief.</p> <p>Pupils have improved their attitudes to learning, with improved focus and motivation.</p> | <ul style="list-style-type: none"> Embed physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching. Track and identify pupils who are not active during play times/ do not attend after school clubs and offer them additional opportunities. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation: 5% |
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| Intent | Implementation | Impact | Sustainability and suggested next steps: |

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| <p>Improved physical development of all children. Improvements in diet, fitness and body image Staff feel more confident and motivated to deliver PE lessons Participation and success in inter-school competitions will increase</p> | <ul style="list-style-type: none"> Establish PE foundation experts group which will provide staff with professional development and appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across the school Hire qualified sports coaches and PE specialists to work alongside teachers to enhance and extend current opportunities offered to pupils. Embed REAL PE and continue the drive to support teachers Buy additional equipment and resources for PE. | <p>£1004 for equipment</p> | <p>Pupil engagement and progress in PE has improved year on year Pupils have grown in confidence and self-belief . Pupils have improved their attitudes to learning, with improved focus and motivation</p> | <p>CPD for all teachers in REAL PE. All children to be offered opportunities to represent the school in competitions and festivals.</p> |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 1.2%

| Intent | Implementation | | Impact | Sustainability and suggested |
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| <p>To develop the curriculum offer, to increase engagement of pupils in numerous aspects of school life. From this engagement, the school hopes to see improved attendance, behaviour and academic outcomes</p> | <ul style="list-style-type: none"> Provide more and broaden the variety of extra-curricular activities after school, delivered by other local sports organisations Sports day which offers opportunities for competitive sport and which also offers children ‘taster sessions’ in a variety of sports. Offer swimming to all year 6 pupils who, due to the pandemic, did not participate | <p>£240</p> | <p>All children who left in year 6 had been offered a programme of swimming lessons. Most pupils engaged with lunchtime activities across the school week. Lunchtime behaviour has improved with fewer incidents. Increased participation in sports clubs, active lunchtime activities and competitive house sport A more active school has been</p> | <ul style="list-style-type: none"> partnering with other schools to run sports and physical activities and clubs introducing a new range of sports and physical activities (such as round net, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities. |

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| | <ul style="list-style-type: none"> in year 5 swimming Run activities week for year 6 pupils which offers a range of outdoor adventurous activities. Eg rock climbing, kayaking | Grant for £750 received to support PP children. | achieved, with an increase in the engagement of less active young people | <ul style="list-style-type: none"> To enrich the cultural capital within P.E Sports Leaders are role models around school, promoting health, wellbeing and the benefits of physical activity Purchase additional resources for new sports eg spike ball. |
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| Key indicator 5: Increased participation in competitive sport | | | Percentage of total allocation |
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| | | | 24% |
| Intent | Implementation | Impact | Sustainability and suggested next steps: |
| <p>Ensure every pupil, by the time they reached Year 6, had represented the school in a sporting activity.</p> <p>Achieve the gold school games award.</p> | <p>Entry into Silver Package with Portsmouth Schools' Sports Partnership.</p> <ul style="list-style-type: none"> Specialist coaching across the school. Support to develop and embed REAL PE and REAL gym across the school. Entry into local competitions | <p>£4800</p> <p>All pupils were involved in the inter house events during sports day.</p> <p>An improved sense of belonging and ownership of the activities from the pupils increased participation in lunch time and after school clubs</p> <p>School has maintained its silver school games award. No new awards</p> | <p>Achieve the gold school games award.</p> <p>Track participation of all children in school competition and use this to identify children for additional opportunities.</p> |

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| | <p>and sporting events</p> <ul style="list-style-type: none"> • Increasing and actively encouraging pupils' participation in the School Games • organising, coordinating and enter more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations | | <p>were given due to the pandemic. No local competitions took place due to the pandemic.</p> | |
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| Head Teacher: | Sara Paine |
| Date: | July 2021 |
| Subject Leader: | Mike Spencer |
| Date: | July 2021 |
| Governor: | Matthew Fleet |
| Date: | July 2021 |