

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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 evidence of 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 2022. 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	£ 21,363
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£ 21,320
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ £21,320

Summary of expenditure on PE and sport at Harrison (for further details see below)	
PE specialist sports teachers and coaches	£49,546
External sports coaching providers (active8 and tennis)	£5,325
Swimming lessons	£2,900
PE equipment and resources	£1,743
Bike Ability	£170
Mini Bus hire	£750
TOTAL	£60,434

Please note, we summarise the expenditure here as at Harrison Primary School, we spend significantly more than the funding provided by the PES Premium. Below you will find detailed many of the areas that Harrison Primary School has provided funding for to develop PE and sport. Due to the fact there is significant overlap in the spending, the exact figures are only detailed above.

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 2021. Please see note above	84%
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	84 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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 Year 3 and 5 all children had swimming lessons plus booster lesson for year 4 and 6.

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:	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		
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Increased sporting opportunities during lunchtimes.	Equipment provided and replaced and updated as necessary.	Increased opportunities to participate in a wide range of sports and activities eg, basketball, football, tennis, hockey, ball games and activities to improve co-ordination and balance. Noticeable improvement in hand eye co-ordination and sporting ability from many children.
Before and after school sports clubs reinstated after COVID restrictions.	PE specialist teacher, employed sports coach and football coach to deliver clubs. External providers found too.	More opportunities for pupils to participate in sport. Wide and varied activities provided.
		Sustainability and suggested next steps:
		Lunchtime staff are working alongside coaching staff so they can continue to run the activities when coaches aren't present.
		Ensure more clubs are available for pupils in the Autumn term 22. Monitor attendance.
		This is becoming self-funding through parent payments.

Opportunities for physical activity at break-times.	Children's playtimes increased to 30 minutes and equipment provided for the children to play with. (eg, balls, hoops, tennis rackets, ropes etc.) Purchase additional equipment for use specifically at lunchtimes and break-times.	Children more active and engaged during break-times.	Ensure this continues
Increased delivery of PE lessons by qualified sports coaches and PE specialist.	All children to receive lessons from a sports coach and PE specialist teacher.	Quality of teaching has improved allowing pupils skill levels to develop.	Staff work alongside specialist PE sports coaches to ensure they are gaining confidence in how to deliver PE lessons. (NOTE: not all funding for coaches and PE specialist comes from sport premium we eclipse PES Premium significantly.)
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children to be exposed to sport and opportunities to take part in physical activity on a daily basis.	Ensure equipment is available for break and playtimes. Ensure it is kept varied and provide a wide range of different types of equipment.	Children see other join in and also wish to participate.	The equipment needs to be maintained and replaced as necessary.

Apply for School Games Mark Award	Complete application and ensure criteria are met.	Silver award achieved	Go for Gold next year.
Celebrate sporting achievements	Use weekly celebration assemblies as a platform for children to share.	Children are keen to bring in medals, photos etc. and these are now seen by the whole school.	Continue.
Inform parents of sporting events and achievements	Use head teacher weekly email to parents to keep the Harrison Community informed of sporting achievements and events.	Parents fully informed of events.	Continue.
Use physical activity to increase core strength of children	KS 1 lessons include core strength work.	Supports posture for writing	Continue

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
PE specialist teacher and sports coach to work alongside staff	Teachers to work with PE specialist and sports coach when delivering lessons.	Increased confidence of teachers to deliver PE lessons.	Continue in next academic year
New schemes of work developed	Purchase of a new scheme of work for PE to update and improve existing plans. Many new units written.	This will be in place to use from September 21(lessons plans, video clips and demonstrations of skills etc)	Lesson plans downloaded for future use.
Explore opportunities for online CPD	Tennis course attended by staff members	New equipment provided	Ensure information is passed on to other staff members.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:

Intent	Implementation	Impact	Sustainability and suggested next steps:
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Additional achievements:			
Broad range of equipment to be used at playtimes	Wide ranging sporting equipment provided.	Children noticeably more confident in PE lessons	Ensure equipment continues to be provided and updated as necessary.
Many before and after school clubs to be provided	Football, tennis, netball running, gymnastics, dancing, cheerleading, athletics, cricket, multi sport clubs have all been in place.	Clubs extremely successful and popular. The majority are full.	Ensure clubs are maintained moving forward.
Provide opportunities for Pupil Premium children to attend clubs	10% of all spaces at the clubs is offered to pupil premium children free of charge.	Increase in uptake from pupil premium children in clubs.	Ensure class teachers know so they can offer the places to pupil premium children.

Continue to offer swimming to 2 year groups.	Year 3 and 5 swim plus we also offered additional swimming lessons to year 4 and 6 children who could not swim.	All ks2 year groups had some form of swimming. Increased numbers of children can now swim.	All the time the funding is in place, we will continue to offer swimming to two year groups.
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Key indicator 5: Increased participation in competitive sport

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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: Enter more sporting competitions and events	Make sure your actions to achieve are linked to your intentions: Despite many events in the Autumn and Spring terms being cancelled due to covid we still managed to enter the local Fareham schools football league and School Games events	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Participation of events increased over previous year. Children enjoyed participating and were keen to be selected.	Sustainability and suggested next steps: Next year's events have already been identified and more of them will be entered than this year.
Ensure children have opportunities to compete in PE lessons (friendly competition)	PE teacher and sports coach to provide competition opportunities for all children in lessons.	All children have some form of competition.	Continue.
Bring back sports day,	Four sports day events planned. Year5/6, Year3/4, Year1/2 and Year R. Parent invited to morning, additional races to take place in the afternoon winners announced.	Events were successful and enjoyed by the parents and children.	Continue format for next year.

Lunchtime sports coach delivering football for year 6.	Each year six class take it in turn to play supervised football matches and have friendly competition.	Children enjoy and look forward to their 'football day'	Continue next year.
Hire mini busses for travel to events	Mini busses hired as needed to take children to sporting events.	Children travel to events safely without the need for parents to attend.	Continue all the time the funding remain in place.
Provide teacher cover for PE lead to take the children to events.	Cover provided as necessary.	Children supported by experienced staff.	Continue all the time the funding remain in place.

Signed off by	
Head Teacher:	<i>Stanton</i>
Date:	18-7-22
Subject Leader:	<i>[Signature]</i>
Date:	18-7-22
Governor:	<i>[Signature]</i>
Date:	18-7-22