

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 carried over from 2020/21	£0
Total amount allocated for 2021/22	£16,00.00
How much (if any) do you intend to carry over from this total fund into 202/23?	£0
Total amount allocated for 2022/23	£10, 000.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£10,000.00

Swimming Data

Please report on your Swimming Data below.

<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 then 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>Safe Rescue learnt through PSHE and practised off site during water sports sessions, Summer 2 2022.</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 2020.</p> <p>Please see note above</p>	<p>100%</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>%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>90%</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.

Academic Year: 2021/22		Total fund allocated: £10 000.00		Date Updated: October 2022	
<p>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</p>					<p>Percentage of total allocation: 50%</p>
Intent	Implementation		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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>	
<p>The Harbour School offers a broad and relevant curriculum that is designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the capacity, knowledge and skills to lead happy and fulfilling lives.</p>	<p>Pupils have allocated PE every week of 45 mins and an off site learning activity for 2 hours.</p> <p>All pupils have big body breaks and outdoor play for a minimum of 30 mins a day.</p> <p>The school has a climbing wall and offers after-school sports to KS2 pupils.</p> <p>Pupils with identified and diagnosed physical and sensory needs are provided with targeted interventions to develop capacity and skills.</p> <p>The use of playful and curious approaches allow pupils to have fun, develop social skills and experience success</p>	<p>£5000.00</p>	<p>Pupils learn to take turns, follow rules of games, support one another.</p> <p>They learn to set their own challenges and develop resilience.</p> <p>They learn to take safe risks.</p>	<p>Curriculum Development Group to plan progression from Year 5 – Year 11, so that pupils are prepared for the next stage in education.</p> <p>Improve assessment tracking using Arbor.</p> <p>Staff Professional Learning to increase skills knowledge and capacity.</p> <p>The development of sensory circuits to support pupils' regulation and proprioception</p>	

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
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:
The Harbour School is reviewing and updating its curriculum in response to changing needs and to ensure progression of knowledge and skills from year 5 to 11, preparing them for their next stage in education.	<p>The Harbour School has established a PE and Outdoor Education focus group for planning, teaching, learning and assessment.</p> <p>The Harbour School has recruited a specialist Outdoor Education Teacher and support staff working at KS2 and 3.</p> <p>Outdoor learning enrichment activities offered for all pupils. Accredited pathways at KS4.</p> <p>Pupils are prepared to be ready to access accredited pathways at KS4 in PE.</p>	£ 2000.00	<p>All pupils at KS2 and 3 are offered and are accessing timetabled learning outside the classroom.</p> <p>Pupils engage with a broad and varied off site learning curriculum as part of the curriculum offer.</p> <p>Pupils develop skills in PE and a range of sports.</p>	<p>Curriculum Development Group to plan progression from Year 5 – Year 11, so that pupils are prepared for the next stage in education.</p> <p>Improve assessment tracking using Arbor with Senior Leaders accessing bespoke training to cascade across all curriculum areas.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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 will have a broad and varied PE and Outdoor learning curriculum with a balance of skills practice and emotional literacy learning: building capacity, skills and knowledge.	Class teachers and specialist skills teachers provide a range of learning opportunities. (rugby, water sports and climbing) Professional learning to enable pupils to develop regulation and emotional literacy.	£1000.00	Pupil tracking Photographic evidence Learning walks Pupil feedback Emotional Literacy progress	Regular, planned reviews of curriculum Staff line management and accountability
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
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:
Additional achievements: High quality experiences are planned to support and extend pupils' interests and skills so they can contribute to their community, leading to an increased sense of pride and belonging to the school and the city	Enrichment, community and charity events are planned throughout the school year, eg. Sport Relief, raising funds for Ukraine Crisis through beat the goalie, sponsored walk, sports days. Pupil led events.	£1000.00	Newsletters Pupil Voice Work evidence	PE/Outdoor team to plan for enrichment and whole school activities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10 %
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:
The curriculum to include pupil pathways and learning to support participation in competitive sports, from engagement, to personal challenge to competitive sport.	Planned PE lessons to include Personal challenge Winning, losing, taking part. Resilience and motivation. In school competitions Competitions with other schools Football team	£1000.00	Emotional Literacy progress Learning walks Work and photo evidence Pupil progress	Working with Hampshire Cricket Autumn 2022

Signed off by	
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Date:	07.11.2022
Subject Leader:	Deputy Headteacher
Date:	07.11.2022
Governor:	Carol Tomkins-Owen
Date:	07.11.2022