



We all strive to be the PRIDE of Porchester, now and always.
Our four values are **Respect**, **Responsibility**, **Rights** and **Reach**

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 6788
Total amount allocated for 2020/21	£ 24578
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£ 17,780
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17,780

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>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>	60%
<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>	58%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	46 %
<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>	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: £24,578		Date Updated: 1 st July 2021	
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:
					42%
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>Pupils to have access to high quality PE lessons on a regular basis, accessing 2 hours of curriculum per week</p> <p>Embedding the values that physical activity can bring and raising their enjoyment levels of being active. Working closely with a local football club to raise the profile of PE across school</p> <p>Deliver extra-curricular activities to promote regular physical activity</p>	<p>NFFC Community Trust to deliver one hour of PE a week to all classes. Coach to support PE lead/class teachers with expertise to ensure PE is delivered to high standard with confidence</p> <p>Use the presence of NFFC to inspire pupils to be active and pupils encouraged to be proud of their individual achievements, using a role model in school to talk about their increase physical activity</p> <p>Lunch clubs and after schools implemented to allow pupils to access further learning and further opportunities to be active</p>		<p>£7800</p> <p>£600 – Lee English Basketball club and Tennis delivery in lessons</p>	<p>NFFC delivered 2 days in school, working with all pupils and providing support for staff. Pupils also supported during Home Learning to keep activity levels up.</p> <p>Pupils speak more highly of PE lessons and have more enthusiasm to participation in lessons.</p> <p>Extracurricular clubs are full, and pupils have enjoyed working with external providers. Advancing their knowledge of Basketball and also accessing opportunities to learn about Urban Hockey. Pupils have been able to transfer skills, such as teamwork and tactics, to other PE lessons</p>	
			Sustainability and suggested next steps:		
			<p>NFFC to continue to work in school. Further increasing pupils enjoyment, further providing opportunities linked to the club (attending the ground, engaging in workshops)</p> <p>The club also support with sports days and delivering competitions in school, again further enhancing pupils' enjoyment of sport and being active</p> <p>Extracurricular to continue and a system will be put in place to invite pupils which have not attended during Autumn/Spring Term</p>		

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Utilise the gym equipment on the school playground. Encouraging children to take ownership of their fitness, working towards improving their levels through self-motivation	Gym equipment accessed by all pupils, with pupils encouraged to challenge themselves. Midday staff and teachers to supervise, motivate and provide inspiration to pupils during play times	£350 Matt Bradbury Sports £1500	Pupils have increased their fitness and this in time will also help them to concentrate further during lessons due to their exertion at break times	Gym equipment to be promoted and older pupils encouraged to support younger pupils in improving personal best scores
Sports Leaders to organise/deliver activities at lunch time. Promoting well being, raising awareness of different activities and providing role models to others	Sports Leaders to be trained and to lead activities during lunchtime. This increases their fitness levels and inspires others to be leaders. Aim of leaders to engage as many pupils as possible with a range of activities	TA support at break/lunch/after school	Sports Leaders have increased their communication skills, being able to demonstrate their ideas/activities much more clearly to pupils. Younger pupils have asked about being leaders, increasing their focus and providing them with an aim for Upper KS2	Sports Leaders to have a pupil voice and begin planning their own ideas/activities at lunchtime. This will be formed following a pupil survey

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	28 %

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:
Link PE/Sport to School Vision and use profile of PE to support behaviour	Strong links created and PE raised within school to support behaviour, provide aspiration Work with NFFC to hold Workshop (Say No To Racism)	FREE Workshop delivered by NFFC	Pupils conflict resolution skills have improved. Pupils have more patience and show good respect to others The Say No To Racism created discussions and allowed pupils to voice their thoughts, improving their communication skills. This workshop was attend by Chris Wheatley (FHT CEO) and NFFC players. Allowing the pupils to	Continue to provide opportunities for pupils to attend thought provoking workshops. Linking this to enquiry questions and classroom work where possible Pupils to voice their opinions in a suitable and appropriate way, supported by staff/sports coach

PE used to provide additional support for SEND pupils	To ensure SEND pupils participate in high quality physical activity. Supporting need and providing good progress in PE	£2500 TA cost to support SEND circuit group	see the importance of the matter and the current media coverage it has. Pupils gained a wider knowledge of diversity SEND pupils have grown in confidence and have increased enjoyment from physical activity. They have develop turn taking, how to ask questions and worked in teams	SEND pupils to compete for the school in SGO events and to increase their physical skills
Provide leadership roles for pupils in school.	AS and TAs to train/support leaders	AS Release/cover	Pupils leadership qualities have developed. They are more confident and have formed strong positive relationships with younger pupils, providing a mentor to those that need it.	Further leaders to be trained and each class to have sports ambassadors to support PE learning
Provide AS with leadership to oversee, plan and liaise with Flying High PE Lead/Gedling SGO	AS to meet with TD and TE. Formulate a plan to ensure PE profile is raised	£3000	AS knowledge has developed and confidence has grown in her role	AS to train other staff and to continue to elevate PE in school plus bringing further opportunities for all
	Attend FHT Network Meetings and access suitable CPD	TA support at lunchtime £1500		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15 %
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:

Staff to work alongside experienced coaches.	To employ experienced and specialist coaches to work across school	£7800 (K11) £950 (K11) Proportion of this calculated for staff CPD	Staff have enjoyed working with coaches and their confidence has grown. Staff have been able to learn about new sports, learn games to warm up pupils and also techniques to have further advance learning Pupils enjoyment of PE is developing.	Staff to continue to access CPD through working alongside coaches Staff will be delivering higher quality PE lessons, further enhancing pupils love of sport
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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?:
Provide wider opportunities for pupils away from the sports in which they have previously accessed Engage with FHT Virtual Events	To purchase 2 table tennis tables and equipment. Link with local Table Tennis to expand pupils experiences To register for a virtual athletics event To train staff/pupils on events	£ 1500 £500 Staff worked with AS and prepared for the event	Pupils have enjoyed learning and playing a new game. They look forward to using the tables and it provides a different challenge for them. Unfortunately, we were unable to form a link due to Covid Pupils were able to represent Porchester, giving them a sense of pride Staff enhanced their knowledge of events and how to score
Work with external providers to access a different sport	To employ Matt Bradbury to deliver Urban Hockey sessions	£350 Matt Bradbury	Staff and pupils loved working with Matt and participating in a
			Sustainability and suggested next steps: Work with pupils to officiate games of TT. Pupils to have wider access to the tables and introduce pupils to local clubs to offer engagement away from school Enter events for the next academic year Aim to broaden staffs knowledge of events/scoring. Linking this to intra school events Matt to return and gauge remembered knowledge by

	with all pupils		new sport. The children grew in confidence and show resilience to keep trying when they found skills hard	pupils of Urban Hockey and to see their overall improvement
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
Compete in Virtual events Deliver intra school competitions at lunch Purchase equipment for PE and lunchtimes. Enabling pupils to compete	To utilise support from FHT To create mini leagues/tournaments at lunchtime so that pupils can access a competitive environment To purchase equipment	FREE £500 Staff time to organise £500 new equipment	Pupils enjoyment of representing school was clear. Staff enjoyed delivering the event Pupils have enjoyed competing in a range of sports. Pupils have become much more respectful of each other and have learnt to accept defeat much better than previously	Compete again next year in more events Form an ongoing league at lunchtime Work with TE (SGO) to enter more competitions and increase Porchesters reputation

Signed off by	
Head Teacher:	<i>J. Fidler</i>
Date:	22.7.21
Subject Leader:	Aimee Sawyer
Date:	21.7.21
Governor:	Emma Spick- Fletcher
Date:	22.7.21

