

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 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	£ 2,000.00
Total amount allocated for 2020/21	£ 18,120.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 4,561.00
Total amount allocated for 2021/22	£ 18,120.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 22, 681.00

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>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.</p> <p>Please see note above</p>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	Yes

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:	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				Percentage of total allocation: 7%
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> Embedding positive attitudes to healthy living through Daily Mile activities. Active Maths programme – through the cluster provision, to get children moving during maths aimed at KS1. Play Leaders training 	<ul style="list-style-type: none"> For all children to participate during the Daily Mile and feel the benefits (both mentally and physically) for a life-long healthy choice. Maths lessons will become more active. Through the cluster, Year 5 children trained as Play Leaders. 	<p>Within equipment funds (£1,694.89)</p> <p>Within cluster funds (£3,500)</p> <p>Within cluster funds.</p>	<ul style="list-style-type: none"> Over 50 junior children participating in local Cross-country events (some for the first time) and 21 children representing the district in County finals. Children will increase their activity time and learning at the same time, adding to their active minutes for the day. Children have a greater active focus during breaktimes led by older children 	<ul style="list-style-type: none"> To run alongside Daily Mile and Tabata style activities throughout the day – introduce a Daily Skip programme. To use the same principles of Active Maths, developing it into our own planning. Play Leaders scheme to continue, training of younger children to support KS1 and encourage the children to be active and

<ul style="list-style-type: none"> Balance ability/Bike ability courses. 	<ul style="list-style-type: none"> Children learn bike/road safety (KS1 Balance) UKS2 (Bike). 	Within cluster funds	<ul style="list-style-type: none"> All children in UKS2 including PP/SEND children learnt to ride a bike safely on the road. Resulting in a greater number of children riding to school as an alternative to driving. 	<p>physically engaged for enjoyment.</p> <ul style="list-style-type: none"> Continue with bike/balance ability, ensuring 100% participation from nominated year groups – borrowing bikes etc.
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>5%</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>
<ul style="list-style-type: none"> Raising the profile of the need for physical breaks during lessons. Developing Playground leaders 	<ul style="list-style-type: none"> Daily Mile (outside) Tabata (inside), encouraging staff to role-model and join in to the best they can. Proving it's not just a 'child' activity to complete – it benefits all! Playground leaders to organise and encourage increased physical activity for both KS1 and KS2 children. 	<p>Resource spend in previous section.</p> <p>Part of cluster spend</p>	<ul style="list-style-type: none"> In-active children feeling empowered and noticing the benefits for showing determination and resilience to keep going. Increased fitness levels and concentration during lessons. Fewer behaviour and first aid incidents. Children are more active with structured games. 	<ul style="list-style-type: none"> Introducing the Daily Skip to ensure flexibility of skill base and enjoyment. To train a greater number of children for the year ahead and 'select' UKS2 children for sport ambassadors to become responsible for PE lessons and clubs.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
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:
<ul style="list-style-type: none"> Specialist sports coach and PE apprentice to teach alongside class teacher and TA. Specialist coaching for surfing and gymnastic sessions. CPD Staff meeting. 	<ul style="list-style-type: none"> Implementing the skills based planning across the Year groups and to demonstrate how sport can facilitate these skills Children experience quality coaching and use of specialist equipment. Staff to participate in physical activity teaching an example of a range of skills and model how sport can be a vehicle for this. 	<p>£3,633.25</p> <p>£3,050.00</p> <p>Within leadership role</p>	<ul style="list-style-type: none"> Teachers feel greater confidence and increased skill pedagogy for PE and sport. Children experienced using sprung floors and specialist gymnastic equipment to develop their skills further than they ever possibly could in a school hall. Learning sea safety and experiencing surfing (some for the very first time). All children managed to stand on the board and their sea confidence rocketed. Staff were able to actively participate, ask questions to further understanding and to discuss how the skill can be extended through progression or simplified for developing. 	<ul style="list-style-type: none"> To ensure staff are taking notes and continuing to ask questions. Teaching alongside specialist coaches – Team teaching. To develop orienteering skills for next year – research coaches for this. UKS2 to continue to surf in summer term. EYFS/KS1 children to continue to go to Gymnastic club. To continue to develop through staff meetings, CPD. Questionnaires for a baseline and end of year for impact.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 58%
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:
<p>Additional achievements:</p> <ul style="list-style-type: none"> Continue to offer a very broad range of activities both within and outside of the curriculum, ensuring our focus is participation for all – fully inclusive. Focus particularly on less-active children, girls and PP/SEND. To attend all local competition for all levels and abilities with as many teams possible. 	<ul style="list-style-type: none"> Paired extra-curricular activities to ensure fewer cancellations. Mass participation for all. Explicit girls clubs to run alongside, not mixed in football. Using our school minibuses to transport as many children possible to the local events – ensuring mass participation. 	<p>Part of resources spend</p> <p>Part of resources spend</p> <p>£13,053.00</p>	<ul style="list-style-type: none"> Successful girl’s football/ cricket/ hockey teams this year. Greater number of participation from girls. 4 x teams for cricket tournaments, 2 x contact rugby teams, 2 x touch rugby teams, 2 x hockey, 2 x football each age group, 50 children cross-country, quad kids, swimming to name a few. 	<ul style="list-style-type: none"> Staff to continue to organise 1 club each per week. Changing each term to ensure we offer something for everyone. Maintain our girls’ participation (after speaking to them they prefer not to be mixed in some events – football). To continue to ensure we keep volunteer minibus drivers in order to keep costs down to transport children to competitions

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			4%	
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:
<ul style="list-style-type: none"> Membership and fees for sporting events. Competing and striving to participate in the Cornwall School Games in a variety of different sports. Focus on PP/FSM children and Girls for competitive sport. 	<ul style="list-style-type: none"> Cricket, hockey and football fees to enter competitions. Mass participation at local sporting events to enable as many as possible to become successful in reaching a high standard of competition at the School Games Encourage and support children during extra-curricular activities and showing interest in giving a sport a try. 	<p>£ 800.21</p> <p>Within leadership role</p> <p>Within leadership role</p>	<ul style="list-style-type: none"> Increased participation in competition and leadership qualities. Increased confidence of children, willingness to be pushed out of their comfort zone. Some children volunteering to try out competitive sport for the first time and continue with extra-curricular activities. Significant increase in girls' 	<ul style="list-style-type: none"> Continue to promote Girls' sport and competition for healthy lifestyles. Ensure mass participation for all local sports (not just the elite). To use high quality teaching/coaching for best practice. To use resources across the MAT to facilitate a range of competitive sports.

Signed off by	
Head Teacher:	Mr R Hamshar
Date:	July 2022
Subject Leader:	Mrs Kate Ellis
Date:	July 2022
Governor:	Mrs Jo Atkinson
Date:	July 2022