

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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SPORT
TRUST



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

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 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 2020** 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 2020. 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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Established strong PE/Sport links across our MAT through Research Circles. Year 6 Kwik Cricket Team representing Cornwall at Kings College Taunton. Quad kids and Tag Rugby Teams qualifying for the Cornwall School Games Competing with high participation from the whole school in a wide range of sports. Accessing local clubs such as Crossfit gyms and gymnasiums to enhance the children's learning experience for life long health awareness. 	<ul style="list-style-type: none"> To continue to make PE and Sport a priority throughout the school. Broaden activities where children can compete and thrive towards achieving their personal best. Ensure children are taking ownership of their learning (mental and physical health), setting achievable goals. PE/Activity Logs. To establish the Grass Track Cycling and Balanceability into school on a more sustainable basis.

Meeting national curriculum requirements for swimming and water safety.	
<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>	95%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	95%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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

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: 2019/20		Total fund allocated: £18,160	Date Updated: July 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
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"> In-school physical activity programme during the school day to achieve 30 minutes of activity. 	<ul style="list-style-type: none"> All children from Reception to Year 6 take part in the 'Daily Mile' with some teachers joining in too. Daily 'Tabata' in the classroom for increased coordination, re-energising, fitness and raised heart rates. During Lunchtimes music is played for 'Wake and Shake' type activities. Playground Leadership Scheme set up and coordinate physical activities for all children to participate – promoting active lunchtimes. Mindfulness Lunchtime Club 	Curriculum Spend	<ul style="list-style-type: none"> Increased physical activity, child led taking responsibility for their own well-being. Greater awareness amongst children and parents about the benefits of physical activity and the consequences of a poor diet, lack of sleep etc. Increased fitness and stamina. Reduction in low level behaviour incidents, less 'Think Sheets' and sanctions. A variety of clubs as well as mindfulness for mental 	<ul style="list-style-type: none"> Continue to coach potential sport leader children to take on the role 2019/2020. All Year 5 children to complete Playground Leaders Award. Ensure physical activity continues to be embedded into the school day and ethos of the school. <p>Covid19 – The Playground Leader Scheme which was due to be carried out in the Summer Term 2020 didn't happen due to Lockdown, however we did compete in</p>

			health and well-being alongside Intra Sport competitions.	the Virtual School Games. We will continue to make this a priority for next year. Intra Sport was not completed but will continue when safe to do so.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				40%
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"> 2 hours of high quality PE teaching. Continue to offer a range of activities for the children to experience during break and lunchtime too. Continue with gymnastics for classes Reception, Year 1 and 2. 	<ul style="list-style-type: none"> Ensure well equipped resources to ensure high quality PE lessons and PA can be achieved. Visit local Gymnastics club for use of facilities and expertise with coaching. 	<p>£600</p> <p>£1,900</p>	<ul style="list-style-type: none"> Children engaged enthusiastically during their PE sessions with all classes teaching 2 hours per week. Children experience sprung floors and complete activities on all gymnastic equipment (which our school doesn't have). Children have an increased awareness of body control and movement. Staff feeling greater confidence in teaching areas of PE which they found to be a challenge. 	<ul style="list-style-type: none"> Continue staff CPD through staff meetings, specialist staff and necessary courses. <p>Covid19 – Through Lockdown teachers prepared quality PE lessons to be completed at home e.g. Completed the Virtual School Games with high participation of children, family members and staff inclusion, sending videos and photographs onto Seesaw (Remote Learning Platform). Staff created fun challenges and put them on social media to keep children and families motivated, active and keeping our very positive connections</p>
<ul style="list-style-type: none"> Staff survey on confidence of teaching PE and knowing the difference between PE and PA. To ensure children in Year 6 can swim 25m using a 	<ul style="list-style-type: none"> Continuing staff CPD, using specialist staff for training and monitoring. Intensive swimming sessions (x4hours) for children in 	<p>£361</p> <p>£2772</p>		

recognisable stroke.	Years 3-6 who are not currently achieving to swim 25m.	£1575		between each other.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11%
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"> Upskilling staff to ensure confidence and competence when teaching children the swimming curriculum. Staff CPD for updated beach safety and sea swimming/surfing. 	<ul style="list-style-type: none"> Teachers/TAs from Reception to Year 4 accompany fully qualified swimming instructors at our local Leisure Centre gaining experience on teaching swimming and how to support swimming to the non-swimmer through to the confident swimmer. Teachers/TA in Years 5 & 6 accompany fully qualified surf instructors and surf lifesavers to enhance the children's knowledge of the sea and beach safety which is essential for where we live. PE Leader to attend annual PE conference for new PE initiatives. 	<p>See Curriculum Spend</p> <p>£2,050</p>	<ul style="list-style-type: none"> Teachers/TAs feel more confident to teach from the side of the swimming pool as well as in the water with non-swimmers which has enabled the children to progress in water confidence, key life-saving skills and stroke technique at a faster rate. All children attend surfing in Years 5 and 6 resulting in greater confidence and awareness for sea swimming/surfing and beach safety. 	<ul style="list-style-type: none"> We feel as a school, due to our locality that surfing/swimming and beach safety <p>Covid19 – Surfing and Spring Term Curriculum swimming didn't happen due to Lockdown but will continue when Government guidelines say it is safe to do so. This is our underspend. Our intensive swimming sessions were completed before Lockdown.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				46%
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 wide range of activities both within school and extra-curricular activities, looking for mass participation. Purchase a new minibus for transporting children to competitions and training facilities. 	<ul style="list-style-type: none"> Monitor participation in extra-curricular clubs for girls/boys and Year groups. Enter local competitions, friendlies and county competitions in a variety of sports. Train more members of staff to drive the bus to decrease the costing of using hire coaches. 	£8352	<ul style="list-style-type: none"> Children feel a sense of pride representing their school, team and themselves. Increased confidence for children 	<ul style="list-style-type: none"> To continue to maintain and use all minibuses to reduce the cost of hiring coaches. By using all of our minibuses now a whole class can be transported at a much lower cost. Resulting in greater opportunities for all. <p>Covid 19 – Competitions turned to Virtual competitions throughout the County involving a greater number of children than normal as a result children, staff and families worked together and enjoyed the experiences on</p>

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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"> Continue with Intra-Sport competitions. Competing in the School Games programme ensuring that we continue to aim for high participation. Memberships and fees for sporting events. 	<ul style="list-style-type: none"> During lunchtimes children compete in a wide range of different sports. Year5/6 children officiate the games. Encourage children who are showing an interest in giving a different sport a try competitively. 	£550	<ul style="list-style-type: none"> Increased participation and leadership qualities. Sense of ownership and increased confidence with children's abilities. Some children trying out competitive sport for the first time and wanting to continue the club. 	<ul style="list-style-type: none"> Continue with the Playground Leaders scheme to teach children how to officiate a game. <p>Covid19 – During Lockdown children from the Year 6 'Bubbles' created workouts (Joe Wicks style), filmed them and teachers put them out on the Remote Learning Platform of Seesaw for all children to complete.</p>

Signed off by	
Head Teacher:	Mrs K Butcher/Mr R Hamshar
Date:	July 2019
Subject Leader:	Mrs K Ellis
Date:	July 2019
Governor:	Mrs J Atkinson
Date:	July 2019