

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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](http://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 **31<sup>st</sup> July 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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?

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Employment of PE specialist</li> <li>• Implementation of outdoor learning across the whole school</li> <li>• Employment of quality coach through Go Active and Plymouth Argyle (parent funded) -Covid has stopped this but will reintroduce as soon as possible</li> <li>• Offering a range of extra-curricular clubs- Covid has stopped this but will reintroduce as soon as possible</li> <li>• Encouragement of inactive children through lunch time provision in particular through skipping</li> <li>• Purchasing and updating equipment</li> <li>• Attendance MAT cluster events Covid has stopped this but will reintroduce as soon as possible</li> <li>• Timetable developed to cover all of the curriculum- PE specialist developed this             <ul style="list-style-type: none"> <li>• Daily Dash- much more regular running sessions</li> <li>• Built links with our local secondary schools and local clubs. Accessing their facilities and coaching opportunities for staff and pupils Covid has stopped this but will reintroduce as soon as possible</li> <li>• Created a system to monitor club use and competition participation.</li> <li>• During Lockdown March-July physical activity was really promoted, regular sports challenges set, competitions, online sessions provided by sports coach</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Creating logs of equipment and a plan around replacing equipment overtime</li> <li>• In house monitoring to target inactive and SEND children to access competition</li> <li>• Consider more ways to celebrate sporting achievements and involvement including inter-house competitions- COVID DELAYED THIS</li> <li>• Built links with our local secondary schools and local clubs. Accessing their facilities and coaching opportunities for staff and pupils- COVID DELAYED</li> <li>• Explore ways to promote physical activity during a lockdown</li> <li>• Find ways to promote a sense of togetherness after lockdown and to help children feel connected to each other although in separate bubbles</li> <li>• Develop sports leadership with the older children</li> <li>• Further CPD to develop provision</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? No

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	95%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £15996		<b>Date Updated:</b> June 2021			
<b>Key indicator 1:</b> 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?:			
<ul style="list-style-type: none"> <li>Increase pupil participation of activity at lunchtimes- with a particular focus on building on skipping from last year.</li> <li>Ensure children have access to a high quality experience in PE through updating and purchasing PE equipment</li> <li>Increase classroom/daily physical activity</li> </ul>		<ul style="list-style-type: none"> <li>Purchasing more skipping ropes for children to use at break and lunch times</li> <li>Sports specialist (SD &amp; CR) out at lunchtimes x5 lunchtime sessions between them to encourage participation in sport. CR to rundle to run forest school style sessions</li> <li>Updating current PE equipment inc new balls</li> <li>Purchasing equipment so each bubble has their own set</li> <li>-purchase Real PE- with use of Jasmine Platform so all classes increase physical activity throughout the day and training for staff on REAL PE and use of online platform Jasmine</li> </ul>		£150 £ 3000 £750 (left to spend on equipment before July 2021) £400		<ul style="list-style-type: none"> <li>15% uptake of regular skipping at break time &amp; lunchtime, with more skipping with long rope as a group</li> <li>This has been difficult as school closed, but still cost as staff paid as part of their contract. Then bubbles have meant these staff members could only work with 1 bubble each, have ever physical activity has been high at break and lunchtime</li> <li>Lessons now entail a SAQ focus in particular for KS2. Development of these components has allowed for pupils to transfer skills to a variety of activities. New equipment has enabled pupils to have access to</li> </ul>	Sustainability and suggested next steps:  Complete sports leadership for Y5 and train a new cohort next year to ensure delivery of active lunchtimes can continue  - Maintain this equipment and replace as needed  -Build on use of REAL PE and Jasmine across the school

Children led physical activity	-Sports leadership course with a group of Year 5s -Introduce team and sports captains	£450	a ball each which has allowed for a greater focus on individual skill development during lessons.	
Increase physical activity during remote learning	-Online sports sessions for all classes during lockdown led by sports coach	Course £245 Part of staffing cost for coach See Key Ind 4  Part of staffing cost for coach see Key Ind 4	<ul style="list-style-type: none"> <li>Jasmine introduced in April and has been stated to be used, pupils have responded positively to these sessions</li> <li>High engagement in PE sessions online during lockdown, many parents commented on this as well on the return to school and how it supported the children's mental health as well</li> </ul>	

**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:	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"> <li>To promote a healthy lifestyle and encourage children to make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>Development of Healthy Living Week with organising events using &amp; developing new contacts</li> <li>Promotion of healthy living including physical activity during lockdown</li> </ul>	NO COST	<p>- <b>DIDN'T HAPPEN DUE TO COVID</b></p> <p>Big focus on mental health and how physical activity also supports mental health. Children were able to talk about healthy choices they make and what keeps them physically and mentally well.</p>
Introduction to various outside agencies	- Storm Netball Club to offer afterschool sessions – Year 5 and 6 – <b>COVID DELAYED</b>		<p>Sustainability and suggested next steps:</p> <p>Ensure happens next year with visitors</p> <p>Continue to develop new links with outside agencies. To give children the opportunity to try</p>

<p>Promote the importance of being part of a team and supporting each other- initially sports based but then widen out</p>	<p><b>THIS</b></p> <ul style="list-style-type: none"> <li>- New Hockey Sessions to be offered in school time – Year 5 and 6. Hoping to build a link to their club– <b>COVID DELAYED THIS</b></li> </ul> <p>-set up a team system, 4 teams, select names, earn points through sports events and then through other means</p> <p>-promote in the online assemblies each week</p> <p>Purchase badges for the various roles</p>	<p>£150</p>	<p>Team system set up and working well, Maths TT Rockstars, certificate winners, raffle tickets all earn points. Team captain's applied and appointed. Children have spoken about how they feel it helps them to feel together even though they are not physically</p>	<p>new sports in the local area</p> <p>Once Covid allows give the children to work as teams across the year groups more often</p>
--	---	-------------	--	---

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:	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"> <li>Training of Sports coach in REAL PE and disseminate this to staff</li> </ul>	<ul style="list-style-type: none"> <li>Attendance REAL PE course to increase confidence and update knowledge in delivering REAL PE across the school</li> <li>Provide relevant resources and posters to support the REAL PE</li> <li>Course linked to lunchtime activity</li> </ul> Yoga course for 6 members of staff	£ 245            £150            (cost of this was £375 but this has come out of catch up rather than PE premium)	<ul style="list-style-type: none"> <li>Increased teacher confidence in teaching PE across the school, including the NQT who received additional support</li> <li>Children and staff have found the posters useful prompts</li> <li>PE sessions more regular, one main session complimented by further shorter sessions</li> </ul> Yoga a regular feature in many classes-using it as bitesize mindfulness during the day, this has really supporting children settling back into school and issues linked to anxiety	Will continue personal development in 2021-2022  We will continue to improve and develop our after school club
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:



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>Additional achievements:</p> <ul style="list-style-type: none"> <li>To offer a range of extra-curricular activities for both KS1 and KS2</li> <li>Employment of PE specialist (SD) to upskill staff and deliver a wider range of PE and school sport.</li> </ul>	<ul style="list-style-type: none"> <li>TAs ran a variety of extracurricular clubs to KS1 and KS2 children. Changing on a termly basis – Yoga, Dance, Netball, Hockey, Rugby, Football, Tennis &amp; Gymnastics</li> <li>After school sessions run by Go Active and Plymouth Argyle. Parents pay for sessions, some funded spaces available for PP pupils.</li> <li>4 afternoons of teaching PE- Expose children to a range of sports</li> </ul>	<p>NO COST to school, instead low cost sessions-£2 a session to make it available to all-PP children received 1 free session a week</p> <p>£7400</p>	<p>Due to Covid this could not happen so will reintroduce in Sept 2021</p> <p>Fluency, consistency and broad curriculum coverage achieved through the delivery of a comprehensive high quality PE curriculum. Increased opportunities for children with the delivery of new activities being offered as part of the PE curriculum</p> <p>Clear pathways of development from EYFS to upperKS2</p> <p>Support and CPD of current staff members</p> <p>Developing a wider curriculum of skills and sports throughout the school</p> <p>Covid disrupted the delivery, but</p>	<p>*Monitor, record and target attendance of pupils across school attending afterschool and lunchtime clubs- targeting</p> <p>*Parent questionnaire to gather what clubs children would like to run</p> <p>*Further promote afterschool clubs to PP children and reluctant participators</p> <p>Wider range of opportunities will continue to be offered during PE lessons to engage all children and to target disengaged pupils- show how we are going to achieve this</p> <p>Continued CPD</p> <p>Continue to develop and improve active play during lunchtimes and break times and after school clubs</p>

<ul style="list-style-type: none"> <li>To continue developing outdoor learning (CR) and encourage children to get outdoors and engage with it</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor learning specialist for 2 weekly sessions</li> <li>Outdoor afterschool session run</li> </ul>	<p>£2200</p>	<p>PE sessions online were offered by the coach throughout the lockdown which ensured physical activity for every class</p> <p>Sessions have helped developed children's resilience and physical skills. Children benefited mentally and physically from being outside and families have reported this has led to more activities at the weekend such as visiting the woods.</p> <p>After school club could not take place</p>	<p>Look at ways to record and monitor the impact of outdoor learning on children's health and well being</p>
--	--	--------------	--	--

Key indicator 5: Increased participation in competitive 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:	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"> <li>Children to take part in competitive sports both within and outside school and at Level 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>Membership to MAT cluster events and entrance to Cornwall Games</li> <li>Attendance to MAT cluster events</li> <li>Signposting outside clubs and competitions to children that are taking place on the weekend</li> <li>Cornwall Kwik Cricket Competition, Girls and Boys Team to be entered</li> </ul>	£550 £200 overtime so sports coach could accompany children in summer term if it goes ahead  NO COST  COVID DELAYED THIS	Due to covid usual competitions could not go ahead, however, in July several events are planned and we are hoping these will go ahead..  Whole school were involved in the Cornwall Virtual Games during lockdown, encouraging a lot more physical activity this was during the lead up and week by the sports coach and other members of staff
			Sustainability and suggested next steps:
			Once Covid restrictions are lifted it will be a priority to get back to competing in competitions

Signed off by	
Head Teacher:	CPamplin
Date:	June 2021
Subject Leader:	Suzanne Doble
Date:	June 2021
Governor:	John Platts
Date:	June 2021