

# 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](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, 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 2021/22	£4000 is to be carried forward to 22/23 to help fund a project to develop an all-weather pitch
Total amount allocated for 2022/23	£17250
How much (if any) do you intend to carry over from this total fund into 2023/24?	£7900 (as all weather pitch delayed)
Total amount allocated for 2022/23	£13350
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£13350

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <b>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</b>	
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. Please see note above	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	74%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	74%
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

## 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: 2022-23		Total fund allocated: £21250		Date Updated: 5 <sup>TH</sup> June 2023	
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: 43%
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: £5520	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> <li>All children to be physically active in school for 30 minutes each day</li> </ul>	<ul style="list-style-type: none"> <li>Every child takes part in an afternoon of PE a week</li> <li>Introduction of Healthy Movers targeted at EYFS and also focus groups of children who need FMS, inc Funfit</li> <li></li> <li>Use of Sports Leaders during lunchtimes to promote active play, led by Sports Coach and sports coach to provide a variety</li> </ul>		<ul style="list-style-type: none"> <li>£ 0 as sports coach paid from main budget as covering PPA</li> <li>£ costing in CPD section £520</li> <li>£2000</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a sound understanding of what they are learning and what they have achieved in each lesson. Children have a sound understanding of why physical fitness and daily activity is of vital importance to their health and well being</li> <li>Healthy Movers has increased FMS and physical literacy in EYFS</li> <li>Year 6 leaders have been active in promoting active play without input from staff</li> </ul>	
				Sustainability and suggested next steps:  To encourage all children to be physically active for 30 minutes at home Train lunchtime supervisors School to apply for the Cornwall Healthy Schools Award Complete Sports Leadership training with Y5 so they can support the delivery of active playtimes Invest in playground markings/equipment to make active play more fun Find a suitable active breaks platform (Fitter Futures, Supermovers, gonoodle) so	

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<ul style="list-style-type: none"> <li>To encourage and promote children to be physically active for at least 30 minutes daily at home.</li> <li>To monitor, target and encourage participation of children who are not active during lunchtimes</li> <li>Development of Sports Leaders</li> </ul>	<p>of physical activities</p> <ul style="list-style-type: none"> <li>Active breaks used in classrooms</li> <li>Wake and Shake has been introduced 3 times a week to allow an active start to the day</li> <li>Promote active travel to school</li> <li>Healthy Movers rucksacks sent home with EYFS children with resources to help</li> <li>Children use the Moki fitness trackers once a term to record their amount of daily physical activity. This is to support the 30:30 government initiative and identify less active children</li> <li>Active after school clubs provided for all years</li> </ul>	<p>Overtime for TA to supervise</p> <p>£400</p> <p>£No cost</p> <p>£No cost</p> <p>(cost in section below)</p> <p>Paid by parents and free for pupil premium</p>	<ul style="list-style-type: none"> <li>Use of class exercise log in each class has encouraged active breaks and learning. Children are aware of the benefits of active brain breaks</li> <li>Children from all years have attended Wake and Shake regularly</li> </ul> <p>Data collected of how children travel to school. Children understand the importance of active travel</p> <p>Evidence seen on class dojo of children using their Healthy Movers rucksack resources whilst at home</p> <ul style="list-style-type: none"> <li>% of children achieving 30 MVPA</li> </ul>	<p>teachers have accessible resources to support active breaks in class</p> <p>Review travelling to school data</p> <p>Replenish HM rucksacks and continue to send home with a new focus and piece of equipment</p> <p>Establish links with external clubs, offer taster sessions to encourage take up</p> <p>Introduce a pedometer club for less active children with an individual target</p>
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<ul style="list-style-type: none"> <li>To increase the number of children taking part in lunchtime activities across all year group</li> <li>Ensure children have access to a high quality experience of physical activity and active play through updating and purchasing suitable equipment</li> <li>Give children the opportunity to increase cycling confidence</li> </ul> <p>Offer outdoor-forest school type activities to engage those usually less active</p>	<ul style="list-style-type: none"> <li>Development of Sports Leaders (Year 5 children) to facilitate lunch time and afterschool activities</li> <li>Offering of weekly, lunchtime Running Club for Year 4,5,6</li> <li>Updating current equipment and huff and puff equipment</li> <li>Purchase equipment for 'playful playtimes' including storage boxes</li> <li>Divide playground up into areas to allow a wide range of activities</li> <li>Offer Bikeability Level 1 to all Year 5 and 6 children</li> </ul> <p>Employ forest school lead for 2 lunchtime sessions a week</p>	<p>Leader Badges £30</p> <p>Overtime paid £470</p> <p>£250</p> <p>£350</p> <p>£0</p> <p>Overtime to sports coach to lead £300</p> <p>£1200</p>	<p>Year 5 have already begun to lead in Maple class and help encourage the children to be physically active</p> <p>Increase in activity levels during lunchtime.</p> <p>Equipment used to engage creative play</p> <p>Children have developed skills increase confidence and awareness of riding safely</p>	<p>Regular Sports Leader meetings to rotate the roles at playtimes</p> <p>Train Sports Leaders to deliver fun active games for classes to play at break time and lunchtime</p> <p>Continue to add to equipment to give varied choice of equipment</p> <p>Offer Level 2 to all Year 6 children and suitable Year 5 children (who have achieved Level 1)</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:

1%- most actions required no funding

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: £100</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"> <li>• Raise profile of PESSPA through National School Sports Week</li> <li>• To encourage competitiveness and sportsmanship between children</li> </ul>	<ul style="list-style-type: none"> <li>• Use Moki watches to monitor activity levels in each class and identify varying levels of activity of children and time of day they are most/least active</li> <li>• To apply for and gain School Games Gold Mark award</li> <li>• Football World Cup Moki Tracker Challenge – see if the children can do as many steps as a professional footballer during a game.</li> <li>• Use Moki trackers to complete a marathon challenge – linked to the London Marathon – competition between classes to see who can complete the most marathons in a week</li> <li>• Use of Moki trackers to encourage active play and active breaks during lessons, record the number minutes each class can complete in a week</li> <li>• Every child in EYFS, KS1 and KS2 has the opportunity to experience healthy competition</li> </ul>	<p>£0</p> <p>£No cost</p> <p>£100 batteries for Moki watches</p>	<p>National School Sports Week highlighted and celebrated through class exercise logs.</p> <p>Gold School Games Mark Awarded</p> <p>Data collected from Moki watches and shared with the children during assembly, highlighting the most active class</p>	<p>Invite coaches, athletes in to give talks and offer active sessions in a variety of sports</p> <p>Teachers to promote the benefits of PESSPA</p> <p>Maintain Gold for School Games Mark</p> <p>Continue use of Moki trackers next year. Purchase another class set to allow competition between 2 classes.</p>

<ul style="list-style-type: none"> <li>• Increase the ways that we celebrate sporting achievements</li> <li>• Provide all children with access to a range of activities through a diverse and inclusive curriculum and extra-curricular timetable</li> </ul>	<p>during PE lessons to encourage good sportsmanship</p> <ul style="list-style-type: none"> <li>• Sports day 2023</li> </ul> <p>Celebrate children’s success during lesson time. Share sporting success in celebration assembly , newsletter and class dojo</p> <p>Use a variety of sport related games to allow children to experience new and exciting sports.</p>	<p>£0</p> <p>£0</p>	<p>Weekly Sporting Stars awarded a certificate. Children can show/explain what characteristics helped them achieve their success.</p> <p>Children have experienced new and exciting activities and sports to ignite their passion to remain active for life</p>	<p>Look at improving sports day</p> <p>PE Star of the Week and rewards to be further developed. Class reward each week during PE (trophy)</p> <p>Continue to raise the profile of PE and Sport across the school</p> <p>Look into new and existing activities to raise the profile of PESSPA across the school - drumba</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<p>Percentage of total allocation:</p>
	<p>16%</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: £2235</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"> <li>• Ensure CPD for PE specialist is undertaken to broaden and enhance PESSPA provision across the school</li> <li>• To ensure all KS1 staff are inducted about the Healthy Movers Programme</li> <li>• To ensure all children are accessing REAL PE twice a week – once with PE specialist and once with Class Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• PE specialist to complete training in Healthy Movers and disseminate to all KS1 and 1to1 staff members where appropriate</li> <li>• Ride Leader training to be completed</li> <li>• Refresher swim teaching course</li> <li>• Power hour sessions to be offered to all KS1 and 1to 1 staff</li> <li>• Long term overview of REAL PE created and given to staff to show the small steps for each year group</li> </ul>	<p>£500 for course and overtime for TAs to train</p> <p>£300, plus overtime to complete £100</p> <p>£135 plus overtime to complete £100</p> <p>£100 overtime</p> <p>£0 part of staff meeting and inset</p>	<p>PE specialist has a detailed understanding of the Healthy Movers programme and is able to support and work with other staff to ensure this programme is implemented.</p> <p>Evidence of Crofty ride taking place in July</p> <p>Planning for school swimming to make use of qualifies staff</p> <p>All KS1 staff and 1 to 1 staff have received an hour of training to allow them to deliver the program as part of PE or as extra short sessions with the focus on physical literacy. This has increased staff confidence to use the resource.</p> <p>Planning evidence to show 2 sessions of PE a week</p>	<p>Work with Portreath pre-school to promote the use of Healthy Movers in their setting in order to increase children’s readiness to learn.</p> <p>Continue to offer planned cycle rides to children</p>

<ul style="list-style-type: none"> <li>PE specialist to offer support, training and guidance to all staff</li> </ul>	<ul style="list-style-type: none"> <li>CPD, specifically around REAL PE to develop provision and teaching of all staff</li> <li>PE specialist attending staff meetings to train and promote the second lesson of Real PE</li> <li>Relevant posters delivered and displayed in each class every half term</li> <li>Gold Membership of Crofty MAT allows x3 CPD sessions for PE Specialist this will be disseminated to all staff members where appropriate.</li> </ul>	<p>£1000</p>	<p>Swim training undertaken by PE specialist – give detailed lesson plans to other staff involved in school swimming</p>	<p>Get another member of staff to complete the swim training ready for next academic year</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 15%

Intent	Implementation	Impact	
<p>Your school focus should be clear what you want the pupils to know</p>	<p>Make sure your actions to achieve are linked to your</p>	<p>Evidence of impact: what do pupils now know and what</p>	<p>Sustainability and suggested next steps:</p>

and be able to do and about what they need to learn and to consolidate through practice:	intentions:	£2295	can they now do? What has changed?:	
<ul style="list-style-type: none"> <li>Introduction to various outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>Pirate Rugby Scheme</li> <li>Skipping workshop. Workshop with each class, ending with a KS2 performance. Following on from this, skipping ropes will be available to use during lunchtime. Year 6 leaders to introduce a new skill to work on each week for children to get a PB. Data was forwarded to National School website.</li> <li>Global boarders session for Year 5 to help them reintegrate as a single year group as well as promote healthy living and expose them to active hobbies they might want to take up</li> <li>Ask MAT member to support and deliver further opportunities</li> </ul>	<p>£300</p> <p>£295</p> <p>£700</p> <p>£0</p>	<p>Evidence all Year 4,5,6 children had the opportunity to do 6 x 45 mins touch rugby sessions</p> <p>Many children have their own skipping ropes which they use during playtime. The school now has 3 class sets.</p> <p>Patrick Shaughnessy had been into school to deliver PE lessons and help run competitions.</p>	<p>Help from parents to offer a club or help up skill staff</p> <p>To have a set of class skipping ropes for each class. Continue to take part in the skipping workshop and National School Skipping Day.</p>

<ul style="list-style-type: none"> <li>• Employment of PE specialist (SD) to upskill staff and deliver a wider range of PE and school sport.</li> </ul>	<p style="text-align: center;">within our school</p> <ul style="list-style-type: none"> <li>• 4 afternoons of teaching PE with PE specialist - Expose children to a range of sports. PE training for all staff members (REAL PE or via PE Specialist)</li> <li>• Update PE equipment for PE sessions</li> </ul>	<p style="text-align: center;">£1000</p>		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25%
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: £3200	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>To increase out offer of sports and after school clubs</li> <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>Targeted recruitment of pupils to access school clubs (in particular those who do not take part in clubs outside of school)</li> <li>Gold Membership and attendance to MAT cluster events and entrance to Cornwall Games</li> <li>To access a MAT school's minibus to allow us to attend more sporting events</li> <li>Signposting outside clubs and competitions to children that are taking place on the weekend</li> <li>Cost of staff member to attend with children</li> </ul>	<ul style="list-style-type: none"> <li>£ costing in a section above</li> <li>£1000</li> <li>Costing to pay driver and petrol £600</li> <li>£No cost</li> <li>£600</li> </ul>	<ul style="list-style-type: none"> <li>More club have a active/health and wellbeing focus</li> <li>Children from Y1-Y6 have had the opportunity to represent the school at a range of competitive events throughout the year</li> <li>Allowed the children to attend more sporting events this year</li> </ul>	<ul style="list-style-type: none"> <li>Enrichment opportunities that will expose children to less mainstream sports</li> <li>Look at opportunities for intra school competitions as well as inter school competitions</li> </ul>

Coaching provide for sports teams	<ul style="list-style-type: none"> <li>• Enter Crofty Football League</li> <li>• Quality football and netball coach delivering a session a week aimed at Year 4,5,6 bot boys and girls (volunteers) but accompanied by a member of staff</li> </ul>	<p>£No cost</p> <p>£1000 Overtime for member of staff to work alongside coaches</p>		
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	S.Doble
Date:	
Governor:	
Date:	