

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

# Commissioned by



Department for Education

# Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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 <u>publish details</u> of how they spend this funding, including any <u>under-spend from</u> 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.

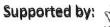
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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 ondry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue evenif they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres?  N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat 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, backstrokeand breaststroke]? Please see note above	74%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but thismust 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**

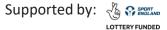
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

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 le	ast 30 minutes of physical activity a c	lay in school		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?:	Sustainability and suggested next steps:			
All children to be physically active in school for 30 minutes each day	<ul> <li>Every child takes part in an afternoon of PE a week</li> </ul>	£ 0 as sports coach paid from main budget as covering PPA	<ul> <li>Pupils have a sound understanding of what they are learning and what they have achieved in each lesson.</li> <li>Children have a sound understanding of why physical fitness and daily activity is of vital importance to their health and well being</li> </ul>	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			
	<ul> <li>Introduction of Healthy Movers targeted at EYFS and also focus groups of children who need FMS, inc Funfit</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>	£ costing in CPD section £520 £2000	<ul> <li>Healthy Movers has increased FMS and physical literacy in EYFS</li> </ul>	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			













		of physical activites			teachers have accessible
		or priysical decivites			resources to support active
•	To encourage and promote children to be physically active for at least 30 minutes daily at home.	<ul> <li>Active breaks used in classrooms</li> </ul>		<ul> <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> </ul>	breaks in class
			Overtime for TA		Review travelling to school data
			to supervise £400	<ul> <li>Children from all years have attended Wake and Shake regularly</li> </ul>	
			£No cost	Data collected of how children travel to school. Children	
		Promote active travel to school		understand the importance of active travel	
•	To monitor, target and encourage participation of children who are	<ul> <li>Healthy Movers rucksacks sent home with EYFS children with resources to help</li> </ul>	£No cost	Evidence seen on class dojo of children using their Healthy Movers rucksack resources whilst at home	Replenish HM rucksacks and continue to send home with a new focus and piece of equipment
	not active during lunchtimes	<ul> <li>Children use the Moki fitness trackers once a term to record their amount of daily physical</li> </ul>		<ul> <li>% of children achieving 30</li> </ul>	Establish inks with external clubs, offer taster sessions to encourage take up
	<ul> <li>Development of Sports Leaders</li> </ul>	_	(cost in section below) Paid by parents and free for pupil premium	MVPA	Introduce a pedometer club for less active children with an individual target















				l .
	<ul> <li>Development of Sports Leaders (Year 5 children) to facilitate</li> </ul>	Leader Badges £30		
<ul> <li>To increase the number of children taking part in lunchtime activities across all year group</li> </ul>	lunch time and afterschool activities	Overtime paid £470	Year 5 have already begun to lead in Maple class and help encourage the children to be physically active	Regular Sports Leader meetings to rotate the roles at playtimes
, , ,	<ul> <li>Offering of weekly, lunchtime Running Club for Year 4,5,6</li> </ul>			
<ul> <li>Ensure children have access to a high quality experience of physical activity and active play</li> </ul>		£250	Increase in activity levels during lunchtime.	fun active games for classes to play at break time and
through updating and purchasing suitable equipment		£350		lunchtime
	<ul> <li>Purchase equipment for 'playful playtimes' including storage boxes</li> </ul>		Equipment used to engage creative play	Continue to add to equipment to give varied choice of equipment
	<ul> <li>Divide playground up into areas to allow a wide range of activities</li> </ul>	£0	Children have developed skills	Offer Level 2 to all Year 6
Give children the opportunity to increase cycling confidence		Overtime to sports coach to lead £300	increase confidence and awareness of riding safely	children and suitable Year 5 children (who have achieved Level 1)
Offer outdoor-forest school type activities to engage those usually less active	Employ forest school lead for 2	£1200		
	lunchtime sessions a week			
<b>Key indicator 2:</b> The profile of PESSPA	I A being raised across the school as a to	ool for whole sch	lool improvement	Percentage of total allocation:
				1%- most actions required no funding













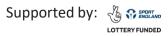


Implementation		Impact	
Make sure your actions to achieve are linked to your intentions:	Funding allocated: £100	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul> <li>Use Moki watches to monitor activity levels in each class and identify varying levels of activity of children and time of day they are most/least active</li> </ul>	£0	National School Sports Week highlighted and celebrated through class exercise logs.	Invite coaches, athletes in to give talks and offer active sessions in a variety of sports  Teachers to promote the benefits of PESSPA
<ul> <li>To apply for and gain School Games Gold Mark award</li> </ul>	£No cost	Gold School Games Mark Awarded	Maintain Gold for School Games Mark
Tracker Challenge – see if the children can do as many steps as a professional footballer during a game.  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  Use of Moki trackers to encourage active play and active breaks during lessons, record the number minutes each class can complete in a week  Every child in EYFS, KS1 and KS2	for Moki watches	Data collected from Moki watches and shared with the children during assembly, highlighting the most active class	Continue use of Moki trackers next year. Purchase another class set to allow competition between 2 classes.
	<ul> <li>Make sure your actions to achieve are linked to your intentions:</li> <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> </ul>	Make sure your actions to achieve are linked to your intentions:    Sussemble   Funding allocated: £100	Make sure your actions to achieve are linked to your intentions:    Funding allocated: £100   Evidence of impact: what do pupils now know and what can they now do? What has changed?:    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   ENO cost Games Gold Mark award













	<ul><li>during PE lessons to encourage good sportsmanship</li><li>Sports day 2023</li></ul>			Look at improving sports day
<ul> <li>Increase the ways that we celebrate sporting achievements</li> </ul>	Celebrate children's success during lesson time. Share sporting success in celebration assembly, newsletter and class dojo	£0	show/explain what characteristics helped them	PE Star of the Week and rewards to be further developed. Class reward each week during PE (trophy)
a range of activities through a	Use a variety of sport related games to allow children to experience new and exciting sports.	£0	Children have experienced new and exciting activities and sports to ignite their passion to remain active for life	Continue to raise the profile of PE and Sport across the school  Look into new and existing activities to raise the profile of PESSPA across the school - drumba

**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

16%













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	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £2235	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
consolidate through practice:  • Ensure CPD for PE specialist is	PE specialist to complete		PE specialist has a detailed	Work with Portreath pre-
undertaken to broaden and enhance PESSPA provision across the school	training in Healthy Movers	TAs to train	understanding of the Healthy Movers programme and is able to support and work with other staff to ensure this programme is implemented.	school to promote the use of Healthy Movers in their setting in order to increase children's readiness to learn.
	Ride Leader training to be completed		Evidence of Crofty ride taking place in July	Continue to offer planned cycle rides to children
	Refresher swim teaching course	ET22 DIRZ	Planning for school swimming to make use of qualifies staff	
To ensure all KS1 staff are inducted about the Healthy Movers Programme	Power hour sessions to be offered to all KS1 and 1to 1 staff	£100 overtime	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.	
To ensure all children are     accessing REAL PE twice a week —     once with PE specialist and once     with Class Teacher  Created by: Physical Active Services Partnerships  Partnerships	REAL PE created and given	meeting and inset	Planning evidence to show 2 sessions of PE a week	

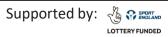
PE specialist to offer support, training and guidance to all staff	<ul> <li>CPD, specifically around REAL PE to develop provision and teaching of all staff</li> <li>PE specialist attending staff meetings to train and promote the second lesson of Real PE</li> <li>Relevant posters delivered and displayed 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>		Swim training untaken by PE specialist – give detailed lesson plans to other staff involved in school swimming	Get another member of staff to complete the swim training ready for next academic year
Key indicator 4: Broader experience of		Percentage of total allocation:		
				15%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know Created by: Physical Partnerships		Funding allocated:  SENGIAND YEUNDED  FUND COACHING	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

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?:	
Introduction to various outside agencies	<ul> <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</li> </ul>	£295	Evidence all Year 4,5,6 children had the opportunity to do 6 x 45 mins touch rugby sessions  Many children have their own skipping ropes which they use during playtime. The school now has 3 class sets.	Help from parents to offer a club or help up skill staff  To have a set of class skipping ropes for each class.  Continue to take part in the skipping workshop and National School Skipping Day.
	reintegrate as a single year group as well as promote healthy living and expose them to active hobbies they might want to take up  Ask MAT member to support and deliver	£700	Patrick Shaughnessy had been into school to deliver PE lessons and help run competitions.	













	within our school		
Employment of PE specialist (SD) to upskill staff and deliver a wider range of PE and school sport.	members (REAL PE or via PE Specialist)  • Update PE equipment for PE	£1000	











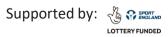


<b>Key indicator 5:</b> Increased participatio	n in competitive sport			Percentage of total allocation:
				25%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £3200	Evidence of impact: what do pupils now know and what can they now do? What has	Sustainability and suggested next steps:
what they need to learn and to consolidate through practice:	intentions.		changed?:	
To increase out offer of sports and after school clubs	<ul> <li>Targeted recruitment of pupils to access school clubs (in particular those who do not take part in clubs outside of school)</li> </ul>	£ costing in a section above	More club have a active/health and wellbeing focus	Enrichment opportunities that will expose children to less mainstream sports
<ul> <li>Children to take part in competitive sports both within and outside school and at Level 2 and 3</li> </ul>	Gold Membership and attendance to MAT cluster events and entrance to Cornwall Games	£1000	Children from Y1-Y6 have had the opportunity to represent the school at a range of competitive events throughout the year	Look at opportunities for intra school competitions as well as inter school competitions
	<ul> <li>To access a MAT school's minibus to allow us to attend more sporting events</li> </ul>	Costing to pay driver and petrol £600	Allowed the children to attend more sporting events this year	
	<ul> <li>Signposting outside clubs and competitions to children that are taking place on the weekend</li> </ul>	£No cost		
	Cost of staff member to attend with children	£600		













Coaching provide for sports teams	<ul> <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</li> </ul>		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	S.Doble
Date:	
Governor:	
Date:	











