

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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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:
<p>The profile of sport has been raised through regular sport updates in assembly, the sports newsletter and PE assemblies.</p> <p>The number and variety of clubs has increased</p> <p>Staff confidence has increased through CPD and INSET training</p>	<p>To consistently and sustainably increase staff confidence in delivering high quality PE</p> <p>To target groups of children who are not attending clubs</p> <p>To offer further opportunities to try a wider range of sports – particularly non participants</p> <p>All classes ensure a range of PE curriculum opportunities.</p> <p>To work with the new Head teacher to invest in a large project to impact PE and school sport provision (e.g. All weather athletics track for mile-a-day, whole school PE training, new dance studio, employing staff to provide extra opportunities)</p> <p>Low numbers of children throughout the school that are physically active outside of their PE lessons - see data from 2018/2019, especially focusing on pupil premium children.</p> <p>To ensure that all children are enjoying their PE lessons and that not just typically 'sporty' children are catered for.</p>

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>Data is from year 5 due to COVID-19</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 2020.</p>	59%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	28%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	20%
<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>	No – this would usually be done in the summer term.

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.

Implementations in red were planned for Spring and Summer terms and have not been able to be completed due to COVID-19

Academic Year: 2019/20		Total fund allocated: £19,450		Date Updated: 26.03.20	
<p>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</p>					<p>Percentage of total allocation: 60%</p>
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?:	
To increase opportunities for daily activity.	<p>Daily mile to be set up by OMC - challenges within school, e.g. running from Redruth to Paris, around the world etc. Progress to be shown on PE board.</p> <p>Children to complete a 15 minute run/jog at least 2 times per week during the summer term.</p> <p>Fitter future bought in to ensure that all children are active for part of the day. Children will be able to compete with other children within their school. This goes with the new timetable created by LM to give children the opportunity for an 'inside break' incorporating activity into the day.</p> <p>New outdoor area to be created at school to encourage children during</p>		<p>£500 for fitter future.</p> <p>£10,000</p>	<p>Percentage of children who are participating in physical activity outside of their PE lessons increases throughout the school, especially within focus groups, e.g. pupil premium children.</p> <p>More children within school have a positive attitude towards physical activity and enjoy participating in their PE lessons and extra-curricular clubs.</p> <p>Increased staff confidence to try new sorts/activities. Encouraging a culture of fun, inclusion, creativity and opportunity.</p>	
				Sustainability and suggested next steps:	
				Increase the amount that Fitter Future is used – utilise the class competitions and home fitness activities further.	

	<p>break and lunch to do more physical activity.</p> <p>Track the children who are attending clubs throughout each term using absolute education. Feedback at the end of each term and teachers to pick out children who have not attended a club for the next term.</p> <p>Lunchtime clubs to be offered to children who are not physically active.</p> <p>Fitness focus club to be set up by OMC in the summer term to target children who are not participating in physical activity-includes a treat for children who complete a whole term at the club.</p> <p>Multi-skills and sports coaching sessions delivered by trained P.E. coach, Mr Hoban. Focus on KS1 children and those who do not participate in or enjoy PE. Log data on absolute education.</p>	£1,300		
<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>1%</p>
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>To inspire children to participate in sport</p>	<p>Sports leaders to be voted from years 5/6 who will be able to advise younger children on sport, raise the profile of sport across the school and inspire other children to participate in events.</p> <p>Sports leaders training club set up in the Spring term to train leaders in delivering and supporting in PE and sport lessons. Delivered by HH (PE teacher)</p> <p>PE blog on the website to be regularly updated to show evidence of competitive sport. Regular 'beat the teacher' challenges online that children can participate in at home.</p> <p>Regular sports updates in assembly – during celebration assembly after each competition.</p> <p>Increased competition in sport within class (fitter future)</p>	<p>£124 for Primary Leaders package and certificates</p>	<p>Children are aware of OMC as PE lead within school and often talk to OMC about their sporting achievements.</p> <p>Children who participate in events outside of school wear their medals inside school and speak to children about their competition.</p> <p>Regular updates in assembly are now expected by children when there has been a competition – children are aware of the friendly competition between schools in the MAT.</p>	<p>Sports leaders to be used more effectively to promote and to help raise the profile of PESSPA within school, e.g. helping with clubs more often, running their own events, helping with house competitions.</p> <p>Larger number of sports leaders.</p> <p>Continue the use of 'beat the teacher' challenges at home and on the website so that children are encouraged to be active and participate in sport regularly.</p> <p>Use fitter future to develop intra-school competition between year groups and classes.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
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:
Improved quality of children's physical literacy across the school to ensure they are competent and confident. Improve quality first teaching of PE.	Upskill all staff in PE teaching through PE scheme bought (Real PE). Staff training day led by coaches at Real PE. OMC attend 2 days training on how to successfully deliver Real PE Real Gym training As part of Leadership training, OMC to monitor and audit teaching of PE before and after Real PE scheme to ensure staff knowledge and confidence has increased. Opportunities for staff to observe good practice throughout the school – summer term? Attend South West PE conference	Real PE scheme £2195 Training refreshments and staffing. £500 Supply teacher £180	Staff survey highlighted that there were many issues regarding confidence and knowledge of teaching PE and sport within school. After Real PE training, staff survey showed that people felt, on average, one step more confident in teaching. OMC more confident in delivering and leading PE due to CPD in RealPE.	Further CPD given to staff through staff meetings each term to ensure skill and confidence level is upheld. Regular release time for PE lead to monitor teaching of PE and create CPD sessions.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19%

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:
Children are offered a wide range of sports to meet individual needs	<p>Purchase PE equipment to support range of activities</p> <p>Workshops for children to experience different sports and activities, e.g. circus skills. Krav Maga self-defence workshop for 5/6 children in Autumn, Spring and Summer terms.</p> <p>Trips for certain year groups to activity centres/rock climbing centres to show children a wide range of sports and activities.</p> <p>OMC attended CPD course on delivering and playing handball effectively. This will be implemented into PE lessons and a club will be offered in the Spring term.</p> <p>Participated in the 'Virtual Cornwall School Games' during COVID-19. Due to social distancing, children had to do lots of different sports and activities, such as boccia and volleyball.</p>	<p>£4000</p> <p>£600</p> <p>£1000</p>	<p>Through Real PE, children are not taught specific 'sports', but the skills that are needed to play all sports.</p> <p>The range of activities delivered to children through PE has increased and children are reporting a higher engagement in their lessons as they are not tailored to 'sporty' children.</p> <p>More equipment bought means that children are exposed to different games/activities, e.g. golf, handball, multi-skills.</p> <p>Children who are not typically 'sporty' really enjoyed the Virtual CSG as there were a range of activities and they were trying to get their own personal best.</p>	<p>Work with more outside agencies to offer a broader range of sports.</p> <p>Through pupil voice, see what different sports children would enjoy and tailor clubs/some lessons to these sports to increase engagement.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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: £1050	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure that more children take part in competitive sport and feel confident to do so. Children are able to win and lose demonstrating good sportsmanship.	Gold Crofty MAT participation. To target groups of children who are not attending clubs and ask their opinion to seek what will motivate them. To target groups of children who are not attending competition. Bring these children to school games events with open pathway and to games festivals which are fun events with no entry criteria. Participation in the 'Virtual' Cornwall School Games during COVID-19 with children who are in school. Competing against other schools in the county.	£550 Minibus mileage and overtime £500.	Quote from pupil who attended open pathway basketball event 'I didn't think I would ever get to wear our school drill tops because I'm not sporty'. The perception of what 'sporty' means is changing throughout school and all children are more motivated to attend sporting events. Virtual Cornwall School Games encouraged children to perform at their personal best as they couldn't directly compete with other children from other schools.	Create more opportunities for competitive sport within school (Level 1) for example between houses/classes. Bring more children to Level 2 competitions to ensure that we have representations at Level 3 competitions.

Signed off by	
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Date:	01.07.20
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Date:	25.06.20

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Date:	08.07.20