

# 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](#) 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? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Use of P.E. specialist teachers to provide high quality P.E. and sports opportunities for the children.</li> <li>• Use of P.E. specialists to work alongside teachers to increase confidence, knowledge and skills of staff in teaching P.E. and sports. (Especially for an early career teacher).</li> <li>• Engagement of all pupils in regular physical activity through taking part in the daily mile.</li> <li>• Profile of P.E. and sport is raised across the school by encouraging 'Active Travel' to and from school.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-commence swimming lessons as soon as possible, focusing on the Year 6 children who cannot yet swim 25m.</li> <li>• Take part in festivals and matches with other local primary schools and Falmouth School.</li> <li>• Assessment of P.E. skills to ensure progression.</li> <li>• Development of outdoor areas to promote physical activity.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over:</b> £8961.48	<b>Date Updated:</b> 4.2.2021		
What Key indicator(s) are you going to focus on? 1- Engagement of all pupils in regular physical activity.				
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions. Carry over funding allocated:		Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
Children have access to an increased variety of sports equipment.	Carry out an audit of equipment already in school. Purchase a variety of resources for use in both P.E. lessons and at break times and lunch times.	£3000	There will be an increase in active play during break times and lunchtimes. Targeted activities will be provided to involve and encourage the least active children.	The equipment sourced will be of a high quality and will be used by all age groups across the school.
Children are exposed to the natural environment through increased opportunities for outdoor learning.	Improve the outdoor environment to ensure it is able to support outdoor learning and the promotion of physical activity. Eg. Provide shelter and shade through the purchase of gazebos.	£6000	Exposure to the natural environment will have a positive effect on the children's wellbeing and mental health. In addition, taking pupils outside as much as possible for P.E. and wider lessons meets the DfE guidance for opening schools during the Coronavirus Pandemic.	Our school has immense space for the development of outdoor learning opportunities. This is also included in our School Development Plan.

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.	
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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £17,000		<b>Date Updated:</b> 4.2.2021	
<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					Percentage of total allocation: 47%
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 develop the outdoor area to include 'zones' for fitness equipment and activities.		School Council to investigate the type of equipment that the children are interested in having in our outdoor areas. Plan for a variety of areas to engage all children.		£8000	All children will be engaged in regular physical activity, with resources that can be used at playtimes and lunchtimes.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 0%
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 actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport or physical activity within the school- Playground leadership training.		Mr T. (Through Dave Tremaine) to train the Year 5 children as 'Playground Leaders', to target less active children on the playground.		£0	An increased number of children will be engaged in regular physical activity. Improved confidence in children's leadership skills.
					Sustainability and suggested next steps:
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<p>To engage with the Cornwall Healthy Schools Programme and achieve the Cornwall Healthy Schools Award.</p>	<p>Register with Cornwall Healthy Schools and review, plan and implement health and wellbeing across the school.          Implement and develop good practice with a whole school approach.          Complete an action plan to identify areas which require further work.</p>		<p>This will enhance our culture of health and wellbeing for pupils, staff and parents.          School will be supported with pupil wellbeing, resilience, PSHE, making healthy food choices and being more physically active.          This will in turn influence the children's readiness to learn.</p>	<p>The Healthy Schools Award is valid for 2 years. During this time, the school would be implementing the changes identified on the action plan.</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:
				47%
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:
To develop and enhance the delivery of P.E.	External professionals to deliver high quality P.E. lessons.  Ensure that there is consistent delivery of Real P.E. across the school.	£8000	Staff will benefit from working alongside P.E. specialists. Their knowledge and skills will increase, as will their confidence to teach individual elements of P.E. This will have an impact on pupil attainment.  P.E. skills will be taught progressively and developed as the children move through the school.	External P.E. specialists to provide assessments of the progression in key skills. This will be linked to Real P.E.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6%
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:
To broaden the variety of extra-curricular activities after school.	Mr. T and Kylie (Through Dave Tremaine) to provide after school clubs for individual class bubbles. Kylie- dance. Mr. T- a range of sports and physical activities that the children are not familiar with.	£1000	Children will be motivated and encouraged to take up sport and physical activities that they may not have experienced before.	Vary the type of sport or physical activity each half-term, to give the children a wide range of experiences.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
To organise, coordinate and enter sport competitions or tournaments within school and across the local area.	Continue to work with local primary schools and the SSCo from Falmouth School to ensure that festivals and leagues are attended.  Provide inter-house competitive sporting events- Sports Day, Netball and Football matches.	£0	An increase in engagement in competitive sports.  Children will take pride in representing their school in a competition.	Continue to develop external links to provide more opportunity for competitions.  All successes reported in the school newsletter and local press, and celebrated as a school in the celebration assembly.

Signed off by	
Head Teacher:	Demelza Bolton
Date:	9.2.21
Subject Leader:	Amy Chapman
Date:	9.2.21
Governor:	Sam Harrison
Date:	9.2.21