

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

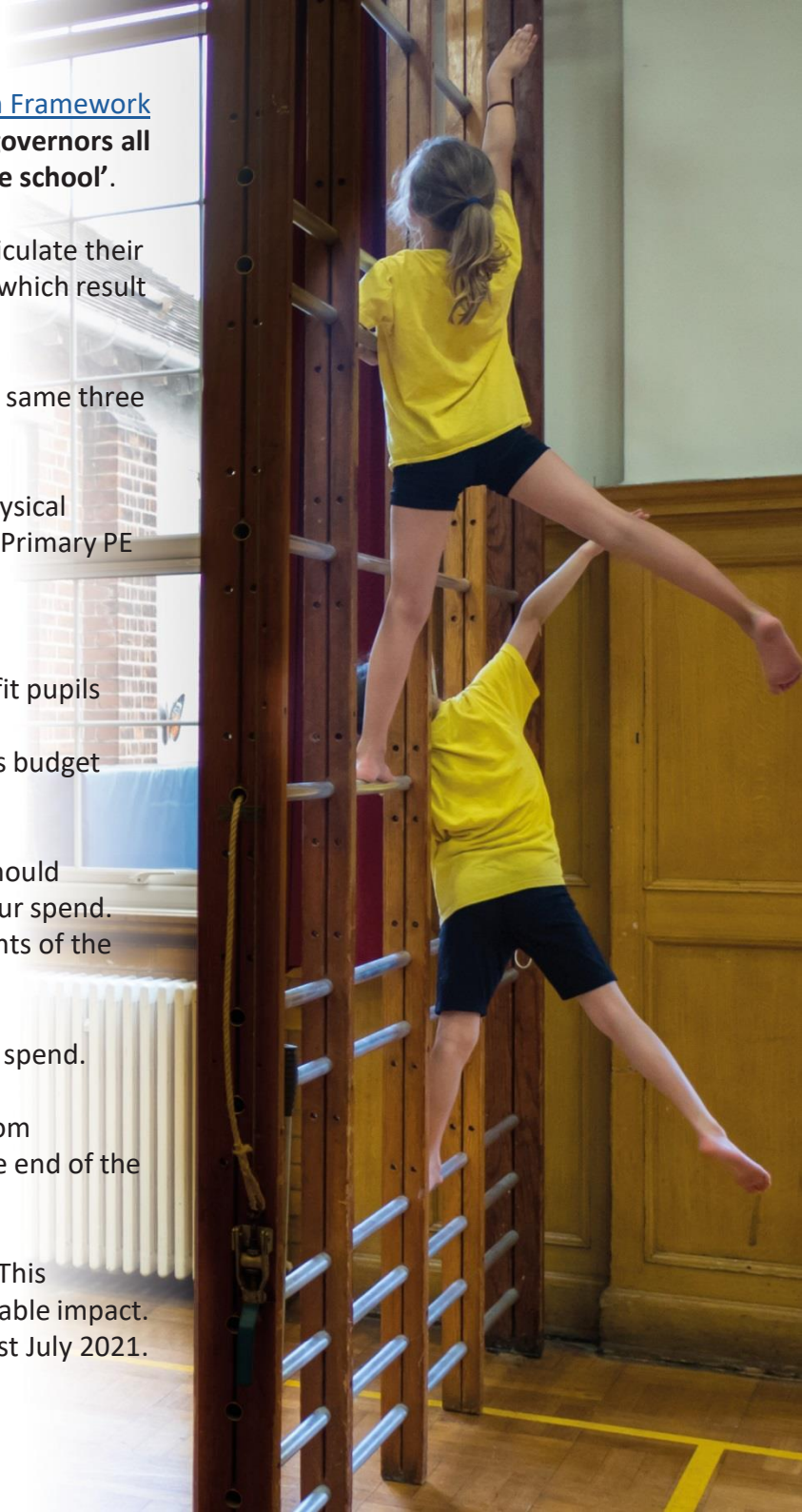
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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 by the end of the summer term or by **31st July 2021** 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 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"> • Designated PE leader to ensure the development of PE remains a priority across the Federation. • Quality of teaching is monitored and CPD has ensured that it continues to improve. • A range of extra-curricular clubs are focused on increasing physical activity. The number of children participating in these clubs has increased. • Specialist PE coach is employed to offer a variety of sports during curriculum time and extra-curricular. • ACCT participation festivals are embedded into the school year. Children are split into mixed teams with other ACCT schools. Festivals are led by ACCT PE leads and are planned around a sport e.g. tennis, rugby, cricket. *During 2019/2020 as not able to participate this year due to Covid. • Good links with ACCT schools prior to Covid. Termly meetings to promote events and discuss opportunities to increase activity levels, CPD, Health Wheel, Gifted and Talented opportunities. • Children are assessed and Below and Greater Depth children highlighted as well as SEN children needing additional support, less active children and Gifted and Talented children. These assessments are available on OneDrive for all teachers to view and add to throughout the year. • Range of equipment provided at lunchtime for active play. • Sports Leader meetings half-termly. Leaders helped organise and lead ACCT festival. *Prior to Covid-19. Not possible due to mixing bubbles this year. • DPA taking place for some classes daily. Other classes offer 10-15 	<ul style="list-style-type: none"> • We have noticed that since returning from lockdown some children have lowered fitness levels and have spent more time at home and therefore less time taking part physical activity. We have identified that we need to focus on fitness and health for all year groups for the first half of the Autumn term. • Develop a PE Progression in Skills document so that the PE curriculum builds on previous skills learnt. This document should ensure all lessons are progressive in each strand of PE. • Increase number of extra-curricular clubs as soon as we are able to offer them and encourage children to take part to increase fitness levels. • Develop ways to improve mental health through physical activity and extra-curricular opportunities. • Continue to increase the number and range of sports offered by teachers and external coaches. • Look at ways PE can be linked to other curriculum areas. • Continue building profile of PE and School Sport so that St Margaret's can be awarded the Gold School Games Mark. • Promote personal best challenges to ensure all children are able to reach their personal best. • Further develop resources and ideas to incorporate an additional 30 minutes of activity into the school day. • Continue offering opportunities in breakfast club for all children to be active.

minutes regularly.

- Badminton and Gymnastics CPD provided to upskill staff.
- Change 4 Life club provided for all children attending Breakfast club. KS2 children at breakfast club offered the chance to sign up and pack provided to each child. Activity levels recorded weekly and children to take part in and lead activity during breakfast club.
- Good links with community clubs e.g. ARC, Surf school, Bideford Blues football club, Westward Ho! Cricket Club, Devonshire Tennis Academy.
- Good range of extra-curricular clubs before school, lunchtime and after school. Good uptake of extra-curricular clubs.
- Top up Year 6 swimming provided for children not meeting National Curriculum requirements.
- PE noticeboard is used to celebrate achievements, advertise events throughout the year and promote extra-curricular clubs.
- Silver Active Mark retained. We would have achieved Gold this year had the Mark been awarded.

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

Delete as applicable

Total amount carried forward from 2019/2020	£0
+ Total amount for this academic year 2020/2021	£18,560
= Total to be spent by 31st July 2021	£18,560

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	<p>Year 6 children have all attended 5 sessions of swimming during the summer term as top up swimming.</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 2021. Please see note above.</p>	<p>76%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>45%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>72%</p>
<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>	<p>Yes</p>

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: 2020/21		Total fund allocated: £18,560		Date Updated: July 2021		
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: 12.1%	
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?:	
Promote active travel and teach children skills in how to safely travel to school.		<ul style="list-style-type: none"> • Provide opportunities to maximise participation during Sustrans Big Pedal one day challenge. • Equipment incentive provided for classes who are most active in one day challenge. • Bikeability offered to Year 3 and 4 children (Year 5 and 6 cancelled due to Covid). Equipment provided for children who cannot provide their own. • Purchase equipment for PP children to access Scoot, Skate and Skateboard extra- 		£850	<p>100% of children took part in Sustrans Big Pedal earning the school 5th place in the one-day challenge.</p> <p>4 Year 3/4 children with no bikes/helmets were able to access and complete Level 1 Bikeability.</p> <p>2 children were provided with safety gear to enable them to take part in extra-curricular clubs.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to encourage active travel and research ways to increase numbers of children who walk, cycle or scoot to school.</p> <p>Continue to provide 2 hours of PE weekly and supplement offer with a wide range of extra-curricular clubs.</p>

<p>Raise activity levels during breaktimes and lunchtimes through planned activity.</p>	<p>curricular club.</p> <ul style="list-style-type: none"> • PE lead to liase with SB to increase active lunchtime provision. • SB to provide active play each lunchtime on the bottom playground for three year groups. • Equipment purchased to support active play. • Children taught to respect and look after equipment. • Sports leaders to have input into what equipment is available and which activities could be offered. • Skipping ropes purchased for each year group bubble following a successful virtual festival. 	<p>£1400</p>	<p>Increase in activity levels at lunchtimes. Activities set up and children, especially less active are encouraged to take part and try out new activities.</p> <p>Less behaviour disruptions during playtimes and lunchtimes due to children having more activities to be involved in.</p>	<p>Continue to promote positive attitudes towards lifetime physical activity – audit children’s interests to provide equipment and opportunities throughout the school day.</p> <p>Through learning walks, ensure that physical activity is being maximised within each school day and teachers are linking PE to other curriculum areas.</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:
				25.3%
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>Ensure all classes have access to high quality PE sessions and equipment while adhering to Covid-19 guidelines.</p> <p>Provide additional opportunities throughout the day to increase activity levels for all children.</p> <p>PE is led and managed well throughout the school.</p>	<ul style="list-style-type: none"> Audit equipment, replace and order additional amounts due to needing to provide individual boxes for year groups. Adapt lessons, clubs, lunchtime play etc to meet Covid-19 guidelines. Audit of activity levels of each class throughout the day (Active Planner) and analyse where additional activity could be added in. PE Lead regularly meets with headteacher or deputy head to discuss developments and new plans. Report to governors. – 02/11/20 Update Health Wheel and 	<p>£2000</p> <p>£2500</p>	<p>PE lead has continually monitored PE and supported teachers to offer Covid safe lessons, equipment etc to ensure standards have not dropped.</p> <p>All year groups have been able to continue to provide 2 hours of high quality PE a week and take part in additional events put on by Devon Cricket and Devon Virtual Games.</p> <p>Clear map of each year group to show which parts of the day they are active for.</p> <p>PE Lead knows strengths and areas of development for subject and plans appropriate actions to continually improve provision of sport and physical activity.</p> <p>Governors up to date with how</p>	<p>Profile of PE and School Sport raised through PE page on school website.</p> <p>Storage area for lunchtime active play equipment so PE lesson resources are not used and damaged/lost.</p> <p>DPA to become a non-negotiable to ensure all staff make time for 15 minutes additional activity during the day.</p> <p>Continue to use Health Wheel as a tool to target areas to be developed. PE Lead to monitor PE lessons and extra-curricular clubs and target specific pupils who need intervention or extended experiences.</p>

<p>Celebrate children's sporting achievements outside school to inspire other pupils.</p>	<p>use to set new targets for PE action plan.</p> <ul style="list-style-type: none"> • Complete activity heat maps • Update PE skill progressions and add cross-curricular links. • Monitor PE lessons to ensure consistency and high quality is maintained. • Plan, organise and run virtual festivals and competitions. • Ensure assessments are uploaded onto Google Drive and all staff have access. • Use celebration assemblies and the PE noticeboard to celebrate children's sporting achievements and provide links to community clubs for other children who might like to join. • Certificates from external sports and competitions presented and achievements out of school celebrated. 	<p>£200</p>	<p>Sports Premium funding is being spent for the academic year, how the money has been used to raise levels of activity and the impact it has had on PE throughout the Federation.</p> <p>Staff have a document that they can use to plan high quality PE lessons and see how PE links to other subjects.</p> <p>Children have been able to still compete in competitions virtually even though face to face competitions and events have not been running this year.</p> <p>Assessment documents have been updated by all staff and next teachers are able to access them to see the current level of their new cohort.</p>	<p>Develop a timetable for PE Assistant to support learning during lessons, provide interventions for children needing support and extend and enrich extra-curricular club provision.</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:
				17.5%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Further develop staff confidence, knowledge and expertise.	<p>CPD planned following staff CPD needs assessment.</p> <ul style="list-style-type: none"> Dance CPD rescheduled for Summer term. Coach employed to deliver team games, basketball and volleyball during Autumn term. PE Co-ordinator to disseminate ideas, introduce new initiatives and develop best practice. PE lead to attend update briefing - Spring term. Progression in skills document updated to show curriculum links and vocabulary to support planning of sessions. 	£3240	<p>Feedback from staff showed an increase in confidence and knowledge in how to deliver a sequence of high quality lessons.</p> <p>Year 6 children developed new skills and accessed sports they had not experienced before due to external coach.</p> <p>Staff confident to use Progression in Skills document to plan a sequence of lessons to develop skills.</p>	<p>Staff who have observed lessons will be able to offer ideas to colleagues.</p> <p>Ideas shared on Google Drive so a bank of activities is available to all staff.</p> <p>PE lead to monitor lessons to ensure that lessons are progressive and include the appropriate knowledge and vocab.</p>

<p>Provide opportunities for less active children.</p> <p>Ensure children leave year 6 meeting the National Curriculum requirements for swimming.</p>	<p>after school – ball skills, tennis, team games, surf, inclusive gymnastics.</p> <ul style="list-style-type: none"> • Research links to other club opportunities and display on PE notice board. • Subsidise clubs to make them more affordable - surf, gymnastics. • Audit and purchase equipment for new clubs – basketball, volleyball, team games. • Restock staple equipment – hurdles, footballs, playground balls, benches. • Funfit activities offered to targeted children during curriculum time. • Following Lockdown children have not had access to swimming pools. All Year 6 children will receive top up swim sessions during the summer term. 	<p>£670</p> <p>£665</p> <p>£1100</p> <p>£200</p> <p>£550</p>	<p>extra-curricular club.</p> <p>27 children took part in subsidised surf sessions. 12 Children took part in subsidised gymnastics sessions provided by an external coach.</p> <p>10 KS2 children who were identified during the health and fitness unit took part in 7 sessions of Funfit and fun physical activity sessions during Spring term. Increased activity levels and improved core strength and perseverance was noticed by both the coach and PE lead.</p> <p>17 additional children met the required national curriculum swimming requirements who had not achieved them during 2019-2020. 14 children who did not meet the National Curriculum requirements were able to learn how to keep themselves safe in water. 13 children who met the National Curriculum requirements quickly have been able to spend time practising other safety and self-rescue skills.</p>	<p>Continue to work alongside local community clubs to offer an enriched extra-curricular club selection.</p> <p>Continue to use Sports Premium funding to ensure the bumper year group (current Year 5's) are able to access top up swimming to raise numbers of children currently meeting the National Curriculum requirements.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20.7%
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>Raise involvement in School Games Virtual Competitions and inter-school competitions (when possible).</p> <p>Provide opportunities for children to set themselves challenges and targets in order to develop personal competitiveness.</p>	<ul style="list-style-type: none"> • Due to lockdown and face to face events being cancelled promote and enter virtual festivals run by Devon School Games. • Provide competitive opportunities at the end of units e.g. class v class. • Promote self-competition through personal best challenges – ball skills, athletics, skipping. • Maintain link with SGO. • Attend SSCO meetings to remain up to date with events virtually and face-to-face (Summer term). • Festival and competition events for 2020-2021 displayed on PE board for the year. New events and opportunities added in when they arise. • Promote virtual events to parents – gymnastics, dance, skipping, healthy eating. 	<p>£900</p> <p>£150</p> <p>£240</p>	<p>Noticeboard is used to celebrate achievements. Photos of competitive events are displayed and mentioned in the newsletter in order to raise the profile of competition. Resilience and perseverance is encouraged and celebrated so pupils achieve their best and are proud of their achievements.</p> <p>All KS2 classes took part in cross-country, sportshall athletics and ball skills virtual events.</p> <p>Children in school during lockdown entered skipping virtual event and children at home encouraged to take part and enter.</p>	<p>Use school website to celebrate achievements of team and individual events.</p> <p>Purchase team kit to be worn when attending external competitions to develop a sense of pride and belonging to a team.</p> <p>Continue to monitor groups of children e.g. less active, pupil premium to ensure they are given the same opportunities to access competitions and festivals.</p> <p>Certificates given out in assembly to reward effort and improvement, thus raising the profile of personal challenge and celebrating individual success both inside and outside school.</p>

	<ul style="list-style-type: none"> • Provide information and equipment to all KS2 classes. • PE lead to run events, record results and enter competitions. • Year 6 to attend Golf face to face festival (Summer term). • Year 3, 4 and 5 attend a tennis festival (Summer term). • Coach travel to competition/festival venue. • Year 6 tennis coaching, leading to lead tennis tournament to find a Year 6 tennis overall winner. Trophy awarded. • Sports Days to be run in year group bubbles. Children to compete in family groups and points to be calculated from events and each year groups totals added. • Stickers purchased for sports days and trophy to be engraved with family group winners name. 	<p>£120</p> <p>£20</p> <p>£1500</p> <p>£450</p> <p>£380</p> <p>£75</p>	<p>29 Year 6 children entered a golf festival.</p> <p>All Year 3,4 and 5 children attend a festival at ARC developing their tennis skills. One Year 5 class won the event.</p> <p>58 Year 6 children took part in tennis coaching and a tennis tournament at ARC. They played a series of games until there was a winner who was crowned the champion.</p> <p>Positive feedback from children, staff and parents following sports days. More children were able to take part in races and events due to smaller teams.</p>	
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Head Teacher:	J Williams
Date:	23/07/21
Subject Leader:	Sara Nicholls
Date:	23/07/21
Governor:	
Date:	