

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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 **31st 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:
<p>Established a Wild Tribe group – Staff members attended Wild Tribe training to enable them to deliver Wild Tribe sessions to targeted children identified by class teachers in Pupil Progress Meetings. After they attended the training, they then planned and resourced their sessions using the school's outdoor learning environment. Sessions were tailored to the children's individual needs. Once the group had been established, a further group was added. The intention was for the staff trained to disseminate the training to further members of staff but this did not happen due to lockdown. The sessions provided nurture through active learning.</p> <p>Provided intervention for children that were not engaging in sport – After discussion with staff, we decided to offer a club for specific children that were not engaged in PE and sport sessions. JP Fitness offered this provision on a weekly basis covering a range of different sports such as badminton etc. Once established, a further club focusing on children identified by class teachers as having poor basic skills was included. JP Fitness focused on basic skills such as coordination, balance and core strength. There was a KS1 and KS2 group. Once the children had caught up and improved the key skills, they would have left the group and a new group of children would replace them. There was a discussion about adding a G&T group in the summer but this was not completed due to Covid-19.</p> <p>Provided CPD – After a staff audit, gymnastics was an area of PE that staff were not confident delivering and asked for CPD. Swallow's Gymnastics club worked alongside members of staff providing high</p>	<p>Improve outdoor education provision – The school is extremely fortunate to have a wealth of outdoor space with two fields, 3 playgrounds and a wooded area. We believe that the children's learning experiences can be enhanced by maximising the potential of the outdoors. The school is looking to create an orienteering course, create playground markings and add opportunities for children to participate in outdoor sports provided by external agencies. The staff had initial training with CAST who looked at supporting staff with increasing outdoor learning opportunities. When planning the topic in their year group staff are now looking at ways to increase learning through the outdoor environment and also increasing physical activity.</p> <p>Continue to provide CPD to staff members – To ensure that the children in school are exposed to high quality PE sessions staff need to feel confident in the delivery of the key skills and areas. Gymnastics CPD will resume in the Autumn term and other opportunities will be provided for staff to attend relevant CPD. A staff audit will need to be carried out in the Autumn term to identify what the staff need as there has been movement within school.</p> <p>Restart swimming sessions Look at following the same format that was adopted in Summer 2 where the children went for a week block of swimming. This will ensure a greater chance of meeting the 25m expectation at the end of Year 6.</p>

quality CPD delivering gymnastics sessions tailored to the Year group. Unfortunately, only 3 Year groups had this opportunity due to lockdown in the March. This also fostered links with the sports club moving forward. Children were signposted to the club if they expressed an interest in gymnastics or displayed a talent. This CPD will resume in the Autumn of 2021.

Implement a PSHE scheme of work – This was identified as a key priority by the Healthy School team within school. Two members of staff attended training and then looked at how it could be adapted and then implemented within school. The scheme of work has now been used in all Key Stages. Lessons are mapped out around a theme covering key areas. The scheme has been very effective in providing key support to children returning to school as additional lessons were added following the closure of schools in 2020.

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.

Academic Year: September 2020 to March 2021	Total fund carried over: £15 196	Date Updated: March 2021		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £15 196
Intent	Implementation		Impact	
KI 2 - Improve children's emotional and mental wellbeing through Wild Tribe outdoor nurture.	Children identified during Pupil Progress meetings. Specific needs of the child identified and shared with the TA running the sessions. Selected TA's to attend training and then have time allocated to plan the different sessions.	£5052	Children applying the skills that they have learned during the outdoor sessions back in the classroom. Children more resilient and able to deal with areas that they found challenging.	Ensure that this can continue next year. Could further staff be trained to extend opportunities?
KI 5 - Transport PE lead to ensure transport/cover for schools for events	Continuation of lease. Transport to fixtures.	£2000	School able to participate in more sporting activities.	Budget in each year
KI 1 - Increase the use of the Bike Track during school time. This will increase physical activity for the children in the school (Daily Mile) and enable children to bring in bikes from home to improve their riding abilities.	Continue the daily mile. The children to walk/Jog/Run during a slot in the school day. The track is now been established and is all weather. The track is also currently being used at lunchtimes as a bike track. Timetable in place due to covid.	£6626	All children throughout the school having access to the bike track at different times during the week. Children more confident when using their bikes on the track.	Site supervisor to ensure the track remains safe all year.
KI 5 - Attend External Fixtures Helston Cluster Agreement	Sign up to the agreement	£1500	Children involved in sport	Budget in every Year

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? 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.	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	68%
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?	No

<p>Introduce more activities at lunchtime The new system will provide the children with a range of activities to try to ensure that they are active and engaged throughout the week. Children aware of the importance of physical activity on their minds and body.</p>	<p>Football zones and House matches to increase physical activity across the school for pupils to engage in. Identify lunchtime staff to undertake/oversee activities, Provide training where needed. - Purchase equipment to aid this delivery.</p>	<p>£7117</p>	<p>More pupils are physically active during the school day. - Better attitudes to learning in the afternoon as concentration is improved. Increased awareness of a healthy lifestyle. Increase in participation of sporting events/enrichment clubs. Children to be involved with improving their house results.</p>	<p>Continue to update equipment where needed. This will be looked at towards the end of the Summer term. School Councillors to ask their class what activities they would like to see at lunchtime.</p>
<p>Increase the use of the Bike Track during school time. This will increase physical activity for the children in the school (Daily Mile) and enable children to bring in bikes from home to improve their riding abilities.</p>	<p>Continue the daily mile. The children to walk/Jog/Run during a slot in the school day. The track is now been established and is all weather. The track is also currently being used at lunchtimes as a bike track. Timetable in place due to covid.</p>	<p>£6626</p>	<p>All children throughout the school having access to the bike track at different times during the week. Children more confident when using their bikes on the track.</p>	<p>Site supervisor to ensure the track remains safe all year.</p>
<p>Continue Healthy week All children participate and outside agencies invited in to talk about monitoring healthy lifestyles.</p>	<p>Ensure that staff timetable a variety of different activities that are healthy and link to their curriculum. Include in the newsletter to inform parents. Set up a walking bus. Establish the House Games competition.</p>	<p>N/A</p>	<p>Children have an awareness of having a healthy, balanced lifestyle. Understand the importance of daily physical activity on maintaining their own health and well-being.</p>	<p>Ongoing focus timetabled for summer term each year.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				50%
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:
Improve children's emotional and mental wellbeing through Jigsaw approach.	Ensure that all staff have received the training that they need in order to deliver the Jigsaw sessions. Information shared with parents via the school website. Assemblies to start each new topic to show the whole school approach.	£2034	All children to know the Jigsaw approach and to know the key ideas e.g. characters for the infants/chime. Calm me strategies used in the main session so that the children use meditation as a tool. Calm areas allocated in the classroom/workspace and in the school for children to use if needed. Ultimately, children will be more confident in dealing with difficult situations and will be more resilient.	Staff will be able to share the CPD with new members of staff. Children to progress into the next school year using the skills acquired during the sessions.
Improve children's emotional and mental wellbeing through Wild Tribe outdoor nurture.	Children identified during Pupil Progress meetings. Specific needs of the child identified and shared with the TA running the sessions. Selected TA's to attend training and then have time allocated to plan the different sessions.	£5052 £10105	Children applying the skills that they have learned during the outdoor sessions back in the classroom. Children more resilient and able to deal with areas that they found challenging.	Ensure that this can continue next year. Could further staff be trained to extend opportunities?

<p>Funding used to ensure that children in Year 6 have swimming lessons</p>	<p>Year 6 children to have a blocked unit of swimming lessons delivered by swim teachers. Covid secure</p>	<p>N/A</p>	<p>Children more confident with water safety. Improved swimming stroke ability. More children meeting the 25m national requirement.</p>	<p>Support families that will struggle with the financial costs of swimming. Look into the opportunities for swimming like this in the future to improve the swimming abilities of the children in the school.</p>
<p>Continue Healthy week All children participate and outside agencies invited in to talk about monitoring healthy lifestyles.</p>	<p>Ensure that staff timetable a variety of different activities that are healthy and link to their curriculum. Include in the newsletter to inform parents. Set up a walking bus. Establish the House Games competition.</p>	<p>N/A</p>	<p>Children have an awareness of having a healthy, balanced lifestyle. Understand the importance of daily physical activity on maintaining their own health and well-being.</p>	<p>Ongoing focus timetabled for summer term each year.</p>
<p>Increase opportunities for children to learn in the outdoor environment</p>	<p>Training provided in the Autumn term by <i>CAST</i>. Staff to look for opportunities to take the learning outside. Year group books purchased with outdoor learning opportunities planned. EYFS to use the woods for 'Welly Wednesday'.</p>	<p>N/A</p>	<p>Children will be active learners during lessons and teachers will be able to deliver lessons with confidence.</p>	<p>Audits will take place regularly to ensure that staff have the resources needed to deliver their lessons. Build up a portfolio of different sessions. Add into staff meetings to give staff the opportunity to discuss what went well and what needs further work.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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>Continue Sailing lessons Sailing sessions offered to key focus children.</p> <p>Establish a weekly sport afternoon This will focus on key children that have been identified during PE lessons</p> <p>Establish permanent orienteering courses on the school site This will ensure more physical activity through PE or the wider curriculum.</p>	<p>To be continued in the Autumn Term</p> <p>TA to deliver the sessions so that this can continue next year. Tie into TA appraisals.</p> <p>PE Lead to identify appropriate courses. Purchase controls. PE lead to work with site team to fix controls on school site and Purchase maps of school grounds</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Improved confidence in the targeted children. An opportunity to experience a new sport.</p> <p>Ensuring that all children are accessing PE and sport. Able children being targeted and informed of community clubs that they could use.</p> <p>Children to be using the course during lessons and during extra-curricular activities. Staff to photograph and add to folders and the maths books.</p>	<p>PE sessions involves sports aimed at group/individual.</p> <p>Ongoing focus Look to continue this next year when possible as this was really having an impact on children's functional skills</p> <p>Ensure staff are using the course to make lessons active.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>Community Links Continue to foster links with different clubs in the community to ensure that children are signposted to clubs that they would like to attend</p> <p>Update sports notice boards Sports notice board in place for the children to access, showing external and internal fixtures.</p> <p>Continue adding sports to Newsletter Ensure that details of sporting events, festivals & clubs are all on newsletters so that parents & pupils can discuss together at home.</p> <p>Continue to use the PE Postcards Use of PE Postcards for the PE Stars within curriculum time. These are to be sent home to parents to share the success of pupils at school, as well as being celebrated in assemblies.</p>	<p>Add to newsletter</p> <p>Update regularly to ensure that they are current</p> <p>Record information in the Autumn Term first to go out at the start of October</p> <p>Send Postcards out in September and order new ones</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Increase in community club attendance</p> <p>Pupils will be accessing the noticeboard regularly and will be aware of current PE/Sport activities. Notice boards are full of sporting information for Pupils to use.</p> <p>Children and parents aware of current sporting events so an increased participation.</p> <p>Children and parents aware of the current success of pupils.</p>	<p>Once links are made children will be able to access the clubs and the school will be able to bring in training opportunities.</p> <p>Staff to update regularly Ongoing focus PE coordinator to establish a timetable of sport ready for September.</p> <p>Ongoing activity updated by staff.</p> <p>Budget this into yearly PE spend.</p>

<p>Establish Internal Fixtures Internal fixtures linked to houses range of fixtures involving children from year 3-6.</p>	<p>Establish programme for the Autumn Term Select new House Captains</p>	<p>N/A</p>	<p>More children involved in sport activities internally and externally.</p>	<p>PE lead to continue each year. Year 6 children to take up leadership roles.</p>
<p>Attend External Fixtures External fixtures through sports cluster including league, festivals and G&T competition.</p>	<p>Sign up to the new 2021-22 agreement</p>	<p>£1500 cluster</p>	<p>More children involved in sport activities internally and externally. Participation rates Photos and results. More competitions and events entered.</p>	<p>Continue to be funded by sports premium money. Mini-bus used to transport children.</p>
<p>Transport PE lead to ensure transport/cover for schools for events</p>	<p>N/A</p>	<p>£2000</p>	<p>School able to participate in more sporting activities.</p>	<p>Budget each year</p>
<p>House Matches Children involved in organising, referring house competitions at lunchtimes.</p>	<p>Establish programme for the Autumn Term Select new House Captains</p>	<p>N/A</p>	<p>Increase in awareness of the rules/ responsibilities involved. This in turn will then be transferred into their own learning (tactical awareness).</p>	<p>Continue next year Year 6 organising their own events for the infants.</p>

Signed off by	
Head Teacher:	A Hirani
Date:	
Subject Leader:	A Martin
Date:	15/07/21
Governor:	B. Drew
Date:	