

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](#) 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.

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. **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 2019/20	£15 196
Total amount allocated for 2020/21	£34 496
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19 300
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19 300 Actual £19 349.52

Swimming Data

Please report on your Swimming Data below.

<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 then 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>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.</p> <p>Please see note above</p>	73%
<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>	68%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	66%
<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>	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.

Academic Year: 2020/21		Total fund allocated:		Date Updated: July 2022	
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: %
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Early Bird Breakfast Club and Dragons After School Club continued in the school. Wrap around care offered in the morning and after school. During this time the children will have opportunities to take part in activities outside using the resources that have been purchased for the club. The children will use the playground and the woods to facilitate this.		Continue to monitor the provision on offer to ensure that the children are fully engaged and have access to equipment that promotes physical activity. An audit to be carried out again in Autumn 1 to purchase additional sporting/physical activity equipment to support this.		£500 Children more aware of the importance of regular physical activity on their body and minds. Children engaged in the activities and using the equipment that they helped to purchase. Starting the day with activity to ensure that they are ready to start the day in a positive frame of mind.	
Continue to promote either Wake and Shake or Just Dance during the school. All children having access to brain break opportunities and the opportunity to start the day actively.		Ensure that all staff have access to the log in information. Routines to be changed to ensure that the children engage and enjoy the sessions.		£268 Left/right brain workouts in the morning and throughout the day to improve the concentration of the children.	
				£8881.61 Sustainability and suggested next steps:	
				Continue to monitor to ensure that the equipment is being used and that the children are engaged. Audit in Autumn 1 Wraparound care is subsidised by parents	
				Encourage the children to create their own routines and to lead the sessions.	

<p>Continue to use the bike track for the Daily Mile during the afternoon. Slots broken up so that the infants and juniors have an allocated time on the track.</p>	<p>All children to have the opportunity to use the track during the afternoon to break up the long session and give them the brain break that they need before continuing.</p>	<p>N/A</p>	<p>Children focused during the afternoon session after having the brain break that keeps them refreshed. Improvement in the quality of learning the key skills being taught.</p>	<p>Reintroduce Daily Mile challenges to keep the interest of the children.</p>
<p>Introduce more activities at lunchtime. (Including the bike track) The new system will provide the children with a range of activities to ensure that they are active and engaged throughout the week. Children aware of the importance of physical activity on their body and minds.</p>	<p>Football zones and house matches established across the school to increase activity. Lunchtime staff identified to promote and oversee activities. Training provided to staff who need it.</p>	<p>£2883.31</p>	<p>More pupils are physically active during the school day. Better attitudes to learning in the afternoon as concentration has improved. Increased awareness of the importance of a healthy lifestyle. Children to have an allocated bike track slot.</p>	<p>Continue to check and update equipment where needed. School councillors to ask their class what activities they would like to see at lunchtime and additional resources will be provided in the Autumn Term.</p>
<p>Increase the opportunities for physical activity on the playground. The children involved in creating ideas for how they want the playground to look. Increased activity on the playground</p>	<p>New markings established to include a basketball court and mini exercise stations for the children to use.</p>	<p>£5230.00</p>	<p>These will be marked out ready for the Autumn Term so the children will have access to them after that. There will be an increase in activity on the playground which will promote positive play and reduce problems.</p>	<p>Will be marked out as a permanent feature.</p>
<p>Outdoor Wild Tribe sessions run. Nurture sessions run for targeted children each week.</p>	<p>These are targeted towards specific children identified at PP meetings where staff can add children to the nurture list.</p>	<p>N/A</p>	<p>Targeted children have access to outdoor learning and learn how to take risks, work as a team, learn from mistakes and solve problems.</p>	<p>Culture of sport where children are using the outdoor environment as often as possible for activity and learning.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
Intent	Implementation		Impact	N/A
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:
All staff and Governors make sport a priority. PE Coordinator able to discuss the key priorities of the school and account for where the funding has been placed to support this.	Termly meeting with governor B Drew to discuss priorities and actions.	N/A	Good attendance at school. Pupils are on time and well prepared for lessons. Attendance of parents at community events is high. Offer of sport continues to improve especially with children being involved with lunchtime clubs.	The challenge is to maintain the level of focus across the school into the future.
Increase parent's knowledge of how PE and Sport is run in the school. Parents to be informed of the school successes to raise the profile of PE and sport.	Sporting successes and competitions celebrated on Facebook and newsletter so that all parents are kept informed. Weekly celebration of PE based achievements both in and out of school. PE postcards. Children to share their successes out of school.	N/A	Pupils are therefore more engaged with learning when they return to the classroom. Outdoor learning is cross-curricular and therefore develops greater creativity, knowledge and resilience.	Evaluate the effectiveness of what we do and whether it is having the desired impact on our families.
Increase Children's awareness of what opportunities they have. Children regularly updated on the different events held in their local area and nationally.	Sporting events school based, locally and nationally promoted on the sports noticeboard.	N/A	Pupils are not afraid to 'have a go' and will support one another.	Updated regularly with a focus on a sporting hero to promote positive male/female role models.
Increase opportunities for the children to experience sporting leadership. Children to have training so that they can lead sporting events therefore raising their understanding of PE and Sport.	Elect UKS2 Sports Leaders and train them to effectively integrate at playtimes to lead activities.	N/A		Continue to promote role of sports leaders so that children aspire to these roles.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£8828.21
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:
High Quality PE lessons delivered. Staff more confident in using the Arena scheme of work and adapting it to suit the needs of their class.	All classes to use the Arena Scheme of work to ensure that lessons are structured, have effective sequencing and are assessed half termly.	N/A	Evidence to show children's physical development and areas for improvement which can then be used to evaluate the effectiveness of PE being delivered across the school.	Renew the cluster agreement.
Improve the confidence of teaching Gymnastics. Staff more confident in delivering gymnastics and know the key steps programme	Each Year group to have 6 weeks (half term) of 1 x weekly sessions with an external coach. Swallows Gym to provide CPD for staff.	£2320 £808.21 (Gym mats)	All pupils engaged in sport. Promoting links to community clubs outside of school.	Sessions will upskill staff that needed gym CPD in staff audit.
Improve the opportunities for staff to observe other coaches. Where possible coaches to support the teaching of certain areas of PE e.g. tennis	Make links with local sports groups to extend pupil access and link into the School Games.	£2500 Helston Sports Partnership	Enter School Games and the cluster events not previously entered. More children joining local clubs and taking part in sports outside of school.	PE coordinator in contact with local sports links to discuss linking up.
Raise the number of children able to swim 25m Children to have 1 hour swimming sessions for a block of 5 - 6 weeks.	Increase swimming opportunities. 1 x week block session for the children in KS2.	£1000 Parents to pay but some children will need to be subsidised.	All children to be able to swim 25 metres by the end of KS2 as a minimum requirement.	Continue from the successful sessions run at the end of last year. If possible roll out to KS1 Parents to pay for the block session.
Provide CPD for orienteering for staff. Staff to have CPD on orienteering from an outside agency to support the delivery of outdoor education.	Establish an orienteering track which can be accessed for sport sessions and outdoor learning sessions. Create track and resource.	£2200	All children involved in active learning, working as a team and problem solving.	Evaluate the impact that it is having on the children and look to create new resources that can be used.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: %
Intent	Implementation		Impact	£1640
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:
Increase opportunities for children to participate in competitive sport. Children to have the opportunity to attend festivals – rugby, football, cross country, badminton, gymnastics etc.	Continue to plan for competition and extend the range of sport offered. Evaluate equality in provision each term and consult the voice of children of all abilities. Encourage reluctant pupils to attend clubs which develop healthy lifestyles.	Resourcing new sports and replacing equipment – ongoing action	Range of sport offered logged and updated termly. Registers from clubs activities offered. Equality in provision Increased volume of pupils attending local clubs. School games data.	Renew the Helston Sports Partnership package. PE Coordinator to report to Governors and get feedback.
Continue Sailing lessons Sailing sessions offered to key focus children.	Children to have the opportunity to experience a sport that they may not have the chance to do. Ensure sessions can run next year	N/A	Improved confidence in the targeted children. An opportunity to experience a new sport.	PE sessions involves sports aimed at group/individual.
Surfing Lessons offered to Year 6 All children involved to continue to improve water confidence and self-esteem. Working with an established group.	Children to have the opportunity to experience a sport that they may not have the chance to do. Ensure sessions can run next year	£1640	Improved confidence in the targeted children. An opportunity to experience a new sport.	May need to be subsidised even more next year.
Offer Bikeability to Year 6 Most of children in Year 6 able to ride a bike confidently to Level 2	Children in small groups completing Level 1 and then Level 2 with a coach.	All fully funded	Improved confidence on and around the roads.	May need to subsidise this in the future if the funding stops.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£0
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:
Engagement with the local sports cluster. KS1 & 2 involved in competitive sport across cluster	Continue to participate at a high level and enter all competitions offered. Extend the range of competition offered to KS1 and to specific pupil groups at KS2 All children participating	Minibus fuel PE Premium for membership – see Key Indicator 3 for expenditure.	100% pupil's access competition and range of sports offered extends opportunity. See website for events and reports. Pupil voice and parental feedback is used to make future plans on how to extend participation and how we can enhance provision.	Work with PE Leads from other Celtic Cross schools to organise inter-Trust competitions/festivals. This will help make links between Trust schools and increase opportunity for pupils, providing them with a greater range of pupils to compete against. Suggest this virtually continues after COVID-19 restrictions to enable all children to participate competitively.
Inter-house competitions	Weekly House matches to increase interest. Scores and points logged to enhance competition in the school.	N/A	Inter-house competitions provide a safe environment for all pupils to achieve, pupils at all stages can work together which promotes equality, growth mindset culture and charity work promotes social responsibility.	Competition renews after end each year

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	A Martin
Date:	12/07/22
Governor:	
Date:	