

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](https://www.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"> Established strong PE / Sport links with local partners and community through the PPE local cluster. Raised the profile of PE and sport across the school with all year groups taking part in competitions, daily PA and PE curriculum Continued with intra sport competitions within year groups. Developments in the PE curriculum and extra curricular provision. Mini bus lease to ensure that children can attend events and extra curricula activities. 	<ul style="list-style-type: none"> Continue to raise the profile of PE through the new curriculum and review regularly. Continue to broaden the experience of sports on offer, linking to local clubs and community setting. Continued investment in resources for the teaching of P.E. to offer a wider range of Whole school approach and buy in to Pe and Sport

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £.409.23
+ Total amount for this academic year 2020/2021 £18110.00
= Total to be spent by 31st July 2021 £17,623.37

<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>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>	71.8%
<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>	71.8%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	71.8%
<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 due to restrictions.

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:	
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:
				8.5%
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:
Active break and lunchtimes for all to improve overall well-being, fitness and engagement in physical activity.	New equipment provided to encourage active break times and sports leaders trained to support.	£54.13	Enhanced opportunity for pupils to be physically active, resulting in more focus during lessons and better behaviour amongst individuals. Playmakers used to develop leadership roles.	Opportunity for more pupils to become playtime leaders. Review half termly to see how well the equipment is being used and if the pupils are using the equipment to its full potential.
Purchase new equipment for P.E lessons	P.E lead to order new equipment for sports. Update and order new equipment, such as footballs, tennis balls, etc	£199.94	Children will be learning new sports and acquiring new skills using the correct equipment. P.E monitors will monitor the equipment and inform P.E lead when they need replacing.	Children will be able to learn new sports and will be able to take part in festivals and events in the local area.
Extra Curricular provision to increase PA- Children in years 1-6 targeted with a new sport / physical activity	Sports coaches to set up activities to support physical activity and promote engagement within sports. Utilise the sports leaders when restrictions are lifted in school, to help increase the daily PA and engage the leaders to help support.	£1080	Increased confidence, self-esteem and enjoyment of PE. Increased participation in wider activities.	Ensure the less active and engage are attending, especially those who have been most effected e.g anxious, stressed, less confident and competent in PE

Encourage children to be active through the day. Children will develop fitness and stamina post lockdowns. 5 a day fitness subscription to ensure that children are improving fitness and engagement with physical activity.	Encourage children to be active through the day. Children will develop fitness and stamina post lockdowns.	£156.32	Enhanced opportunity for pupils to be physically active, resulting in more focus during lessons and better behaviour amongst individuals.	PE lead to carry out questionnaire with staff to see if being used to its full potential.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				15.6%
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:
My PB (YST) curriculum rolled out across the school with a focus on key concepts and questions to drive the learning of key skills.	The curriculum has been embed by the PE lead who attended My PB Webinar	PPE Cluster £4000	The children will gain in confidence and will be able to talk about PE more widely and linked it to other areas of their curriculum. PE Lead attended YST CPD on 'Deep dive PE and Ofsted' and MyPB. Creating change in the school, reflecting on the current curriculum. My PB links closely to our schools virtues curriculum.	The curriculum will be reviewed termly by the PE coordinator and PE lead governor through pupil conferencing and feedback from staff. To provide a broad and balanced curriculum, with a clear progression of skills.
MOTD – active maths utilised by the whole school. Increase activity levels through delivering Maths of the da	Development of physical literacy/maths for KS1 and KS2	PPE Cluster	Creating strong links between different subject areas, including MOTD	Through staff support we can offer a wider variety of activities to the children.
Ensure PESSPA is promoted throughout the year	Celebrate PE, SS and PA on going, e.g. competitions, house events and daily PA	PPE Cluster	The children will be provided with the opportunity to learn new sports and skills and work with other children. This will develop their social skills.	The subject leader will continue to update staff in; together with slots in professional development days to ensure all staff are kept up to date and that new staff are brought up to speed.
Use CD wheel assessment tool to track and inform teachers on children's fundamental school (through their primary school time).	Development of fundamental skills will be developed from year 1-6. These can be monitored by the class teachers/ sports coach and PE lead.	£1000 TPAT group	The children will be taken out of their comfort zones and will be learning new skills and developing social and emotional skills. Increased awareness amongst staff and pupils. The importance of PESSPA and ensuring it is part of the daily routine.	Continue to include a variety of sports within our intra sport program, adapting the sports each year. Link to a house competition across the school.

Lifewise (Active PSHE) utilised by the whole school. Increase activity levels of children through delivering active lessons.	Development of fundamental and physical literacy skills from year 1-6.	£853.20 x 2 years payments £1706.40	Creating strong links between different subject areas and ensuring children are developing active minutes through the day.	Pe coordinator will meet with PSHE lead to review impact. PE governor will support pupil conferencing. And feedback from staff. There will be a clear progression of skills supported through PSHE.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23 %
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:
Continuing membership with the local PE cluster to allow access to CPD for staff.	Upskilling staff by working alongside sports coaches within local clubs. E.g gymnastics, Cornish Pirates, Shooting Stars and Leadership	PPE Cluster Funding	Children have a better understanding of skills in other areas of sports. Quality of PE to be improved across the school with teachers feeling more confident in their delivery of P.E.	Staff upskilling through CPD to lead activities. Children taking part in more competitive events. Staff feedback on their confidence and understanding of different sports in delivery.
Staff taking part in online training with Active maths.	Staff are providing more opportunity to move during lessons.	PPE cluster provision	Children will have greater opportunities to be physical outdoors and engage in life long healthy habits. Children will develop confidence, self-esteem, improve social wellbeing as well as fitness.	
Offer a broad range of activities to the children. Potential to engage less active children. Develop more after school clubs / in house training	Pupil voice – what activities would they like to experience? School council discussion, sports leaders or class discussion.	Cluster provision	Increased activity and improved provision across the school. Developed confidence and wellbeing in all pupils	Continue to evaluate the school offer and provision to pupils each academic year.
Engage with the Girls Football School Partnership (YST / FA)	CPD opportunities, training courses, programmes and resources available to support and enhance the delivery and engagement of girls in football as part of a broad and balanced physical education curriculum; these include a range of simple to use resource cards, videos and guidance.	Free online / Face to Face Training	Two initiatives; Active Play Through Story Telling and Girls' Football Clubs, both have been developed to support the engagement of girls aged 5-11 years old.	Girls will engage with the Disney resources and training. Continue to ensure the girls follow the pathway and daily PA.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				52 %
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:
Additional achievements: Being part of the local PE cluster (PPE). Utilising PPE offer to attend additional activities and opportunities in a variety of sports 5 x Surf safety days, developed for children to experience our local area and surroundings. Engaging them to continue to be active outside of the school setting. Surf club – after school transport Balance bikes offered to y1 to focus on developing balance, rather than the ability to pedal. Achieving this balance helps children make the transition to using a bike with pedals. LTA Youth Schools Programme sign up Mini bus lease to ensure that the children at our school can travel to a variety of clubs/ physical	We will be part of the local PE cluster and will take part in as many sporting and CPD opportunities as possible. This year saw more virtual events due to lockdown. Through the PE cluster Year 4/5/6 children will have the opportunity to take part in a surf day. A member of staff will be released to take the surf club to their location and cover transportation. Balance ability helps learning of gross motor skills, which can accelerate other types of learning and improving early years' daily PA Designed specially for primary schools and to support the curriculum, our programme brings together free PE lesson plans, personal development resources, teacher training, The bus will be essential in getting children to out of school activities – eg surf days,	PE Cluster Membership PPE Cluster Provision Mini bus (costs) driven by teacher PPE Cluster provided FREE £250 of coaching £4741.32	Children will get to take part in a variety of festivals and sporting competitions. Developing the children's confidence, experiences and social interaction. Children will have gained confidence in the water and will have gained new knowledge about the sea/water safety and surfing. They will also gain social and emotional skills for life. Children can take part in a club they may not have otherwise had access to. Evidence shows that more children learn to cycle this way and much more quickly than by using bikes with stabilisers. The focus was on teaching fundamental movement skills and developing physical literacy for pupils of all abilities Children can take part in a club / sports/ competitions they may not have otherwise had access to, due to lack of transport.	To continue to be part of the cluster and upskill new members of staff. Continue to work with local partners and community setting. Continue to assess those that are less active and engage. Continue to be part of the cluster to have at least one of these days each year. Continue to link to the local area and environment. Continue to promote the club for future year groups. Progress into learn to ride programme and then bikeability offered via Penwith School Sport. Ensure staff work alongside the tennis coach during delivery to continue after the free coaching has been complete. Enable other staff to take part in the online training Ensure that our children have access to these opportunities so that they are more active and try new sports and activities.

activities Sport coach utilised to engage children in sports and physical activity.	gymnastics etc. Member of staff used to work with groups/ classes to engage them in a variety of physical activity.	£4505.06	The focus was on teaching fundamental movement skills and developing resilience and confidence post Covid.	Children to build upon previous learnt skills and confidence so that they can take part in competitive sport and new sports when offered.
Sports coach to work with teams of children and individual children to practise and experience a range of sports and to build upon their daily active time following the Covid 19 Lockdowns.	The sports coach worked with teams and groups of children to increase their confidence in a variety of sports. There was also a focus in ensuring children were building and developing the range of sports and activities.	£409.23 (Spend carried over from last year).	Children have had a wider experience of sports and they have built upon their active time. They have become more confident in using equipment and taking part in team sports.	Continue to use sports coach to work with teams and a variety of children, giving them access to a variety of sports. Assess what needs to change following the lockdowns and isolation periods.

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:
Continued participation in the School games with a wider selection of children taking part Taking part in CSG virtual events and all year groups taking part.	We will continue to participate in the Cornwall School Games and will be aiming to achieve the gold level Mark Award PE curriculum to work in line with the competition calendar, allowing a clear pathway pathway. All staff will be briefed regularly on School Games Virtual events and they will encourage class participation through Seesaw.	Cornwall School Games	Complete the School games mark criteria and outcomes, bronze to gold to evidence the success of schools competitions. This had a marked impact on participation levels and progress both in and beyond the curriculum. Children can still take part in sports competitions and will learn new skills through new activities and will gain an idea of how to adapt resources	Continue to compete each year. The subject leader will continue to work closely with the school games criteria next year and ensure all pupils get the opportunity to compete at the appropriate level for them. Working on any areas for development outlined in the SG Mark Award. (The award was rolled over for another year due to COVID.)
Taking part in the PPE cluster events and selecting a wider variety of children to have the opportunity to compete in appropriate level of competition.	All staff will be briefed regularly on cluster Virtual events and they will encourage class participation through Seesaw for remote learning and in school otherwise.	Within cluster provision	Children will be able to represent their school in sporting events and a register will be kept to ensure a cross section of pupils take part.	To continue to encourage children to be more active and try new sports and activities.
Ensuring the school provides a wide range of competition across the year	Taking part in the NGB programme events with the various year groups... Cricket Chance to Shine, Football League, ...	Within the cluster provision	Children will have the opportunity to take part in competition. The school will try to feed players towards sport outside of school	To ensure well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities at a local and county level
Providing surfing school days and clubs for our children.	Developing new skills and water safety and developing social and emotional development	PPE Cluster	Year 4/5/6 Children will be more confident in the water and will learn a new skill	If this program is successful within our school we would take part again in the future and offer it to more year groups.
Mini bus lease to ensure that the children at our school can travel to a variety of clubs/ physical activities	The bus will be essential in getting children to out of school activities – eg surf days, gymnastics etc.	As previously mentioned,=	Children can take part in a club / sports/ competitions they may not have otherwise had access to, due to lack of transport.	Ensure that our children have access to these opportunities so that they are more active and try new sports and activities.
Continuing to develop our school intra sports events by adding different sports from previous years. Finalising with our School sport event.	Continue to promote a variety of sports and competition in intra / inter sport events		Increase in competition opportunities all children will be taking part, developing social skills, confidence and competence and physical skills	Continue to include a variety of sports within our intra sport program, adapting the sports each year. Link to a house competition across the school

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	L.NICHOLLS
Date:	18.7.21
Governor:	
Date:	