

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	£0
Total amount allocated for 2020/21	£18620
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18620
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

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 2020.</p> <p>Please see note above</p>	85%
<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>	85%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%
<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

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:
					%
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:
<ul style="list-style-type: none"> Increase number of children participating in regular exercise. 	<ul style="list-style-type: none"> Active Lunch times, children to have access to additional physical activity each day. Pupil play leaders will organise activities for younger children during lunchtimes. Daily 5-10-minute run. (Play leaders have not been able to fulfil their role due to Covid-19 restrictions) Bike ability, Year 5 pupils to take their level 1 and 2. Year 5 children to take part in their 'Play Leader' training run by Chris Farr. 			<ul style="list-style-type: none"> 5/10 minute daily run has improved concentration of children in lessons. Improved fitness of children over the course of the year. Awareness of bike maintenance and safety on and off roads. Improve confidence, co-ordination, and balance in those children who find physical activity difficult. 	<ul style="list-style-type: none"> Continue to provide children with active lunch time opportunities. Monitor quality of PE equipment. Continue to run 'Bike Ability' training for Year 5 children. Morning FunFit sessions for those targeted children who need it. Run by TAs.

	<ul style="list-style-type: none"> Active travel to and from school week. Children to ride on a scooter, bike or walk. (Organised active travel day cancelled due to Covid-19 restrictions) 		Increase in children taking part in physical activity at home and school.	<ul style="list-style-type: none"> Boxing intervention group for the least active 10% of children in school. School will continue to promote active travel days/weeks. School to come up with a 'School Travel Plan'
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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:
%

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:
<ul style="list-style-type: none"> More children aspiring to take part in physical activity across the whole school. 	<ul style="list-style-type: none"> Notice board to be kept up to date with latest results and sport information to keep children updated. Celebration assembly every week to ensure the whole school is aware of the importance of PE and sport to encourage all pupils to aspire to being involved in the assemblies. 		<ul style="list-style-type: none"> The notice board is full of information about matches, clubs results and weekly results on who has done the most weekly home workouts on 'Fitter Future'. Children also sign up to show an interest in some of the upcoming sporting events. 	<ul style="list-style-type: none"> Update sport board each half term. Monitor PE equipment to check for safety and quality. PE lead to liaise with other PE staff. Yearly fixture on TEAM calendar. Only cost is transport to venue. Questionnaire to find out

	<ul style="list-style-type: none"> • Ensure ALL PE equipment is safe and in working order. PE lead to check on half termly basis. • Cross Trust competitions and events. Orienteering competition at High Bickington School. • Sports' Week inter house group competition. Provide all children the opportunity to take part in fun and competitive sport. (Due to Covid-19 restrictions this did not take place). • Sports Day. • PE lead to complete planning School Travel Plan and discuss with 'Head of School'. 	<p>£18 new ball pump for maintenance of balls. £378- New gym mats and tennis balls.</p>	<ul style="list-style-type: none"> • PE equipment to be regularly checked. Increase children's motivation and ability when using safe and working equipment. • More pupils taking part in physical activity and competition across the Trust including girls and boys. Photographs placed onto school noticeboards. Brief report in school newsletter and website. • Pictures put onto PE sport notice board and weekly newsletter. All children across the school took part in at least one activity. • Pictures and results from different sporting events uploaded to school website. 	<p>what other sports children would like to see introduced.</p> <ul style="list-style-type: none"> • PE lead to complete STP and liaise with HoS. Monitor impact that the STP is having on the number of children travelling to school by bike, scooter or walking. • PE lead to continue to keep fixtures and results updated for school website.
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	<ul style="list-style-type: none"> School website to be regularly updated with fixtures and results from sporting events across the year. Remark playground markings to allow children a wider range of active activities during break and lunchtimes. 	£4376	<ul style="list-style-type: none"> New clear playground markings on top and bottom playground. Children using on a daily basis during break, lunch and PE lessons. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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?:
<ul style="list-style-type: none"> Improve quality of children's physical education in Key Stage 2 to ensure they are competent and confident. 	<ul style="list-style-type: none"> Provide staff with INSET opportunities for CPD throughout the year. PE subject leader to provide updates through the year in staff meetings relating to current PE news. Lesson observations on teaching and learning of PE 		<ul style="list-style-type: none"> Mark Turner- Termly sport area meetings with other sport co-ordinators. Real Gym- online lesson plans and scheme of work available to all teaching staff for gymnastics. Cross curricula orienteering- 2
			<ul style="list-style-type: none"> Sustainability and suggested next steps: Mark Turner to feedback latest information to Head of School and staff. Staff to continue using Real Gym planning and resources for gymnastic teaching. All staff to use and become

	<p>lessons - PE lead to observe and provide feedback to PE staff, highlighting strengths and areas for development.</p> <ul style="list-style-type: none"> • Provide all staff with high-quality planning and resources for each area of the school's PE curriculum. 	<p>£1395 £195</p>	<p>hours CPD for all staff. Package purchased provides staff with high quality resources and planning for orienteering.</p> <p>Chance to shine cricket- James Kemp worked with Year 4 over a 6-week period to provide all staff an opportunity to watch and gain CPD linked to cricket. Access to online lesson plans and resources for all staff.</p> <ul style="list-style-type: none"> • Record of attendance. Improve confidence of staff members who deliver PE. • Lesson observation notes. Some strategies discussed in feedback being implemented into PE lessons by members of staff. 	<p>confident delivering orienteering lessons over the next academic year. Orienteering to become part of the school's PE curriculum.</p> <ul style="list-style-type: none"> • Teachers to use online resources and planning to deliver high-quality cricket lesson. https://www.chancetoshine.org/ • PE coordinator networks with colleagues at other schools to encourage on-going sharing of good practice across schools. • PE lead along with Head of School to continue lesson observations • Staff members who attended training feedback to rest of school staff to support planning and delivery of PE lessons. • Further professional learning opportunities for staff who request it.
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				<ul style="list-style-type: none"> • Staff questionnaire to see which areas of PE staff feel they need to have CPD in. Mark Turner to organise CPD linked to feedback. • Mark Turner to look into swimming coaching qualifications to train members of staff so they can deliver swimming lessons.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>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:</p> <ul style="list-style-type: none"> • Provide ALL children the opportunity to experience participating in a range of sports. 	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Provide an exciting and diverse Friday sport programme that give ALL children the opportunity to experience different sports which include the following:</p> <ul style="list-style-type: none"> • Dance (Unlimited Dance) 	<p>£2400</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> • ALL children to receive high quality dance lessons. 	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> • Review cost going into the next academic year. • PE lead with HoS to review impact of these lessons. Potentially group swimming lessons together for longer periods.

	<ul style="list-style-type: none"> Swimming (Did not take place due to Covid-19 restrictions) Football (Goal Getters) Volleyball (Primary Sports) Boxing (Barum Boxing) <p>Provide other experiences that are outside of the PE curriculum.</p> <ul style="list-style-type: none"> Wave Rangers project 	<p>£1400</p> <p>£1500</p> <p>£1188</p> <p>£0</p>	<ul style="list-style-type: none"> All children to have an opportunity to swim. Help to achieve 100% of children able to confidently swim 25m. (Did to happen due to Covid-19 restrictions) <p>Provide children an opportunity to take part in tree welfare, surfing, den building, conservation work, beach art, beach cleaning. This has a huge impact on the children's wellbeing and happiness. In a questionnaire, children reported feeling really happy during these activities. Also children reported having a better understanding of their local environment and tried activities that they had never done before.</p>	<ul style="list-style-type: none"> PE Lead to organise with other PE leads in local area a competition fixture list to provide additional fixtures during school year. PE lead to continue to organise 'Wave Ranger' project next academic year for targeted vulnerable children to provide access to additional activities.
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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:
<ul style="list-style-type: none"> Provide high quality competitive opportunities to children in a range of sports. 	<ul style="list-style-type: none"> Ventrus Sports: Chris Farr to continue organising North Devon fixtures. (Normal fixture list have been reduced due to Covid-19). Sports Day Exmoor Challenge (Cancelled due to Covid -19) Training walks took place. TEAM Academy orienteering competition. 	<p>£3225</p> <p>£0</p> <p>£84</p> <p>£0</p>	<ul style="list-style-type: none"> Children have not been able to participate in a competitive fixture list like normal due to Covid-19 restrictions. All children across the school take part in a range of sporting events. Increase participation in physical activity. Photos of the day. Photos and training logs. Children develop map reading and teamwork skills. Improve general fitness and wellbeing. 120 Children boys and girls took part in the competition. With all 67 children in Year 6 taking part. Developed teamwork and BLP skills throughout the day. 	<ul style="list-style-type: none"> PE lead to continue organising yearly Sports Day competition. Pilton Bluecoat school to continue to organise Exmoor challenge training and opportunity to participate in the event. Consider starting a girls' football team in the school as a result of high amount of interest.

	<ul style="list-style-type: none"> Transport for sporting events. (Streets Coaches) 	£4090	<ul style="list-style-type: none"> Allows children to participate and travel to and from sport competitions throughout the year. 	<ul style="list-style-type: none"> PE lead to organise a sporting fixture across the trust for each term. Autumn- Cross country Spring- Orienteering Summer- Football Organise using school transport when possible to reduce cost.
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Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	