

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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:
<ul style="list-style-type: none"> • Gold Schools games mark achieved for 04th consecutive year • Increased number of children participating in competitive events at all levels • Increased confidence in delivery of PE through CPD for staff • Increased activity levels during lunchtimes due to purchasing outdoor equipment and development of the sports leadership program • Updating and replenishing equipment for PE lessons • Personal challenge opportunities increased through Skip to Be Fit initiative and Pedometer challenges 	<ul style="list-style-type: none"> • Track all children’s activity levels in order to target less active children to attend events and clubs • Continue to identify children who are not meeting the minimum requirement for swimming and provide top up lessons in years 5 & 6 • Increase activity at lunchtimes through investment in additional outside gym equipment based on previous success and introducing a Positive Play supervisor • Provide alternative sports as tasters/clubs as a means to engage a diverse range of children/less active

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: £6,998.30	Date Updated: January 2021 Review Date: July 2021	
What Key indicator(s) are you going to focus on? KI1/KI2/KI5			Total Carry Over Funding: £6,998.30
Intent	Implementation		Impact
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?
All children able to ride a bike safely and confidently.	Employ the PSSP to deliver Balanceability in Year 2 and Bikeability in Year 6. 1:1 CPD for staff as well as an annual program of staff inset. Organise and run numerous Level 2/3 events for children of all ages and abilities.	£3,500 Actual: £3,500	PSSP to provide assessment data following the cycling training for both year groups. Bikeability was provided for 31 x Y6 and 26 x Y2 all completed Balanceability. All staff to complete feedback forms following any CPD/ training. PSSP provide termly reports on the number of events attended. Due to Covid 19, CPD could only take place in the Summer term and no off-site events could be attended. 3 members of staff received training: 100% reported a significant increase in their
			Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?
			Continued affiliation to the PSSP will ensure that we are able to access numerous events and opportunities for children as well as high-quality support for teachers.

			confidence to deliver following the training.	
Positively impact teaching and learning in PE. Provide all children with increased opportunities to develop their skills.	Undertake an equipment audit at the beginning of the year. Replenish and update equipment to be used in PE lessons. Purchase extendable Table Tennis nets to provide another indoor activity for PE lessons as well as break times.	£2,000 Actual: £3,922.83	PE Lead to have conversations with staff to identify the requirement of any equipment. Discussions with MTA to monitor engagement during wet play. In order to resource bubbles adequately so that both PE and active play could take place, we spent a bit more this year than predicted. PE was able to go ahead as timetabled though and all children had access to equipment for lunchtimes. Some equipment was purchased to develop our outdoor space to facilitate active play.	Purchasing high quality resources will ensure that children in successive years will benefit. Providing enough equipment for 1 per child will ensure that they have as much opportunity as possible to develop their skills.
Increase activity levels during break and lunch times.	Purchase additional outdoor Gym equipment to further develop the playground.	£2,000 Actual: £0	Following the success from previous years', PE Lead to liaise with MTA's and lunchtime sport TA to gauge the level of impact that the new equipment has had on activity levels. We did not purchase Gym equipment this year but have instead used additional equipment (cost included in above figure) to develop opportunities for children to be active during lunchtimes.	Purchasing high-quality and robust equipment will provide additional opportunities for children to be active during break and lunchtimes for several years.

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 2020.	84%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	78%
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?	Yes

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: £17,740 Carried forward: £6,998.30 Total for 2020 2021: £24,738.30	Date Updated: January 2021 Review date: 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: %
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:
All children able to ride a bike safely and confidently.	Employ the PSSP to deliver Balanceability in Year 2 and Bikeability in Year 6.	£3,500 Actual: £3,500	PSSP to provide assessment data following the training for both year groups. Balanceability booked for Term 1 and Bikeability booked for Term 6. Bikeability was provided for 31 x Y6 and 26 x Y2 all completed Balanceability.	Continued affiliation to the PSSP will ensure that we are able to access this training annually to ensure all children can confidently ride a bike. Our hope is that by providing this essential life skill, we will encourage more children to lead more healthy, active lifestyles.
All children able to competently swim at least 25m by the end of Year 6.	Identify children in Year 4/5 that have not met the minimum requirements and provide top-up swimming lessons in Y5/6 to help them to succeed.	£600 Actual: £0	Feedback and assessment from Plympton Pool will allow us to see if further top-ups are required. As curriculum Swimming did not take place last year (due to Covid-19), we will potentially send 2 groups for top-up sessions this year. Due to	Curriculum swimming is always provided in Year 4 and we will continue to use assessment feedback to target children for top-ups in Year 5 and Y6 as required.

			Covid 19, top-up swimming sessions could not take place this year. Additional children will be identified next year for top-up lessons.	
Increase activity levels during break and lunch times.	Employ a lunchtime supervisor to run Positive Play at lunchtimes and support the Playleaders program.	£500 Actual: £9,928.80	Lunchtime supervisor to collate registers and target different year groups across the week. PE Lead to help with targeting less active children through the activity tracker. This year we employed a sports TA to impact not only activity levels at lunchtimes and breaktimes, but also to support PE lessons and clubs.	Structured and organised games at lunchtimes should lead to increased activity levels. Supporting the Positive Playleaders in their role will provide them with a greater understanding of their role and enable them to more independent and lead more game son their own, engaging even more children.
Increase activity levels during break and lunch times.	Purchase additional outdoor Gym equipment to further develop the playground.	£2,000 Actual: £0	Following the success from previous years', PE Lead to liaise with MTA's and lunchtime sport TA to gauge the level of impact that the new equipment has had on activity levels. We did not purchase Gym equipment this year but have instead used additional equipment (cost included in equipment figure) to develop opportunities for children to be active during lunchtimes.	Purchasing high-quality and robust equipment will provide additional opportunities for children to be active during break and lunchtimes for several years.

<p>Increase activity levels during break and lunch times.</p>	<p>Purchase equipment to support the Playleader program and increase activity at lunchtimes.</p>	<p>£300 Actual: £0</p>	<p>PE Lead to meet with the Playleaders after their training (as soon as this can take place – Covid 19) to identify any equipment requirements. All costs for equipment have been totalled in the overall costs for equipment. More was purchased this year to adequately resource bubbles for both PE lessons and play.</p>	<p>Inevitably, play equipment will need to be updated and replenished. Using the Playleaders to organise more structure games will ensure all equipment lasts as long as possible and engages a large number of children in active play.</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:
				%
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:
Positively impact teaching and learning in PE. Provide all children with increased opportunities to develop their skills.	Undertake an equipment audit at the beginning of the year. Replenish and update equipment to be used in PE lessons. Purchase extendable Table Tennis nets to provide another indoor activity for PE lessons as well as break times.	£2,000 Actual: £4,095.78	PE Lead to have conversations with staff to identify the requirement of any equipment. Discussions with MTA to monitor engagement during wet play. In order to resource bubbles adequately so that both PE and active play could take place, we spent a bit more this year than predicted. PE was able to go ahead as timetabled though and all children had access to equipment for lunchtimes. Some equipment was purchased to develop our outdoor space to facilitate active play.	Purchasing high quality resources will ensure that children in successive years will benefit. Providing enough equipment for 1 per child will ensure that they have as much opportunity as possible to develop their skills.
Children have access to a broad & balanced curriculum/competitive opportunities/a variety of clubs and alternative activities.	Release time for the PE Lead to write comprehensive development plans/action plans for the School Games Mark/monitor planning and delivery of PE/organise CPD and training/enter events and competitions etc.	£500 Actual: £0	PE development plans are completed at the beginning of the year to set appropriate targets for the progression of PESSPA. School Games self - review to be completed in Term 3 and then again in Term 6 (new process this year to account for Covid 19 restrictions). Feedback forms to be completed by all staff following any CPD/training. PE Lead to maintain the activity	Working alongside our PE Specialist Teacher, the PE Lead will be supported to ensure that we can set appropriate targets to make continued progress in PESSPA. Using the criteria for the Platinum School Games award will ensure that we continue to raise activity levels, engagement in sports leadership etc. Investment in our staff is a priority as they are

			<p>tracker to monitor participation.</p> <p>Any time out for the PE Coordinator to attend meetings etc was covered internally (as we were limiting the number of visitors allowed into school). As we will be able to attend more events etc next year, there is likely to be an increase in cover costs to allow the PE Coordinator time to complete all necessary admin/attend events etc.</p>	<p>our most sustainable resource: providing high-quality training to support their delivery of PE remains a priority.</p>
Analyse schools strengths & weaknesses as a tool for whole school improvement.	Audit meeting with Arena West.	Actual: £215.00	Mandatory audit meeting with Arena West to look at current PE provision. Awaiting results.	Continuing to identify our strengths and weaknesses will allow us to adapt practice and make changes where necessary to ensure we can provide our children with the very best provision and opportunities.
Increase activity levels and encourage more healthy, active lifestyles.	Book alternative activities for Healthy Schools week – Skip to be Fit/Box to be Fit.	£1,200 Actual: £910	<p>Staff and student questionnaires used to monitor the success of the activity days. Sports Leaders used to encourage children to continue these activities at lunchtimes through Personal Best challenges. Sports TA to keep registers to monitor participation at lunchtimes.</p> <p>Outdoor climbing trip booked for 31 x Y6. Bell boating took place in June for Y5 & Y6. Skip to be Fit workshop delivered in June 2021 for whole school and Box to be Fit workshop delivered in June for the whole school. Staff feedback was overwhelmingly</p>	<p>By offering alternative sports/activities, we hope to engage more children and encourage them to be more active. Developing new skills and interests will encourage life-long participants.</p>

			positive, so much so, plans in place to purchase Box to Be Fit resources so staff can run a club.	
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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?	Sustainability and suggested next steps:
Positively impact teaching and learning in PE.	Employ the PSSP to deliver bespoke 1:1 CPD sessions for staff as well as an annual inset program. PE Lead to access the PE Conference in the Summer term.	*Cost in KI1	Feedback forms to be completed by all staff following any CPD/training. PE Lead to use feedback to monitor confidence levels and arrange further training where needed. Due to Covid 19, CPD could only take place in the Summer term. 3 members of staff received training: 100% reported a significant increase in their confidence to deliver following the training.	Investing in staff is a continued priority as they are our most sustainable resource. Continued affiliation with the PSSP will ensure we have access to specialist teachers able to encourage and develop our teachers to deliver high quality PE.
Positively impact teaching and learning in PE.	Employ Plymouth Argyle to lead high-quality, games-based lessons in collaboration with teachers.	£2,000 Actual: £4,275	Briefing and debriefing with teachers before and after lessons to review the sessions. Team teaching towards the end of the unit. Feedback forms completed at the start and end of units. Argyle to complete assessment data at the end of each term. Quality control questionnaires completed to continue to monitor the delivery. Argyle were able to continue their provision throughout the year as they only worked with 1 bubble at a time.	Investing in staff is a continued priority as they are our most sustainable resource.

			Feedback and debriefing was not what we expected this year. Conversations will take place to ensure that we are getting feedback from all staff who receive their CPD, plus assessment data provided by the coaches.	
Positively impact teaching and learning in PE.	Continue to subscribe to REAL PE to access online resources. Arrange any required training for new staff.	£420 Actual: £424	Using the FUNS assessment grid at the end of each unit will provide data to help us monitor the impact of the REAL PE program. Pupil progress is recorded 3 times per year. REAL PE subscription covered allowing all staff to access resources. New PE Scheme of work purchased this year and will be rolled out across the school in September 2021.	Continued access to resources and training will support staff in their delivery of high-quality PE and ensure that every child is challenged at an appropriate level to make progress.

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:
Increase the number of children participating in appropriate competitive events.	Book various events and competitions through the PSSP. Cover the entry fee to the C4L Disc Golf event. Subsidise entry to the Schools Challenge event.	£75 Actual: £0	PSSP provide termly reports on the number of events attended. PE Lead to monitor participation through the activity tracker and identify appropriate competition for children. Due to Covid 19, we were not able to attend any events offsite this year. Subscribing to the PSSP next year will ensure we have access to a broad range of competitions for all ages and abilities.	By covering or subsidising the entry fee to some events, we negate this as a barrier to participation. Providing positive experiences in sport will hopefully lead to life-long participants.
Increase the number of children involved in extra-curricular clubs.	Employ the PSSP to run 3 x 10-week clubs over the year.	£1,000 Actual: £0	Club coaches to maintain registers. PE Lead to monitor participation through the activity tracker. Due to Covid 19, we were unable to offer any additional clubs this year. Argyle were able to continue as they only offered clubs to the bubbles they were currently working with.	Providing specialist coaches and alternative activities should hopefully encourage more children to take part. Using the activity tracker, the PE Lead will be able to identify inactive children, seek their opinions on what clubs they would engage in – which will hopefully encourage them to be life-long participants.

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:
Increase the number of competitive opportunities for children of all abilities in each year group.	Access PSSP events for children in all year groups. Use activity tracker to identify children to attend events.	*Cost in KI1	PSSP provide termly reports on the number of events we attend. PE Lead to monitor participation through the activity tracker. Due to Covid 19, we were not able to attend any off-site events this year. Our PSSP specialist ran L1 events in house for individual bubbles: 4 L1 competitions were delivered, 2 classes per session. Feedback from staff has been really positive: 1 member of staff now leading a club after seeing the L1 competition organised.	Continued affiliation to the PSSP will ensure that we can access a wide range of competitive opportunities for children of all abilities and age groups. Positive experiences will likely lead to life-long participants.
Increase the number of competitive opportunities for children of all abilities in each year group.	Book transport to events. Release staff to accompany teams. Purchase travel insurance.	£500 Actual: £0	PSSP provide termly reports on the number of events we attend. PE Lead to monitor participation through the activity tracker. Due to Covid 19, we were not able to attend any off-site events this year	Transport is a potential barrier to participation. Being able to negate this factor will ensure as many children as possible can compete and are more likely to develop positive attitudes towards sport and activity.

Increase the number of competitive opportunities for children of all abilities in each year group.	Employ a TA on an hourly basis, as and when needed to assist the PE Lead with admin tasks such as completing consent forms for events/risk assessments/book transport/book teams on to events etc	£50 Actual: £0	PSSP provide termly reports on the number of events we attend. PE Lead to monitor participation through the activity tracker. Cost in KI1. Sports TA employed to impact activity levels during lunch and breaktimes/supporting the PE Coordinator/assisting playleaders.	Employing a TA to complete some administration tasks will ensure that the PE Lead is able to stay in class as much as possible. Employing the same TA will allow them to develop efficient ways of working and will ensure that we are able to access as many opportunities as possible.
Total spend for 2020/2021: £23,132.38 so £1,595.62 to carry forward to 2021/2022.				

Signed off by	
Head Teacher:	
Date:	05.10.2021
Subject Leader:	Sarah-Louise Bean
Date:	05/10/2021
Governor:	Karen Allen
Date:	05.10.2021