

# 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](http://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](#).



Created by:



Supported by:



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£6,998.30
Total amount allocated for 2020/21	£24,738.30
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,595.62
Total amount allocated for 2021/22	£17,720
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,211.81

## 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><b>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</b></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><b>N.B.</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>	89%
<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>	89%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	94%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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: 2021/2022		Total fund allocated: £19,315.62		Date Updated: October 2021 Review date: 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: 19.6%    Actual: 17.5%
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:
All children able to swim a minimum of 25 metres before the end of Y6.	Identify children who did not meet the minimum distance during their curriculum swim. Book top-up sessions for them.	£500 Actual: £1,200	Assessment data to be provided by Plympton Pool. PE Coordinator to identify whether any further provision is necessary. Covid19 we had more children unable to swim than we had previously expected. 10 children were offered top sessions ???	Providing top-up sessions will ensure that all children have as much time as they require to develop this essential life skill. Due to the ongoing impact of	
Increase the number of children able to safely ride a bike.	Book Bikeability and Bikeability Balance through the PSSP.	*Cost in KI3	Feedback to be provided by the PSSP instructors once both courses are completed. All children passed bikeability balance in year 2. All but 1 child passed bikeability (year 6).	Working with the PSSP will ensure that we can access this training annually and provide opportunities for all children to learn these essential life skills. We hope that the training will also increase the number of children actively travelling to school.	

<p>Increase activity levels throughout the school day.</p>	<p>Investment in equipment/ resources for outdoor learning.</p>	<p>£1,800 Actual: £484.43</p>	<p>PE Coordinator to liaise with class teachers to ascertain any specific requirement and monitor occasions when active learning has taken place. Reception class go out every week. The rest of the school have started accessing the area for one term in the year. We are looking at increasing this for the following year.</p>	<p>Providing equipment and resources will ensure that all teachers can access outdoor learning throughout the week. Providing further opportunities for children to be physically active will positively impact health and wellbeing.</p>
<p>Increase activity levels during break and lunchtimes.</p>	<p>Purchase/replenish equipment for playtimes.</p>	<p>£500 Actual: £907.03</p>	<p>PE Coordinator to work with the Sports TA/School Games Organising Crew and the Positive Playleaders to identify any equipment requirements for break and lunchtimes. Sports TA to feedback on impact/further requirement and to monitor the number of children engaging with the Playleaders. The play leaders surveyed the children on the playground for suggestions for equipment that they might like to see. 12 play leaders were trained to impact activity levels at lunch time and run a personal challenge skill twice a week. 6 children attended the bronze ambassador training.</p>	<p>Providing equipment for children to play with during break and lunch times will increase activity levels and positively impact health. Providing the Playleaders with equipment will encourage more children to take part in active play.</p>
<p>Increase activity levels throughout the school day.</p>	<p>Purchase Moki Bands to use with 1 or 2 classes. Set challenges to see who can be the most active/ most active House Team etc.</p>	<p>£1,000 Actual: £797.83</p>	<p>Data collected by Moki bands includes number of steps and judgement of activity levels. Personal and class challenges used to increase activity levels.</p>	<p>Providing new and fun ways to increase physical activity will have positive impact upon health and encourage children to be more active.</p>

			Year 6 tested these last year and the feedback was very positive. Data collected showed the overall there was an increase in activity across the school today. Next year we will continue this with year 6.	
--	--	--	---	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 18.6% <b>Actual: 11.5%</b>
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:
Develop leadership skills and increase activity levels.	Employ the PSSP to train Positive Playleaders/Bronze Ambassadors.	*Cost in KI3	Playleaders will be put on a rota following their training. Sports TA to monitor and feedback on numbers engaging in the games. <b>12 play leaders were trained to impact activity levels at lunch time and run a personal challenge skill twice a week. 6 children attended the bronze ambassador training.</b>	Establishing a sports leadership program will provide children with opportunities to develop skills such as communication, organisation and responsibility. Raising the profile of the sports leaders will encourage more children to get involved. Sports leaders can also have a positive effect on activity levels during lunchtimes. in delivering PE.
Increased time in PE lessons to develop skills. Increase activity levels during lunchtimes	Purchase/Update/Replenish equipment to resource PE lessons and active lunchtimes. To include Basketball Posts/Nocks for Archery equipment.	£2,000 <b>Actual: £1,887.75</b>	PE Coordinator to monitor assessment data throughout the year. Liaise with staff to ensure new scheme of work is well resourced. <b>New nocks for Archery equipment purchased and staff inset provided so that all staff can safely/knowledgeably use this equipment. Children attended an event and were able to practice before hand. Basketball posts were purchased and used during lessons. Teacher feedback was that they were much better than the old posts</b>	Ensuring that PE lessons are well resourced is a priority as this will enable children to develop their skills. Providing positive experiences in PE will encourage more healthy and active lifestyles.



			as the height can be adjusted. Children were also very keen to use these at breaktime and lunchtime. A rota was created to ensure all year group had access during the week.	
Instil a sense of pride and affiliation. Raise the profile of the school in the community.	Purchase high quality kits for teams representing the school.	£1,000 Actual: £233.88	PE Coordinator to discuss with children following any events to gauge the impact of the new kits. Photos to be taken and published on the school website (whenever possible). The feedback form children and staff was very positive. The children felt like they were part of a team and staff said they looked smart and were easy to identify at events. I have been asked if teachers can have something similar.	Providing children with team kit will instil a sense of pride at representing their school and encourage future participation. Raising the profile of school teams will encourage other children to take part.
Access to a broad/balanced curriculum; opportunities to participate/compete/be physically active.	Book release time from class in order to write PE Development Plans/Sports Premium Reports/Book events & complete all paperwork/Arrange CPD and Inset/monitor planning and delivery of PE etc.	£600 Actual: £0	Sports Premium review and new predicted spend to be completed in Term 1. Completed Term 1. PE Coordinator to monitor participation levels through the activity tracker. Feedback forms to be collected following any CPD. Assessment data to be monitored throughout the year. 12 play leaders, 6 bronze ambassadors, 95 children attended a level 2 event this year. Staff inset provided this year: 'Non-Negotiables in PE'; 'Planning for Dance lessons'; Disc Golf; Archery – 100% of staff who received the training reported	Providing the PE Coordinator with time to complete essential admin tasks will ensure that all of our children have access to as many opportunities as possible. Providing positive experiences in PESSPA will encourage lifelong participants.



			significant increases in their confidence to deliver. 3 members of staff received CPD from our PSSP specialist teacher: all staff reported significant increases in their confidence to deliver. <i>This cost was included in the sports TA allowance.</i>	
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				42.8%    Actual: 38.7%
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 provide 1:1 CPD for teachers; PE Inset; specialist advice & support for the PE Coordinator.	£4,000 Actual: £4,000	Timetabled CPD throughout the year to work with individual staff. All staff will be asked to complete a feedback form following any training. Sports Premium Reports/ PE Development Plans to be written in Term 1 with the specialist PE teacher. Sports premium reports/PE development Plan and School Games action plan completed in September 2021. Platinum School Games Mark achieved this year. Staff inset provided this year: 'Non-Negotiables in PE'; 'Planning for Dance lessons'; Disc Golf; Archery – 100% of staff who received the training reported significant increases in their confidence to deliver. 3 members of staff received CPD from our PSSP specialist teacher: all staff reported significant increases in their confidence to deliver.	Investment in our staff is a priority as they are our most sustainable resource. Increasing staff confidence in their delivery will positively impact learning.

<p>Positively impact teaching and learning in PE.</p>	<p>Employ Argyle to provide CPD for teachers.</p>	<p>£3,490.66 Actual: £3,490.66</p>	<p>Timetabled CPD throughout the year to work with individual staff. All staff will be asked to complete a feedback form following any training. Over the course of the year Argyle were able to work with 6 different classes. Feedback from teachers has been very positive. Plans moving forward will be to collect assessment data from the classes that they work with.</p>	<p>Investment in our staff is a priority as they are our most sustainable resource. Increasing staff confidence in their delivery will positively impact learning.</p>
---	---	--	--	--


Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12.1%      Actual: 7.5%
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:
Increase the number of children engaging in PESSPA.	Book Skip to be Fit and Box to be Fit workshops. Purchase equipment to resource our own Box to be Fit club. Book Outdoor Climbing experience for Y6 via the PSSP. Book Wheelchair basketball taster sessions.	£1,000 Actual: £1,450	PE Coordinator to monitor participation through the activity tracker. Liaise with staff to ascertain quality of provision. All children from Reception to year 6 took part in Skip to be fit and Box to be fit. Roughly 30 children then brought skipping ropes to use at school and the local park. Parents were impressed with event and said it was lovely to see so many children skipping at the park. All children from Reception to year 6 took part in the Box to be Fit. The resources have been purchased ready to run a club this academic year. All children in years 2,3,4 took part in the wheelchair basketball event. Feedback from staff and pupils was very positive.	Providing children with alternative opportunities to be active will encourage a broader range of children to participate. Providing positive experiences will encourage lifelong participants. Purchasing our own equipment will ensure we can offer this as a club and increase activity levels.



<p>Increase the number of children participating in a club.</p>	<p>Employ the PSSP to run a C4L club for the least active children. Book a 'reward' for high attendance to the club. Book specialist coaches to provide alternative sports clubs.</p>	<p>£1,340.62 Actual: £0</p>	<p>PE Coordinator to monitor participation through the activity tracker. <b>This year change for life club was run through a skipping club that took place during lunchtime once a week. 20 children were involved in this club. Plans are in place to use the PE TA to run this next year.</b></p>	<p>By incentivising attendance, we hope to encourage a target group of children to attend a weekly club and thereby increase their activity levels. By providing a positive experience, we hope the least active population will be encouraged to participate in the future.</p>
---	---	---------------------------------	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				6.7%	Actual: 24.6%
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:	
Increase the number of competitive opportunities for children of all abilities in each year group.	Employ a Sports TA 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. Sports TA to work alongside at lunchtimes to monitor participation etc.	£800 Actual: £4,745.23	PSSP provide termly reports on the number of events we attend. PE Lead to monitor participation through the activity tracker. The sports TA assisted with all admin jobs including booking events, gaining permission form parents, organising travel, attending the events, running lunchtime clubs, gathering data and monitoring the Moki bands. We attended 5 different events this year. We were able to send 2 teams to some of these events. Plans in place to continue this next year so that we can continue to increase the number of children attending events/involved in opportunities and so that we can have a more significant impact on the least active children.	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.	

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 KI3	PSSP provide termly reports on the number of events we attend. PE Lead to monitor participation through the activity tracker. <i>Please see above.</i>	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 <i>Actual: £15</i>	PSSP provide termly reports on the number of events we attend. PE Lead to monitor participation through the activity tracker. <i>£15 was spent to cover the cost of the Disc golf. This enabled 10 of the least active children to take part in a competitive opportunity.</i>	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.

Signed off by	
Head Teacher:	
Date:	21.10.2022
Subject Leader:	S-L Bean
Date:	21.10.2022
Governor:	
Date:	