

# 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](https://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 2021/22	£0
Total amount allocated for 2022/23	£ 17,390
How much (if any) do you intend to carry over from this total fund into 2023/24?	n/a

### Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. <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>	95%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2023.	95%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	85%
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?	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: 2023-24		Total fund allocated:		Date Updated: 2/10/2023	
<b>Key indicator 1:</b> 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					
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:
Deliver exciting PE lessons that are well-sequenced and build on knowledge and skills over time.	Develop the use of PE scheme- Striver PE – lesson sequences that build on knowledge and skills. PE Lead to give further training to teaching and support staff to support high quality PE lessons. The scheme also provides opportunities for teachers to develop their subject knowledge through teaching videos and lesson plans.	Striver PE- £350	Teachers and support staff will have a clear understanding of what they need to teach within their year group as well as understanding what the children have already.		Planning will be updated and therefore used in successive years.
All staff increase confidence in teaching Striver PE lessons	With the support of Go Active to lead on the delivery of numerous sporting activities including lessons and after school clubs.	Training and support: £1000	Questionnaire to children to monitor engagement and enjoyment – Spring 2024		Teachers will develop confidence in teaching PE and knowledge of sports/activities that can be carried forward in teaching.
Pupils to have a range of active play and lunchtime activities to choose from	Go Active to train Sports Leaders for lunchtime Club provision	Go Active £4800	Tracker document to be continued to monitor who is attend clubs and identify where intervention or support may be needed.		Curriculum is progressive and will allow all children to follow a curriculum that teaches them skills which build each year.
Ensure that Pupil Premium pupils are given first options/opportunity to take part in extra-curricular sporting activities and encouraged to attend afterschool sports clubs.	Work with local secondary school to enter local primary sport festivals		Go Active specialist teachers will be working during afternoons to support teachers in lessons and expertise in sport will be shared with teachers to support planning.		
Provide additional coaches for swimming sessions to support Year 5 and 6 learners	Subscribe to Fowey Sports Partnership to engage in a range of competitive and non competitive sporting events/sporting festivals	Mid- Cornwall Sports Partnership (Fowey) £2000	Increased numbers of pupils participating in competitive opportunities within school		
	Organise and take part in year football fixtures and netball fixtures- part of SADFANA District Football and Netball League.		Increased numbers of pupils participating in competitive opportunities against other schools		
			Pupils choose to partake in sporting/active games at play and lunch times.		

## Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
<p>Ensure children have the opportunity for leadership within PE lessons and during break and lunch times.</p> <p>Introduce active lunchtime games led by Play leaders and Duty Staff with PE Lead/Go Active to oversee.</p> <p>Continue to use Play Leaders to promote physical activity during lunchtimes: This will also develop Play Leader's knowledge and ability to lead physical activities.</p> <p>Train Duty staff to support with this.</p> <p>Ensure that less active pupils are taking part in regular physical activity through intervention and sporting events with PSSP.</p> <p>Ensure that Pupil Premium pupils are given the opportunity to take part in extracurricular sporting activities and encouraged to attend after-school sports clubs.</p>	<p>Year 5/6 pupils to run small games for KS1 children during their lunchbreak.</p> <p>Play leaders placed on infant and junior playground at lunch and break times, running games and small group activities.</p> <p>Go Active to set up other side of playground with activities children can access independently. Sport to change each half term.</p> <p>Go Active to provide training for Y5/6 Play Leaders to promote physical activity during playtimes across the school.</p> <p>PE lead to provide training for Duty Staff to help oversee this.</p> <p>Resources and Y5/6 Play Leaders on infant playground to promote physical activity – supervising staff to support Play Leaders and engage with pupils (monitored regularly).</p> <p>Targeted clubs and events for children who do not participate in any physical activity (also part of pupil premium planning this year).</p> <p>Y6 Sports leaders to support Sporting events such as Sports Day and Charity sports events.</p> <p>Celebrate school sport through website and newsletters.</p>	<p>Sports Leader training- Go Active training £400</p> <p>New resources: £650</p>	<p>Year 5/6 Sports leaders to become able to plan, set up and lead small physical activities, developing their knowledge and understanding towards the teaching and coaching of PE.</p> <p>Teachers to gain a better understanding of their pupils ability and skill. PE lead to also gain a better understanding of where intervention and support may be needed.</p>	<p>Review each term asking PE leaders their thoughts, as well as lunchtime supervisors. Review this at the end of the year.</p> <p>Question staff to assess its worth and impact on staff workload.</p>

### Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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:
PE Lead (with support of Go Active) PE Lead to provide CPD for all teaching staff focus on a specific area within the PE curriculum for some, as well as all areas for others who require this support.  Sports and Playground Leaders raising profile of physical activity during lunchtimes.	Teachers to improve subject knowledge and confidence in teaching PE through CPD and support from PE lead and Go Active.  Sports and playground leaders appointed and informal training given by sports and PE subject lead.  Playground leaders appointed to run active games and activities in the KS1 playground.	£2000 (Cover costs for PE Lead and Go Active) and resources	Staff feel more confident teaching all of the PE areas of learning and are able to competently follow the Striver lesson plans.  Playground leaders will be visible daily on both KS1 and KS2 playgrounds delivering a range of structured activities engaging the children.	Staff questionnaire to help arrange CPD that meets staff needs.  Playground leaders from current year can begin to 'train up' next leaders in Summer term ready for next academic year.  Activities introduced by playground leaders will inspire children to be more active during their breaks and free time

#### Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:
<p>Variety of sporting clubs available to all children with support of Go Active to offer 'non traditional' sporting alternatives.</p> <p>Range of engaging physical activities available at lunchtimes.</p> <p>PE curriculum for school to be progressive and offering a range of sports and activities to benefit all children's development.</p> <p>Encourage PP children to attend a sports club every half term and support parents with this If needed.</p>	<p>Club timetable produced and offered to all children termly.</p> <p>This to include a range of sport e.g. football, netball, dodgeball, Athletics, rugby...)</p> <p>Change4 life cards and resource boxes available to support activity ideas and engagement.</p> <p>Zoning of playground to allocated sports and activities.</p> <p>If PP pupils are not attending a club, speak with parents and encourage them to do so. Offer transport, equipment etc to enable this to happen where possible.</p>	<p>£2500 Go Active after school provision</p>	<p>Clubs will be fully subscribed with every child having access to at least one club of their choice.</p> <p>Children will be developing physical skills in sports they enjoy most.</p> <p>Children will be actively engaged in physical activity at lunchtimes.</p> <p>Staff will have a clear understanding of the PE curriculum.</p> <p>Children will be able to discuss what they have learned in previous years and know where their learning journey is heading.</p>	<p>Teachers encouraged to offer clubs and will use the skills and confidence gained in PE subject/Striver PE training to run these.</p> <p>Positive habits grown to encourage continued engagement in active playtimes.</p>

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:
<p>To continue to take part in the St Austell Football and Netball Competitions (leagues and cups),, as well as the ESFA competitions.</p> <p>To sign up with Poltair Sports Network Partnership again and take part in both their competitive and uncompetitive competitions or events (Cornwall School Games Events included but at no additional cost).</p>	<p>Use League and cup fixtures, speed swimming and athletic competitions to extend gifted and talented pupils, enabling them to fulfil their potential.</p> <p>Attend as many of the sports events as possible on offer and ensure that staffing and transport are put in place to do so.</p> <p>Create better links with local expertise/sports clubs and encourage</p> <p>Work with local secondary school to enter local primary sport festivals (Subscribe to Fowey Sports Network Partnership to engage in a range of competitive and non-competitive sporting events/sporting festivals</p>	<p>Roselyn Bus Hire and minibus hire (coaches) £3590</p>	<p>Continued high numbers of children taking part in extra-curriculum clubs and competition.</p> <p>Children more likely to persevere and search to overcome obstacles in their learning. Friendships formed and strengthened through sporting activities.</p>	<p>Ensure that we are providing numerous opportunities for those pupils who have not historically taken part in competitive sport to get involved.</p>

Signed off by	
Head Teacher:	E Measom
Date:	Oct 2023
Subject Leader:	P Trudgeon
Date:	Oct 2023