



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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SPORT
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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 2020** 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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Participated in more inter-school events e.g. Holsworthy Netball League and football competitions and achieved wins • More children are accessing after school sports clubs than in previous years. • Support staff have continued to develop skills, knowledge and understanding and are able to better lead small group work, as intervention, as part of whole class PE lessons or as after school clubs. • Replaced rotten / unsafe shed to store equipment. • Children were accepted onto the GTS gifted and talented programme. • Organised additional outside agencies for after school clubs e.g Zumba. • Recognised athletes have visited the school. • Updated sports equipment. • Before school Funfit sessions for those identified children so the sessions have a regular time. • Resourced newly created dedicated early year's area to promote physical and active learning Football nets purchased so inter- school competitions can be held at the school. • Replaced gymnastics mats. • Team sports kit has been replaced <p>Some achievements were unable to be fully fulfilled due to Covid 19.</p>	<ul style="list-style-type: none"> • Coaching day to be organised to inspire children into having a go at different sports. • Dance teacher to encourage the children's creativity and performance. • Dance club as an extra outside agency for an after school club. • Summer term whole school outdoor adventure activities at Roadford Lake – use premium to subsidise the cost. • Other improvements including extra coaching/ matches etc. on hold until Covid restrictions are lifted/ revised.

Meeting national curriculum requirements for swimming and water safety.	
<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>	N/A Covid19 (not assessed)

<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>N/A Covid19 (not assessed)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>N/A Covid19 (not assessed)</p>
<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>	<p>No</p>

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: 2019/20		Total fund allocated: ££16609 (CF 2,385) = £18994		Date Updated: July 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 18%
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?:
Year R and 1 Leap into Life daily and curriculum PE at least 1 hour. The rest of the school enjoy at least 1 hour 45 minutes of curriculum PE plus 45 minutes active playtimes every day. New kit		Make sure this is robust and resourced effectively.		£1265	New equipment has allowed the curriculum to be re-energised and pupils have had the chance to access different sports.
Increase active play opportunities and to promote a healthy and fit lifestyle.		Leap into Life and access to the school sports coordinator programme through Great Torrington School		£1000	Pupils have been able to take part in festivals and tournaments against other schools.
Maintenance of equipment in the hall to enable children to continue using it and grass cutting.		Regular maintenance		£1084	To continue to check that equipment is fit for purpose and teachers have all the resources they require. Enable teachers to continue to take children to different events.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				29%
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 employment of a sports specialist teacher.	Continue to create, implement and evaluate a development plan for sport. Lead new initiatives for whole school, sustainable improvement in sports provision. To provide CPD, support and advice to teachers, TAs and MTAs to improve delivery of PE lessons, intervention programmes and active playtimes.	£4900	All sessions are created with individual pupils in mind. New planning resources are continually being looked at in order to achieve this. Pupils enjoy their PE sessions, whether with a TA or teacher and there is rarely a time when the pupils don't want to join in with an activity.	This allocation may need to be increased next year so more CPD opportunities can be taken.
Run the Fun Fit programme for those children whose coordination and underlying postural stability and balance needs to be improved.	0.1 TA to run the sessions for 15mins everyday	£620	All children made good / significant progress in one or all areas identified.	To continue and run more sessions to accommodate more children on the programme.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
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 employment of our designated sports teaching assistants.	To support and assist with dedicated sports afternoon sessions.	£1605	The TA is more confident to assess the pupils' ability against various criteria and is confident to report these to the designated sports teacher.	To continue
Staff enabled to access pedagogical development	Sports coordinator to make sure all staff have access to development opportunities.	£765	That all staff are confident in their ability to teach the PE curriculum,	To continue
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				31%
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:
The hire of the village hall and connecting fields to enable the PE curriculum to be taught no matter what the weather.	Negotiate suitable terms, conditions and cost for this	£200	Curriculum sequences are able to be run uninterrupted.	To continue
Resourcing newly created dedicated early years area to promote physical and active learning	To be developed throughout the summer term and holidays.	£5683	That these age groups can continue DPD and playtimes without interruption.	To continue to use

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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 employment of 'Saints South West' and other outside agencies e.g. Zumba	Increased participation in extra-curricular opportunities.	£1872	The numbers involved in these activities continue to rise. So much so, that new outside agencies are being sourced.	Continue to promote local clubs and use local athletes to inspire the children.

Signed off by	
Head Teacher:	Nick Alford
Date:	21.09.2020
Subject Leader:	Becky Evans
Date:	18.7.2020
Governor:	Carla Coward
Date:	21.09.2020