

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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
- 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 by the end of the summer term or by **31st July 2021** 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 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • 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. • Before school Funfit sessions for those identified children so the sessions have a regular time. • 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. 	<ul style="list-style-type: none"> • Coaching day to be organised to inspire children into having a go at different sports. • Redevelopment of the poly tunnel are to include equipment to help children have active playtimes, become stronger and enhance stamina. • Lower ability children to be given a chance to attend festivals to improve fitness and uptake. • To focus on more independent sports e.g. golf and bowls for those children who struggle in team games.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? No

Delete as applicable

Total amount carried forward from 2019/2020 £ 0
+ Total amount for this academic year 2020/2021 £ 16560
= Total to be spent by 31st July 2021 £16560

<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 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 2021.</p> <p>Please see note above.</p>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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: £16560		Date Updated: July 2021	
Key indicator 1: The engagement of all 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:
					6.6%
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:
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.	Make sure this is robust and resourced and effectively		100	New equipment has allowed the curriculum to be re-energised and pupils have had the chance to access different sports.	This is lower than in previous years due to covid. During 2021/22 funding allocated will be higher to replace out-dated resources.
Maintenance of equipment in the hall to enable children to continue using it and grass cutting of playing field	Regular maintenance and sports day markings		1000	The children have been able to play in a larger space – especially during covid and have active playtimes	Continue maintenance.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					38.6%
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:

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.	5300	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.	More CPD to be carried out specially to enable less able children to take part.
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	1100	All children who have attended regularly have made good/better than average progress in areas identified.	Changing times of the programme in order to attract more invited pupils.

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

Percentage of total allocation:

12.2%

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?:
Continued employment of our designated sports teaching assistants.	To support and assist with dedicated sports afternoon sessions.	2000	The TA is more confident to assess the pupils' ability against various criteria and is confident to report these to the designated sports teacher
			Sustainability and suggested next steps:
			To enable more TAs to access courses to improve understanding.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23.6%
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:
The hire of the village hall and connecting fields to enable the PE curriculum to be taught no matter what the weather.	Continue to negotiate terms and conditions	220	Pupils curriculum has had minimum negative impact	To continue for foreseeable future
Playground equipment for area at the moment used to house the polytunnel (use carry forward plus some of 2021/22 allocation	Active playtimes – which will be mainly strength based strength based	1890	This has not yet been completed (2021/ 2022 academic year)	
Increase participation in different sports and to promote a healthy and fit lifestyle.	Access to the school sports coordinator programme through Great Torrington School	1000	Pupils were able to take advantage of a few online events last year (no face to face due to covid)	Continue to attend meetings and give feedback to make sure events are relevant to Shebbear.
Whole school trip to Roadford Lake	To enable all children in the school to partake in outdoor adventure/ water- based activities as a whole school.	800	Feedback from all pupils, parents and teachers was positive. Many children went back to do other activities during the holidays	This will hopefully now become a three yearly event.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
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.	3150	The numbers involved in these activities continue to rise.	Continue to promote local clubs and use local athletes to inspire the children.

Signed off by	
Head Teacher:	Nick Alford
Date:	12 th July 2021
Subject Leader:	Rebecca Evans
Date:	12 th July 2021
Governor:	Carla Coward
Date:	12 th July 2021