

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 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:  association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:   SPORT ENGLAND
LOTTERY FUNDED

Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£ 0
Total amount allocated for 2021/22	£ 17,100
How much (if any) do you intend to carry over from this total fund into 2022/23?	na
Total amount allocated for 2022/23	£ 17,180
How much (if any) do you intend to carry over from this total fund into 2023/24?	na

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>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 2023.</p> <p>Please see note above</p>	76%
<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>	76%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	76%
<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: 2022/23		Total fund allocated: 17,180		Date Updated: 26.09.23	
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: %100
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>Deliver exciting PE lessons that are well-sequenced and build on knowledge and skills over time</p> <p>Increase the range of active after school clubs.</p> <p>Increase the amount of competitive sporting opportunities</p> <p>Pupils to have a range of active play and lunchtime activities to choose from</p> <p>Ensure that Pupil Premium pupils are given the opportunity to take part in extra-curricular sporting activities and encouraged to attend afterschool sports clubs.</p>	<p>Introduce PE scheme Get Set 4 PE – excellent lesson sequences that build on knowledge and skills. The scheme also provides opportunities for teachers to develop their subject knowledge through teaching videos and lesson plans. Get Set 4 PE is designed with the national curriculum objectives at the forefront of lesson sequences.</p> <p>Tiede Gibsson – Sports TA to support and lead on the delivery of numerous sporting activities including lessons and after school clubs.</p> <p>Develop school sports day to reflect the physical literacy framework</p> <p>Work with local secondary school to enter local primary sport festivals</p> <p>Subscribe to Poltair School Sports Partnership to engage in a range of competitive and non-competitive sporting events/sporting festivals</p> <p>Organise and take part in year football fixtures and netball fixtures</p> <p>Continue the success of the Coast and Countryside Cup with Luxulyan School to include football and netball.</p>		<p>Get Set for PE £440</p> <p>Sports Partnership (Poltair) £2,000</p> <p>Tiede Gibson wages £15,964.32</p>	<p>Increased numbers of pupils participating in competitive opportunities within school</p> <p>Increased numbers of pupils participating in competitive opportunities against other schools</p> <p>Teachers have improved subject knowledge, enjoy teaching PE, and deliver high-quality lessons.</p> <p>All pupils, including those who are disadvantaged and have SEND, are active</p> <p>Pupils choose to partake in sporting/active games at play and lunch times.</p>	Ben Ringrose and Tiede Gibson to complete audit of PE equipment and use Sports Premium budget to ensure we have the necessary equipment to deliver a high-quality PE curriculum.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				25%
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:
Ensure children have the opportunity for leadership within PE lessons and during break and lunch times. This will enable them to develop and pass on skills and knowledge to younger pupils Playground leader programme delivered by specialists supplied by local secondary school as part of Poltair School Sport Partnership	Year 5/6 pupils to run small games for KS1 children during their lunchbreak. Y6 Sports leaders to support Sporting events such as Sports Day and Charity sports events. Get Set 4 PE scheme includes opportunities for leadership	Get Set for PE £440 £3,897.92	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. 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.	Review each term asking PE leaders their thoughts, as well as lunchtime supervisors. Review this at the end of the year. Question staff to assess its worth and impact on staff workload. Look to outside partners (Go Active) to deliver playground leader training to ensure sustainability and impact

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				36%
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 teachers confident in delivering high-quality PE lessons. Teachers make the most of CPD opportunities while shadowing Go Active	Introduce PE scheme Get Set 4 PE – excellent lesson sequences that build on knowledge and skills. The scheme also provides opportunities for teachers to develop their subject knowledge through teaching videos and lesson plans. Get Set 4 PE is designed with the national curriculum objectives at the forefront of lesson sequences. Teachers shadow experienced, high-quality coaches as a CPD opportunity	Go Active	Teachers have improved subject knowledge, enjoy teaching PE, and deliver high-quality lessons. All pupils, including those who are disadvantaged and have SEND, enjoy and excel in PE	PE provision will be audited and reviewed annually. A designated member of staff will oversee this area of work to ensure a consistent approach and gaps filled. All additional activities/sports will be sustained by upskilled staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 36%
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>Pupils exposed to a wider range of sports that they would not typically have the opportunity to experience</p> <p>Ensure we have appropriate, high-quality equipment to cater for the needs of all pupils</p>	<p>Provide a range of active after school clubs</p> <p>Employ outside agency 'Go Active' to work with a different class each half term, delivering exciting and diverse sports that children will have never experienced before (lacrosse, street surfing, archery, nerf battles etc).</p> <p>Purchase specialist equipment and teaching resources to develop a fully inclusive curriculum</p>	<p>Go Active 2x per week</p>	<p>Many pupils who were disengaged with traditional PE lessons are demonstrating an improved attitude to sport and PE.</p> <p>Children pursue a range of sports due to being exposed to those sports they may never have experienced before.</p> <p>The delivery of an inclusive PE Curriculum</p>	<p>Use outside agency (Go Active) as CPD to upskill current PE teachers.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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:
Greater numbers of pupils participating in competitive sport	<p>Develop school sports day to reflect the physical literacy framework</p> <p>Work with local secondary school to enter local primary sport festivals</p> <p>Subscribe to Poltair School Sports Partnership to engage in a range of competitive and non-competitive sporting events/sporting festivals</p> <p>Organise and take part in year football fixtures and netball fixtures</p> <p>Continue the success of the Coast and Countryside Cup with Luxulyan School to include football and netball.</p>	<p>Sports Partnership (Poltair) £1,000</p> <p>Roselyn Bus Hire (coaches) £1,365</p>	<p>Increased numbers of pupils participating in competitive opportunities within school</p> <p>Increased numbers of pupils participating in competitive opportunities against other schools</p>	Ensure that we are providing numerous opportunities for those pupils who have not historically taken part in competitive sport to get involved.

Signed off by	
Head Teacher:	B. Ringrose
Date:	26.09.23
Subject Leader:	Ben Ringrose
Date:	26.09.23
Governor:	Didge Allen
Date:	26.09.23