

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://www.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 2020/2021, 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 2022. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£2,642
Total amount allocated for 2021/22	£16,340
How much (if any) do you intend to carry over from this total fund into 2022/23?	0
Total amount allocated for 2021/22	£18,982
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,982

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 2022.</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>	Yes/No

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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: 2021/22		Total fund allocated:	Date Updated:	
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				£3340
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 a minimum of 2 hours high quality PE lessons for all pupils each week, revolving around physical literacy and fundamental skills.	Class timetables all include two allocated PE lessons per week, using a range of quality PE schemes to support the delivery of 'high quality' PE. Updated Long-term Ks1 & Ks2 rolling PE programmes Specialist coach led 'games' provision	£70+vat 10xpm/week/ summer term=£700 +vat=£840	Minimum of 2 hours high quality PE accessed by all pupils each week, covering all aspects of PE: physical, personal, social, cognitive, creative and health & fitness. Skills applied in other sporting activities, including competitions with greater expertise. All pupils enjoy their PE and engagement levels are very good at KS2 and good at KS1. Most pupils have reached expected or better than expected levels of progress across their PE assessment in health, thinking skills, social skills and physical skills.	Select a new member of staff to become the PE Lead/Named person Continue to use specialist coaches in games, gymnastics, dance and swimming to raise attainment in these sports and for staff to gain valuable CPD which they can draw upon in future.
Encourage active playtimes	Carefully planned timetable to provide ample space, making playtimes more fun and active. Range of new equipment purchased to offer sufficient equipment for all groups.	£1000	Pupils accessing different activities including the adventure playground. Pupils are increasingly choosing physical activities during playtimes due to a greater range of exciting equipment. Pupils applying the skills learnt in PE lessons during playtime games e.g. tennis, skipping, netball, hula hooping, football etc.	Keep up to date with initiatives from the Association of Physical Education, Sports England, Youth Sports Trust Active Cornwall and local community.
Incorporate short activities throughout the day in order to achieve 30 minutes per day target.	Subscriptions renewed such as Yoga for Schools, providing short activities to achieve the 30 minutes a day target.			Review staff training needs and PE programme of study and access to schemes of work in PE meeting PE Lead to gather feedback from teacher observations and pupils' voice throughout the year. Monitoring has been limited however pupils actively engage in PE lessons
Encourage more active play in the Early				

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Years outdoor area	Purchase of new equipment in the Early Years area which can be used daily by Rec/Y1/Y2 to support the target of at least 30 minutes activity a day in school.	£1000	Pupils engaged in physical activities for longer periods during the day.	Continue to signpost pupils and parents to used resources at home. Teachers encouraged to plan short sessions throughout days, especially on non-PE days.
Promote physical activity during After School Club.	Liaise with After School Club Leaders and pupils to identify and purchase desirable equipment to encourage physical activity	£500	Physical activities are planned for on a daily basis with those pupils attending the club, and more time is being spent outdoors.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation		Impact	£8692
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:
Link PESSPA to the development of fine & then gross motor skills	Improved fine & gross motor skills for targeted pupils.		Improved fine & gross motor skills for targeted pupils.	Continue to assess impact of fine & gross motor skills intervention, develop range of activities to target specific needs/requirements. Purchase 'Penpals' handwriting scheme
Ensure all children engage in and enjoy physical activity and understand the how activity supports their wellbeing by encouraging physical activity & being outdoors, which will in turn improve their learning in the classroom.	Forest School & beach school Intervention on Drop Down day Gardening equipment, seed, brushes & letter pickers purchased & used to develop & improve allocated areas of the school	Forest Schools £3500 TA allocation £2684 LTS hours £2508	PE lesson objectives focus on wider values and meet the varied needs of the class e.g. self-esteem, determination, self-control, or readiness to learn. Development of Core Concepts curriculum map. Pupil's knowledge & understanding of sports & the importance of staying healthy increased. Pupils actively choosing to undertake tidying & gardening as a form of exercise & improving wellbeing, particularly some of the	Build forest school/beach school intervention into an annual plan as part of Drop Down Day Purchase new titles if appropriate. Minimal cost. Books should last for a long time and be widely used by many pupils.

			less active. Improved mental health& sense of community of pupils.	Costs are minimal now that new tools/ equipment has been purchased.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				£2820
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 Subject Lead/Named person to keep up to date with recent guidance & inform best practice & effective use of Sports Premium funding All staff feel confident & competent in the delivery of PE to its pupils Encourage good role modelling & physical health & wellbeing amongst staff. Enthusiastic staff who believe in the benefits of physical activity will have greater impact on the children.	Staff training and development of resources	Included in costings for cluster coordinator £2750 Educational Visits Co-ordinator training - £70.00	PE Subject Lead/Named person competent in delivery of PE across school & able to plan effective strategies to achieve the objectives are PE curriculum. Teachers' confidence and ability of teaching high quality PE reviewed in 6 weekly blocks with PE coordinator. Teachers able to support intra school competitions. Curriculum resources in place.	Staff survey to monitor and assess confidence levels of staff in curriculum delivery. Identify time for lesson walkthroughs. Identify relevant training and deployment of teaching assistants and lunch time staff to support daily physical activity provision. Allocate a cover cost budget to free TAs for training. Attend PE conference. Staff survey in to inform Trust offer of 6 staff training sessions per year for staff PE training
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				£1450
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:

Organise additional opportunities to enable all pupils to experience new & exciting sports & physical activity which may encourage increased participation in the future, therefore improving physical & mental health & well-being.	<p>Tennis</p> <p>‘Yoga for schools’</p> <p>Sailing</p> <p>Holi Dance workshop</p> <p>Gardening equipment, seed, brushes & letter pickers purchased & used to develop & improve allocated areas of the school</p> <p>Broad PE curriculum mapped for each key stage.</p> <p>Signed up to the Mullion Cluster Sports.</p> <p>Have links with community providers: Helford River Children’s Sailing Trust, Better Leisure Swimming Pool, Local Tennis courts,</p>	<p>£200</p> <p>£200</p> <p>£250</p> <p>£300</p> <p>£500</p>	<p>Children talk positively about their experiences.</p> <p>Celebrating success at school in newsletters, website, assemblies and show and tell.</p>	<p>Repeat for 2022 cohorts</p> <p>Signpost to weekend tennis club</p> <p>Staff more confident in teaching of tennis</p> <p>Continue to promote involvement of all pupils, particularly those who are ‘hard to reach’</p> <p>See indicator 2</p>
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Key indicator 5: Increased participation in competitive sport				£2063
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:
Provide regular opportunities for competitive sport for all pupils and at all levels, including personal bests, inter school & virtual events	Participate Lizard Cluster, gaining access to School Games Intra MAT Mini cluster Tournaments Cross country Basketball	Cluster Lead, PE lead, Teachers, Senior leadership, support staff Minibus contribution £1563 £500	Greater involvement of all pupils in physical activity and competition. Cluster competition offering SEN specific 'Projectability' at year 6 and inclusive events for KS1-2. Supply and training costs for all staff intervention training. Every pupil has access to inter-school competition at level 2 competition Pupils in all years R to Y6 attend competitions held at Mullion Secondary School which plays a valued role in transition. Wider range of sports available to try. Sense of competitiveness developed in pupils and pride in school identity. Higher level performers are able to compete via School Games and Leagues. Schools signed up for Virtual School Games 2022. School led competitions to allow each hosting school to offer roles for all the pupils and to address transportation restrictions.	Sign up to Mullion Cluster package Research initiatives such as Chance to Shine cricket. Liaise with Active Cornwall, and Peninsula coordinator. School Games funding to continue 2022-23. Continue to develop MAT identity and links between schools- particularly for those about to transition. Book friendly matches with other local schools in September 2022.

Signed off by	
Head Teacher:	Lisa Woodhouse
Date:	21.07.22
Subject Leader:	Karenza Dowker

Date:	21.07.22
Governor:	Jill Ludbrook
Date:	21.07.22