

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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



2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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](#).

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 2021/22	0
Total amount allocated for 2022/23	£16,220
How much (if any) do you intend to carry over from this total fund into 2023/24?	0
Total amount allocated for 2022/23	£16,220
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,220

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%

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?

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: 2022/23		Total fund allocated:£15,737		Date Updated:09.06.23	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend thatprimary school pupils undertake at least 30 minutes of physical activity a day in school				£9110	
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieveare linked to your intentions:		Funding allocated : Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
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 Pupils' personal development and achievements in PE and sport are celebrated in weekly assemblies and reported in our newsletters.		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.	
Encourage active playtimes		Purchase of new PE equipment to enable delivery of 'high quality' PE Range of new equipment purchased to offer sufficient		£2660 £900 £5,450 LTS Pupils accessing different activities Pupils are increasingly choosing physical activities during playtimes due to a greater range of exciting equipment.	
				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. Keep up to date with initiatives from the Association of Physical Education, Sports England, Youth Sports Trust Active Cornwall and local community. Review staff training needs and PE programme of study and access to schemes of work	

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Promote physical activity during After School Club.	equipment for all groups. Liaise with After School Club Leaders and pupils to identify and purchase desirable equipment to encourage physical activity	£500	Pupils applying the skills learnt in PE lessons during playtime games e.g. tennis, skipping, netball, hula hooping, football etc. Pupils engaged in physical activities for longer periods during the day. Physical activities are planned for on a daily basis with those pupils attending the club, and more time is being spent outdoors.	Monitor pupil engagement to inform next step Recruit new ASC leader Run a sport AS Club
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Intent	Implementation		Impact	£2250
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. Funky fingers Fun fit intervention		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. New whole school approach to handwriting
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 afternoon	Forest Schools £1250 TA allocation £1000	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	Build forest school/beach school intervention into an annual plan

			of sports & the importance of staying healthy increased.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	£962
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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	£462 £500	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.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	£3050
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Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	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.	Tennis 'Yoga for schools' Sailing Holi Dance workshop Broad PE curriculum mapped for each key stage. Signed up to the Mullion Cluster Sports. Have links with community providers: Helford River Children's Sailing Trust, Better Leisure Swimming Pool, Local Tennis courts,	£300 £2750	Children talk positively about their experiences. Celebrating success at school in newsletters, website, assemblies and show and tell.	Repeat for 2023 cohorts Signpost to weekend tennis club Staff more confident in teaching of tennis Continue to promote involvement of all pupils, particularly those who are 'hard to reach' See indicator 2

Key indicator 5: Increased participation in competitive sport				£365
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 £365	Greater involvement of all pupils in physical activity and competition. Cluster competition offering inclusive events for KS1-2. Supply and training costs for all staff intervention training. 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. 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 Develop Trust identity and links between schools- particularly for those about to transition. Book friendly matches with other local schools.

Signed off by	
Head of School:	Lisa Woodhouse
Date:	05.06.23
Subject Leader:	Karenza Dowker

Created by:



Supported by:



Date:	05.06.23
Governor:	
Date:	

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