



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) (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 **31<sup>st</sup> 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"> <li>• Employment of PE specialist</li> <li>• Implementation of outdoor learning across the whole school</li> <li>• Employment of quality coach through Go Active and Plymouth Argyle (parent funded)</li> <li>• Offering a range of extra-curricular clubs</li> <li>• Encouragement of inactive children through lunch time provision in particular through skipping</li> <li>• Purchasing and updating equipment</li> <li>• Attendance MAT cluster events</li> <li>• Timetable developed to cover all of the curriculum- PE specialist developed this               <ul style="list-style-type: none"> <li>• Daily Mile</li> <li>• Built links with our local secondary schools and local clubs. Accessing their facilities and coaching opportunities for staff and pupils</li> <li>• Created a system to monitor club use and competition participation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Creating logs of equipment and a plan around replacing equipment overtime</li> <li>• In house monitoring to target inactive and SEND children to access competition</li> <li>• Consider more ways to celebrate sporting achievements and involvement including inter-house competitions- <b>COVID DELAYED THIS</b></li> <li>• Built links with our local secondary schools and local clubs. Accessing their facilities and coaching opportunities for staff and pupils- <b>COVID DELAYED</b></li> </ul>

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><b>N.B.</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>	86 %
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	82%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	54.5 %
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No However Redruth School offered free transport and top up swimming sessions for 4 children (Year 6). Employed PE specialist to also lead the sessions – <b>COVID MEANT THIS DIDN'T HAPPEN</b>

## 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: £17, 260		Date Updated: July 2020	
<b>Key indicator 1:</b> 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:
					%
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:	
<ul style="list-style-type: none"> <li>Increase pupil participation of activity at lunchtimes- with a particular focus on skipping.</li> <li></li> <li></li> <li>Ensure children have access</li> </ul>	<ul style="list-style-type: none"> <li>Skipping workshop for all children in the school</li> <li>Purchasing of skipping ropes for children to use at break and lunch times</li> <li>Sports specialist (SD &amp; CR) out at lunchtimes x5 lunchtime sessions between them to encourage participation in sport. Including a netball and cricket club set up. CR to rundle to run forest school style sessions</li> <li>Purchasing of new footballs</li> </ul>	£295  £111  £ 1900  £63.75	<ul style="list-style-type: none"> <li>20% uptake of regular skipping at break time &amp; lunchtime</li> <li>Children purchasing their own skipping ropes to use at home</li> <li>Sport coach delivering activities on a daily basis raising the profile of physical activity</li> <li>35% of children involved in forest school session at least once a week at lunchtime, 30% in sports such as netball</li> <li>Lessons now entail a SAQ</li> </ul>	Develop playground Year 6 leaders/staff to ensure delivery of active lunchtimes can continue  Possibility of additional playground markings to be explored  - Maintain a log of equipment. Need to continue to build on huff and puff equipment-need to replace things if they get	

<p>to a high quality experience in PE through updating and purchasing PE equipment</p> <ul style="list-style-type: none"> <li>Increase classroom/daily physical activity</li> </ul>	<ul style="list-style-type: none"> <li>- Agility Ladder &amp; SAQ equipment £310</li> <li>- Outdoor learning storage boxes £87.98</li> <li>- Updating current PE equipment £400</li> <li>- Outdoor learning equipment, inc things such as balance boards £500</li> <li>- New huff and puff shed equipment £300</li> <li>• Wake and Shake</li> <li>• Daily Mile</li> <li>• Fitter Future being trialed in afterschool club</li> </ul>	<p>NO COST</p>	<p>focus in particular for KS2. Development of these components has allowed for pupils to transfer skills to a variety of activities. New equipment has enabled pupils to have access to a ball each which has allowed for a greater focus on individual skill development during lessons.</p> <p>Wake and shake or some physical classroom exercise happening weekly in some classes Daily Mile launch and first term lots of children participating.</p>	<p>lost/broken. Perhaps also look at the range of equipment on offer. Update other areas of the playground</p> <ul style="list-style-type: none"> <li>- Fitter Future or a similar programme being used across the school for PE sessions</li> <li>- Keep momentum of Daily Mile- assemblies, prizes, school target.</li> <li>- All classrooms to have a timetabled slot to do Daily Mile</li> <li>- Wake &amp; Shake outside sessions (seasonal) 8.35-8.50</li> </ul>
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** Percentage of total allocation:  
%

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:

<ul style="list-style-type: none"> <li>To promote a healthy lifestyle and encourage children to make healthy choices</li> <li>Introduction to various outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>Development of Healthy Living Week with organising events using &amp; developing new contacts</li> <li>Storm Netball Club to offer afterschool sessions – Year 5 and 6 – COVID DELAYED THIS</li> <li>New Hockey Sessions to be offered in school time – Year 5 and 6. Hoping to build a link to their club– COVID DELAYED THIS</li> <li>New link with Redruth School. Additional swimming sessions to target low attaining swimmers– COVID DELAYED THIS</li> </ul>	<p>NO COST</p>	<p>- DIDN'T HAPPEN DUE TO COVID</p> <p>Planned impact:</p> <ul style="list-style-type: none"> <li>Increased % of children participating in new sports.</li> <li>Aided transition from Year 6 to secondary</li> <li>Strengthen links between school and outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop new links with outside agencies. To give children the opportunity to try new sports in the local area</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> <li>• Training of staff member in REAL GYM</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance REAL PE GYM course to increase confidence and update knowledge in delivering REAL PE across the school</li> </ul>	£250	<ul style="list-style-type: none"> <li>• Increased teacher confidence in teaching gymnastics across the school</li> </ul>	Will continue personal development in 2020-2021  We will continue to improve and develop our after school club
	<ul style="list-style-type: none"> <li>• New gym mats purchased so that staff member can deliver gym sessions in a safe manner</li> </ul>	£270.90	<ul style="list-style-type: none"> <li>• Frequency of gym classes taking place across the school. Improved quality of sessions.</li> </ul>	
<ul style="list-style-type: none"> <li>• Training of staff member in Handball</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Handball Training to increase confidence and implement across the school</li> </ul>	£40	Cancelled due to Ofsted	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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>Additional achievements:</p> <ul style="list-style-type: none"> <li>To offer a range of extra-curricular activities for both KS1 and KS2</li> <li>Employment of PE specialist (SD) to upskill staff and deliver a wider range of PE and school sport.</li> </ul>	<ul style="list-style-type: none"> <li>Tas ran a variety of extracurricular clubs to KS1 and KS2 children. Changing on a termly basis – Yoga, Dance, Netball, Hockey, Rugby, Football, Tennis &amp; Gymnastics</li> <li>After school sessions run by Go Active and Plymouth Argyle. Parents pay for sessions, some funded spaces available for PP pupils.</li> <li>4 afternoons of teaching PE- Expose children to a range of sports</li> </ul>	<p>NO COST to school, instead low cost sessions-£2 a session to make it available to all-PP children received 1 free session a week</p> <p>£7000</p>	<p>-Increased participation of children signing up to afterschool clubs, sports clubs had approx. 15 children a session- gum was so popular it was put on twice a week</p> <p>Fluency, consistency and broad curriculum coverage achieved through the delivery of a comprehensive high quality PE curriculum. Increased opportunities for children with the delivery of new activities being offered as part of the PE curriculum</p> <p>Clear pathways of development from EYFS to upperKS2</p> <p>Support and CPD of current staff members</p>	<p>*Monitor, record and target attendance of pupils across school attending afterschool and lunchtime clubs- targeting</p> <p>*Parent questionnaire to gather what clubs children would like to run</p> <p>*Further promote afterschool clubs to PP children and reluctant participators</p> <p>Wider range of opportunities will continue to be offered during PE lessons to engage all children and to target disengaged pupils- show how we are going to achieve this</p> <p>Continued CPD</p> <p>Support staff and NQT in PE delivery</p> <p>Continue to develop and improve active play during lunchtimes and break times and after school clubs</p>

<ul style="list-style-type: none"> <li>To continue developing outdoor learning (CR) and encourage children to get outdoors and engage with it</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor learning specialist for 2 weekly sessions</li> <li>Outdoor afterschool session run</li> </ul>	<p>£2000</p>	<p>Developing opportunities for intra-school and local school competitions</p> <p>Developing a wider curriculum of skills and sports throughout the school</p> <p>Sessions have helped developed children's resilience and physical skills. Children benefited mentally and physically from being outside and families have reported this has led to more activities at the weekend such as visiting the woods.</p>	<p>Look at ways to record and monitor the impact of outdoor learning on children's health and well being</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
<ul style="list-style-type: none"> <li>Children to take part in competitive sports both within and outside school and at Level 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>Membership to MAT cluster events</li> <li>Entrance to Cornwall Games</li> <li>Attendance to MAT cluster events</li> <li>Signposting outside clubs and competitions to children that are taking place on the weekends</li> <li>Cornwall Kwik Cricket</li> </ul>	<p>£550</p> <p>£500 (transport) £300 overtime so sports coach could accompany children £100 overtime to attend PE meetings</p> <p>NO COST</p>	<p>Children took part in the Cornwall School games including netball, cross country football, swimming, gymnastics</p> <p>These sporting opportunities have increased children's confidence which has had a positive impact on children's learning and behaviour.</p> <p>Children have developed a sense of belonging when competing as part of a team which has positively impacted on their social and mental well-being.</p> <p>Whole school were involved in the Cornwall Virtual Games during lockdown, encouraging a lot more physical activity this was during the lead up and week by the sports coach and other members of staff</p> <p>Kwik cricket competition through Cornwall Cricket allows the children to compete at a</p>	<p>To increase the number of children taking part in level 2 and 3 competitions and ensure that children who have yet to have had that opportunity are targeted.</p> <p>Develop inter-house competition within school that allows all children to participate</p> <p>Keep developing transport links with other schools to decrease the transport costs to events</p>

	Competition, Girls and Boys Team to be entered— <b>COVID DELAYED THIS</b>	<b>COVID DELAYED THIS</b>	cricket tournament. Skills developed through lunchtime club and also through Go Active sessions during the summer term	
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Please note due to Covid-19 approximately £2000 not allocated.

Signed off by	
Head Teacher:	Cassie Pamplin
Date:	28.7.20
Subject Leader:	Michelle Price and Suzanne Doble
Date:	28.7.20
Governor:	Elizabeth Gerrish
Date:	28.7.20