

# 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](http://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:



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£500
Total amount allocated for 2020/21	£20, 139.97
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,680
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	

## 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><b>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</b></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><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 2022.</p> <p>Please see note above</p>	95%
<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>	55%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	85%
<p>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?</p>	<u>Yes</u> See below

## 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:	Date Updated:		
<b>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</b>				Percentage of total allocation:	
				%	
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
MTA training and Year 5 play leader training to increase children's physical activity to at least 30 minutes a day.		<ul style="list-style-type: none"> <li>Key MTA's and Play Leaders to be trained to lead and manage lunchtime activities with KS1 and KS2.</li> </ul>		Part of PSSP see KI3 <ul style="list-style-type: none"> <li>Increasing the number of children taking part in physical activity during lunchtimes.</li> </ul> Impact: Year 5 play leaders were fully trained and organised games for infants, including targeted pupils. This increased the number of children taking part in physical activity and improved children's behaviour.	
Whole school 2 day skipping workshops to increase children's physical activity to at least 30 minutes a day.		<ul style="list-style-type: none"> <li>Key MTA's to attend skipping workshop and manage lunchtime skipping activities with KS1 and KS2.</li> </ul>		£565 <ul style="list-style-type: none"> <li>Increasing the number of children taking part in physical activity during lunchtimes.</li> </ul> Impact: MTA's confidence increased. More children taking part in physical activity during playtimes.	
				13.7	
				Sustainability and suggested next steps:	
				MTA's increased knowledge of leading physical games will continue throughout children's time at Elburton. Children will continue to actively participate in games during their lunchtimes through the encouragement of MTA's and the leadership club.	
				MTA's increased confidence in running small skipping group activities.	

To ensure playground equipment promotes and encourages children to be active throughout breaktimes and lunchtimes.	<ul style="list-style-type: none"> <li>Class set of skipping ropes in both KS1 and KS2 sizes for MTAs to use when leading daily skipping club.</li> </ul>	£240	<ul style="list-style-type: none"> <li>Increasing the number of children taking part in physical activity during lunchtimes.</li> </ul> <p>Impact: MTA's confidence increased. More children taking part in physical activity during playtimes.</p>	New equipment will encourage pupils to play more games and be active at lunchtime.
To ensure early years equipment promotes and encourages children to be active throughout the day.	<ul style="list-style-type: none"> <li>Purchasing 10 scooters/ bikes for use throughout the day in early years to ensure pupils take part in at least 30 mins physical activity daily.</li> <li>Purchase bike helmets</li> </ul>	£2000 Actual: 1785.99  £96.00	<ul style="list-style-type: none"> <li>Increasing the number of early years children taking part in physical activity during the day.</li> </ul> <p>Impact: Bikes and helmets have encouraged more children to take part in physical activity.</p>	New equipment will encourage pupils to play more actively during outside provision time.
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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:

%

27.2

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?:	Sustainability and suggested next steps:
Time for PE leads to organize and manage PE throughout the school  A broad and balanced PE curriculum/engagement in various levels of competition/celebration of participation.	<ul style="list-style-type: none"> <li>Write comprehensive development plans.</li> <li>Monitor the planning, delivery and assessment of PE</li> <li>Organise CPD</li> <li>Maintain the School Games Mark expectations and collate all necessary evidence</li> <li>Liaise with KS1 PE lead and</li> </ul>	£800 for 8 mornings	<ul style="list-style-type: none"> <li>Improving the quality of the PE experience of students</li> <li>Development plans</li> <li>Lesson observation and feedback notes</li> <li>Programme of CPD opportunities</li> <li>School Games Mark Evidence and Award</li> </ul> <p>Impact: TS attended full day of</p>	Knowledge and experience of PE lead will ensure that we are able to maintain comprehensive action plans, re-use existing formats for vital documents and templates for letters home etc.

	<p>PE Apprentice</p> <ul style="list-style-type: none"> <li>• Train KS1 lead in full REAL PE coordinator modules.</li> </ul>		<p>REAL PE training for CPD. Termly meetings were spent to liaise with the KS1 And KS2 coordinator, PE apprentice, liaise with the admin team and organise events each half term. Met with PSSP to help plan and develop new PE curriculum</p>	
<p>Hire a PE Apprentice to support the development and provision of PE and sports.</p>	<ul style="list-style-type: none"> <li>• Support teachers for PE and games in the afternoons. Work with targeted children on Fundamentals and ABC's.</li> <li>• Support PE Co-ordinator: <ul style="list-style-type: none"> <li>-Auditing and organising equipment</li> <li>-Evidencing for Kitemark, e.g. displays, photographs, social media etc.</li> </ul> </li> <li>• Run a club during lunchtimes (possibly change for life club - this may need to be in year group bubbles, half termly)</li> <li>• Support staff organising events and attend some of the PSSP events.</li> </ul>	<p>£4000</p>	<ul style="list-style-type: none"> <li>• Improving the quality of the PE experience of students</li> <li>• School Games Mark Evidence and Award</li> <li>• Change for Life club that is sustainable</li> <li>• Increase participation in Level 2 events; attend more Level 2 events</li> </ul>	<p>Apprentice will support increase in participation of level 2 competition as he will be able to attend the events.</p> <p>Impact: PE apprentice was trained in taking a small group for Change for Life Club. He also ran two after school clubs each week, increasing participation in extra-curricular activities.</p> <p>Organised and attend level 2 competitions.</p> <p>The apprentice supported class teachers in the delivery of games, and supported targeted children with fundamental skills and agility, balance and co-ordination skills.</p> <p>PE Apprentice audited and organised the PE shed and hall equipment on a regular basis.</p> <p>Next steps: PE Apprentice to have more involvement in evidencing kitemark award.</p>

To continue to promote REAL PE across the school, including during lockdown.	<ul style="list-style-type: none"> <li>Subscribe to the full REAL PE curriculum, including REAL PE, REAL Gym, Real Dance, Real Play, Real Foundations and REAL PE at home.</li> <li>Teachers will use Real PE at Home to support children to continue physical activity at home.</li> </ul>	£500	<ul style="list-style-type: none"> <li>REAL PE curriculum will continue to be implemented across the entire school.</li> <li>Children working from home will be able to access REAL PE at Home (tasks, including personal best challenges, will be set weekly to ensure progression and encourage children to continue their physical activity).</li> </ul>	Impact: Staff continue to use aspects of Real PE platform to support their planning and the delivery of PE.
To re-subscribe Jumpstart Jonny	<ul style="list-style-type: none"> <li>Subscribe to Jumpstart Jonny</li> <li>Teachers in KS1 will use this to continue to encourage 30 minutes of extra physical activity a day. These will be used as brain breaks between lessons as well.</li> </ul>	£59.00		

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	31.2	
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>Positively impact learning in PE</p>	<ul style="list-style-type: none"> <li>• PSSP employed to deliver bespoke CPD sessions for KS2 teachers.</li> <li>• Attend primary PE conference and access regular INSET's provided.</li> <li>• Subscription for PSSP 2021 – 2022</li> </ul>	<p>(£3182 paid from last years funding so £291.74 to pay this year)</p> <p>Actual: 4719.74</p>	<ul style="list-style-type: none"> <li>• Continued professional development for PE lead as well as wider school staff. Up-to-date relevant resources employed by staff to deliver PE.</li> <li>• Increased confidence levels will positively impact teaching and learning</li> </ul> <p>Impact: PSSP have supported in the planning and development of our new curriculum. PSSP coach has supported in CPD and delivery of the new curriculum.</p>	<p>Investing in staff is a priority as this will be our most sustainable resource. Staff confidence and knowledge will benefit all children in years to come. Continued affiliation with the PSSP will mean that we can access ongoing CPD and support.</p>
<p>Increase staff's confidence in delivering swimming lessons</p>	<ul style="list-style-type: none"> <li>• Swimming INSET delivered by professional swimming coach</li> <li>• Lifeguard training day for TA's</li> <li>• Hire a swimming coach to team teach swimming sessions and support staff with new curriculum planning</li> <li>• Swimming coach to provide top-up sessions for Year 5 and 6 non-swimmers</li> </ul>	<p>£65.40</p> <p>£524.90</p> <p>£825</p>	<ul style="list-style-type: none"> <li>• All teachers to attend staff INSET to improve CPD, knowledge and confidence in teaching swimming, making full use of the school's swimming pool in the summer term.</li> </ul> <p>Impact: fully trained lifeguards meant we could deliver curriculum using our school pool. CPD support teachers in using correct technique when teaching strokes etc. Trained coaches have given teachers better knowledge and confidence to teach swimming.</p>	<p>Investing in staff is a priority as this will be our most sustainable resource. Staff confidence and knowledge will benefit all children in years to come.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation: 23.5</p>

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:
Continue to introduce new sports activities encouraging more pupils to take up to be involved in physical activity	Premier Sports after-school club for KS1 and KS2 <ul style="list-style-type: none"> <li>Offer multi-sports clubs to KS1 to promote a wide range of sports, encouraging children to keep active and inspire them for lifelong physical activity.</li> <li>KS2 offer of alternative sports, such as fencing and ultimate Frisbee.</li> </ul>	£116 per week = approximately £3000 - £3500 (dependent on parental support – payment of £3 per session)  Actual: £3325	<ul style="list-style-type: none"> <li>Increasing participation in after school activities to year groups who in the past were not able to participate</li> </ul> Impact: 81% of KS2 have participated in extra-curricular sports clubs this year, with the help of premier sports 1x weekly club .	Celebrate participation in sport through whole school assembly presentations.  Increased participation across KS1 and KS2. Continue to offer this next year.
To arrange an athlete mentor visit to inspire children	<ul style="list-style-type: none"> <li>David King Tokyo Olympian visit to deliver KS2 assemblies and workshops to promote competitive sports and resilience needed for competition.</li> </ul>	£300	<ul style="list-style-type: none"> <li>Inspire children to pursue their sporting ambitions.</li> </ul>	Celebrate participation in sport through whole school assembly presentations.
To introduce Field Gun sessions to year 4 to encourage pupils into an alternative sporting choice.	<ul style="list-style-type: none"> <li>KS2 assembly and introductory workshops with all classes</li> <li>Junior Field Gun organisation- team building sessions with chosen year group 6 sessions with Field Gun lead,</li> <li>Purchase a Field Gun</li> </ul>	£1000	<ul style="list-style-type: none"> <li>Increasing participation in a broader range of sports and activities. Developing resilience and team building skills.</li> <li>Field Gun trainer will support School's field gun lead for 6 weeks, building their confidence to run the</li> </ul>	Celebrate field gun through assemblies and social media.  Continue this as an after-school club next year. Targeted group to attend the field gun competition in summer 2023.

			sessions in preparation for the competition in the summer term.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	4.4
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:
Increase the number of competitive opportunities for children of all abilities and age groups.	<ul style="list-style-type: none"> <li>Annual membership to the PSSP: target events offered by the PSSP to provide children of all age groups and abilities with the opportunity to compete.</li> </ul>	*PSSP cost in K13	<ul style="list-style-type: none"> <li>PSSP provide termly reports on the number of events attended. PE Coordinator will monitor engagement of all children throughout the year.</li> </ul>	Continued affiliation to the PSSP will ensure we are able to access a broad range of events and competitions. Positive experiences will likely lead to life-long participants.
After-school clubs with Premier sport 2x weekly to promote healthy competition.	<ul style="list-style-type: none"> <li>Premier Sports after-school club for KS1 and KS2, promoting a range of sporting activities and healthy competition.</li> </ul>	*See K14	<ul style="list-style-type: none"> <li>Opportunity for children to access healthy competition through after school club provision.</li> </ul>	<p>Display of clubs available to pupils in area</p> <p>Celebrate participation in sport through whole school assembly presentations.</p>
To order new Elburton athletics vests	<ul style="list-style-type: none"> <li>Athletics vest to be order in similar style to new sports kit</li> </ul>	£625	<ul style="list-style-type: none"> <li>Old athletics vest are worn and not all the same. We do not have enough for large teams who attend level 2 events</li> <li>New athletics vest will give a sense of pride and ensure all children of Elburton are part of one team.</li> </ul>	Impact: received July 2022, ready to use next academic year

To order equipment to use in new KS2 sports day and other competitive events	<ul style="list-style-type: none"> <li>• Audit current resources we have and order new equipment</li> <li>• Order resources needed to be able to run after-school clubs, and take equipment to level 2 competitions.</li> </ul>	£234.56	<ul style="list-style-type: none"> <li>• New equipment is necessary to be able to run our newly planned sports day</li> <li>• Staff need the appropriate equipment to be able to run their clubs and ensure high uptake.</li> </ul>	
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Signed off by	
Head Teacher:	 Keith Smithers
Date:	27/07/22
Subject Leader:	N Jones
Date:	27/07/22
Governor:	 Anna Clooke (Chair)
Date:	31/7/22