

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by





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](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 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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Pre Covid -19</p> <ul style="list-style-type: none"> • Park Cross Country – Year 3,4 5 & 6 – 19 children • Goal Getters after school club - Reception, Year 1 & 2 • Year 3 Multi Skills Festival – all children • Bratton Fleming Cross Country Festival – 31 children • 'Rising Stars in PE' Day – 5 Year 6 children • Year 5/6 Tennis Competition • Year 5 Sports Leadership Training – all children • Year 5/6 Sports Hall Athletics - 12 children • Year 4 Tarka Tennis Festival - all children • Devon Schools Ability Games - 9 children • Charity Swimathon - 32 children • Gliddon & Squire Cross Country League - Sundays • After School Netball Club – KS2 • North Devon Gymnastics Competition - 25 children • Sports Relief house group day – whole school • Nick Butter (Running the World 196) Final visit - whole school • 10 x swimming/ Gymnastics lessons @ ND Leisure Centre & Falcons Gymnastics for each year group (Reception/Year 1 Gym only). • 'Chance to Shine' cricket programme for year 5 & Year 4 children 	<p>During Lockdown</p> <ul style="list-style-type: none"> • Daily PE challenges posted on SeeSaw in video format, differentiated for KS1 & KS2 children. • Regular Facebook posts encouraging children to take part in physical activity e.g. ideas for parents to get their children active, sponsored events. • Devon Games Virtual competitions e.g. running, dance, sportshall athletics etc. <p>Post Lockdown</p> <ul style="list-style-type: none"> • Pupils to come into school in PE kit on the day they have PE. • Pupils to sanitise hands prior and straight after their PE lesson. Hands to be washed after as well. • Ensure pupils remain in consistent groups where possible. • Sports equipment is to be thoroughly cleaned between each use. • Separate playtime equipment for KS1 & KS2 • Contact sports are avoided • Prioritise outdoor sports where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying attention to cleaning and hygiene. • Split large groups into smaller ones when taking PE indoors. • PE specialist to deliver PE lessons using minimal equipment and avoiding contact sports. • Hold Devon Games Virtual Events in school to provide competition across a range of Sports. • Chris Farr & James Kemp to visit school to provide 'Rising Stars', 'Sports Leadership', Year 3 Multi Skills and cricket programmes.

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

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.	
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 2020.	81.82%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	54.55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81.82%
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

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 COVID -19		Total fund allocated: £16,900	Date Updated: 01/10/2020	
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:
				20%
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:
Increase the range of physical activity at lunchtime and after school for all pupils. Introduce pupils to sports they have yet to experience.	Training for Young Leaders (Yr 6 pupils) to lead play games at lunch. Young leaders to organize and run KS1 festivals. MTA employed to supervise and facilitate active lunchtime everyday. Additional lunch+ after school clubs run by specialist teacher. Taster sessions organized through local clubs etc. Signpost to local activities such as Junior parkrun.	Park SLA (£2808) MTA (Active Leader trained) PE Teacher (£14,032)		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
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:
Use sport and PE as a vehicle for teaching about the school's values. Whole school activities to raise the profile of physical activity	Weekly assemblies which use sports heroes delivered by specialist teacher. Programme of school visits and links. Create a programme of termly whole school activity or PE themed days.	PE Teacher (£14,032)		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
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:
Improve the quality of teaching in PE lessons.	Initially, high quality lessons taught by a specialist PE teacher across a broader range of sports. Over time, the specialist teacher trains staff across the school through co-teaching, coaching and staff training. Deliver termly CPD to Teachers and TAs in delivering PE across the curriculum (practical & resources). In addition, provide MTAs and play leaders with ideas for active lunchtimes and breakfast & after school clubs. Provide Teachers and TAs the opportunity to observe PE lessons. Observe teachers teach PE followed by professional dialogue.	PE Teacher (£14,032)		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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:

Engage with local sports festivals to promote love of range of sports Yearly residential for Year 3,4,5 & 6 A platform for outdoor learning for every child in the school.	Yearly residentials to be organized to promote personal development through adventurous activities. Each year group to take part in a half termly range of exciting activities that develop their self-confidence and self-esteem. Examples of this are campfire building, using tools and developing outdoor crafts.	Park SLA (£2808) PE Teacher (£14,032) Wild Tribe Practitioner		
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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 Key Stage 2 pupils have access to local tournaments and competitions. Increase intra school competition.	Purchase SLA with Park School Create additional competition with local Ventrus schools including Bratton & Ashleigh.	Park SLA (£2808) PE Teacher (£14,032)		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Luke Day
Date:	01/10/2020
Governor:	
Date:	