

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

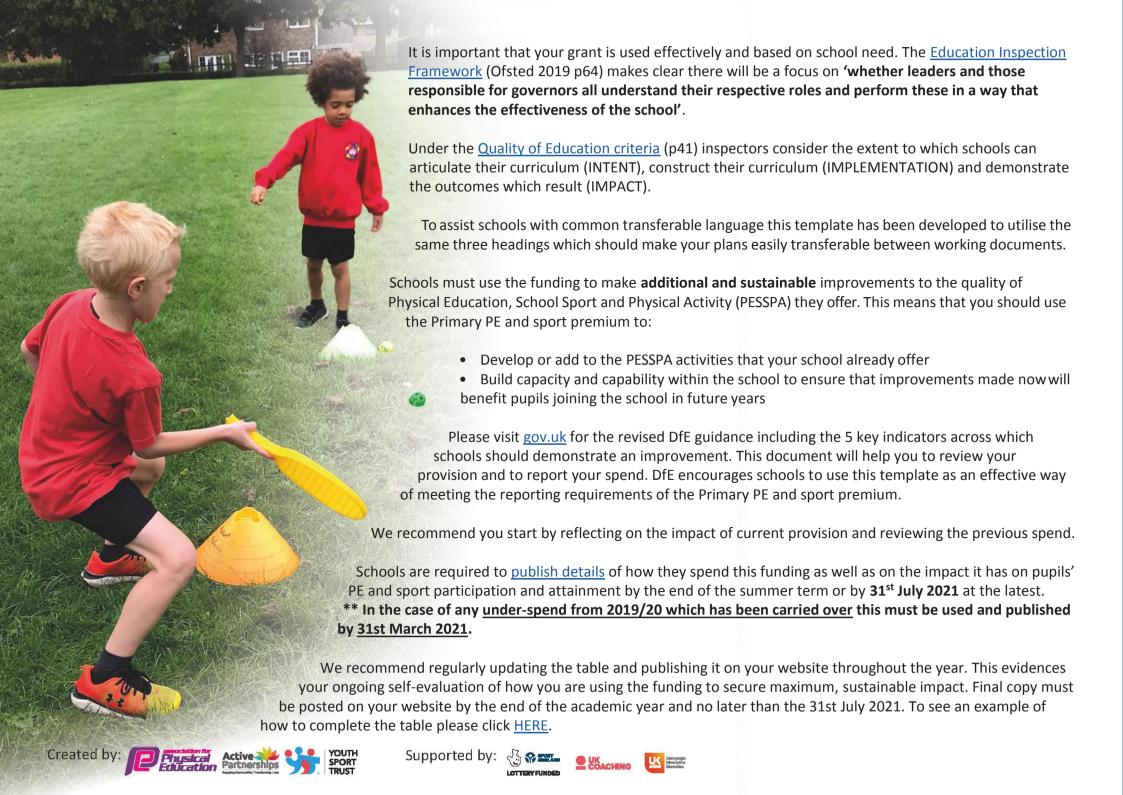


Department for Education

Created by







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:
The use of Sports Coaches to engage with children with Sports activities during lunch times breaks – increased to 3 days per week. Coaches were working with a range of	Increase the Sports Coaching lunch time session from 3 to 5 days per week. Swimming for the Year 5 cohort (current Year 6) due to take place in May 2020 was
children from across the school offering a wide range of team sports to participate in.	cancelled due to the Covid19 pandemic. The priority will be for the Year 6s (2020-21) to participate in Swimming sessions (some concern that Plymouth Life Centre is
Sports Coaches to support the teaching of PE across KS1 & KS2. This allows the school to have access to resources, support staff, teacher training opportunities, festivals etc.	currently being refurbished and is not due to open until April 2021).
This directly affects the pupils' participation rates.	Introduce the Daily Mile to KS1 & KS2 cohorts.
Increase in after school clubs led by PE Sports Coaches to engage children from KS1 and KS2.	Using Outdoor Education (Spirit of Adventure) to increase children's outdoor activity, while supporting well-being, self- esteem and resilience and collaboration.
Purchase of additional PE resources to widen the variety an opportunities to take part	
in different sporting activities.	Sailing activities for Year 4 – Year 6 (aged 8 plus)
	Forest School.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO * Delete as applicable

If YES you <u>must</u> complete the following section If NO, the following section is not applicable to you











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: 11.11.20		
What Key indicator(s) are you going to foo	cus on?			Total Carry Over Funding: £8235
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 reengagement 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?	80%
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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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 – due to Covid19 we were unable to have additional lessons for the Year 6s who were unable to swim the 25m distance 2019-20













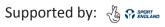
Action Plan and Budget Tracking

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: £25,335	Date Updated: November 2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils				Percentage of total allocation:
undertake at least 30 minutes of physical act	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:
Daily Mile To engage pupils in positive physical activities at playtimes and lunchtimes.	Introduce the Daily Mile into trial classes (Year 3/4/5). Establish an effective route — Spring 1 2021. Playground markings for a walk/run a mile route on the school site through Pentagon Play.	£1820 + VAT £310 + VAT (VAT = £426) TOTAL = £2556	Daily Mile has grown and is now completed every day. The person who puts in the most effort is awarded the trophy which is theirs to keep for that day. Pupils engage more positively at playtimes and lunchtimes, increased participation and activity levels but a reduction in accidents.	Daily Mile to be walked/run by KS1 & KS2 PE subject leader to engage MTAs in training opportunities. Ensure completion of 'positive play' online training for MTAs.
Key indicator 2: The profile of PESSPA being	raised across the school as a tool for whole	school improvemen	t	Percentage of total allocation:
				80%
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:











To raise the profile of sport and encourage children to be active. Improve activity levels and develop fundamental movement skills through the delivery of quality PE lessons.	PE Coaches will deliver high quality physical activities during the lunch break. PE Coaches to deliver after school sports club sessions – dance, yoga etc.		Children will be taking part in active lunch break sessions, increasing their daily physical activity. Children will be taking part in active after school sessions, increasing their daily physical activity.	There is an increase in the daily physical activity of the children.
To upskill areas of development for teaching staff in the planning and delivery of high quality Physical Education.	The PE Leader and class teachers worked with specialist teachers every week to observe a variety of sports and team-teach in a supportive, constructive environment.		Teaching staff have gained confidence and expertise in planning and delivering high quality physical education in areas they were not before. Children across the Primary have accessed sport-specific learning, raising the profile of PE and enjoyment of a range of sports.	curriculum.
Quality resources are used; pupils continue to receive quality provision in curriculum PE and extra-curricular sport.		£2249		













Rey marcator 3. mereased confidence, known	edge and skills of all staff in teaching PE and	d sport		Percentage of total allocation:
				Included in KI 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:
To upskill areas of development for teaching staff in the planning and delivery of high quality Physical Education.	The PE Leader and class teachers worked with specialist teachers every week to observe a variety of sports and team-teach in a supportive, constructive environment.		Teaching staff have gained confidence and expertise in planning and delivering high quality physical education in areas they were not before. Children across the Primary have accessed sport-specific learning, raising the profile of PE and enjoyment of a range of sports.	Class Teachers are skilled in the delivery of all aspect of the PE curriculum.
Key indicator 4: Broader experience of a rang	ge of sports and activities offered to all pupi	ils		Percentage of total allocation:
Key indicator 4: Broader experience of a rang	ge of sports and activities offered to all pupi	ils		Percentage of total allocation: 9%
Key indicator 4: Broader experience of a rang	e of sports and activities offered to all pupi	ils	Impact	_
		Funding	Impact Evidence of impact: what do	_
Intent	Implementation		·	9%
Intent 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: Additional achievements: Every child to have a team building and problem solving, bush-craft and outdoor cookery Outdoor Education activity day with Spirit of Adventure outdoor education specialists.	Implementation Make sure your actions to achieve are linked to your intentions: Spring Term 2 – 4 classes in 1 day (Y2 to Y6) Team Building & Problem Solving Spring Term – Year R & Year 1s Team Building & Problem Solving. Summer Term 2 – 4 classes in 1 day (Y2 to	Funding allocated: £300 + VAT = £360 £300 + VAT = £360	Evidence of impact: what do pupils now know and what can they now do? What has	9% Sustainability and suggested

























Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
				%
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	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
To raise the profile of competitive sport through PE lessons, after school and lunch time sessions. For the school to train teams for a range of competitive sports to play in friendly competition with other schools in the locality.	Through District Sports Coaches, children are identified and selected to take part in a team competitive sport. Sports Coaches to arrange inter school competitions.	Indicator 2 funding.	Children will have the opportunity to take part in and develop skills required to work as part of a team in competitive team sports. Experience representing the school in competition with other schools in the locality.	Build a network of contacts with PE coaches across schools in the locality. Annual Sports events inter schools.

Signed off by	
Head Teacher:	Rachel Summers
Date:	30.10.20
Subject Leader:	Rachel Summers
Date:	30.10.20
Governor:	Lara Sinclair
Date:	16.11.20











