



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
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Created by:  **association for Physical Education**  **YOUTH SPORT TRUST**

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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
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"> ● Attendance at school clubs ● Outdoor Learning is on timetable weekly for all children and additional off site opportunities of all through year ● Participation and successes in competitive events ● High quality delivery of PE sessions through specialist teacher delivery ● Active breaktimes and lunchtimes with targeted support for hard to reach groups ● Introduction of parkour ● Resources available ● Priority on healthy life styles and physical activity to meet needs of community ● Knowledge of school staff ● AFPE award prepared for but postponed due to Covid 	<ul style="list-style-type: none"> ● Creative thinking to ensure competitive sport carries on post pandemic in its various forms. ● Develop the role of the sports council and sports captains to include leading sections of sports sessions/ PE lessons ● Develop specialist PE teaching in to Key Stage 1

Meeting national curriculum requirements for swimming and water safety.	
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.	97%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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

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: £		Date Updated: July 2020	
<p>Key indicator 1: 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</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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<p>All children have the opportunity to participate in physical activity at lunchtime and playtime</p> <p>Target less active children to participate in physical activity at break times</p> <p>To make sure clubs are available after school so that all children from R-6 have opportunity to participate on daily basis</p> <p>Make sure that timetable includes</p>		<p>Employment of a sport apprentice to lead the activities, record and encourage those who do not come to take part.</p> <p>Sport apprentice to target those children not taking part in regular sessions. Registers used to record participation and apprentice and coordinator discuss actions.</p> <p>Wide range of after school clubs offered to all year groups. Specific focus on less active children both intra and inter school (Panathlon)</p> <p>Weekly PE & Outdoor Learning</p>		<p>£4993.50 apprentice costs</p> <p>£900</p> <p>Additional Level 3 coach as TAS 6 months 2 hour 5 days a week lunch time and after</p>	
				<p>Ratio of staff to pupils is reduced so that skills development is improved. Children showing an increase in their confidence of basic skills.</p> <p>Clubs every playtime and lunchtime</p> <p>All Key Stage 2 children assessed against basic skills showing that targeted children given additional time with the PE apprentice to improve these skills (Target tracking)</p> <p>All children in all year groups offered weekly extra curricular clubs. Club participation remains extremely high. Children</p>	
				<p>Sustainability and suggested next steps:</p> <p>Continue to deliver in this way throughout 2020 - 2021</p> <p>A new PE apprentice to be appointed and the retention of a qualified PE apprentice from last year to further reduce staff to pupil ratios.</p> <p>Repeat assessment of individuals against basic skills to highlight and target individuals to make them physically literate. Top up sessions for those targeted children to be repeated again in 2020 - 2021</p>	

<p>both PE and Outdoor Learning for all year groups</p>	<p>timetables for all children with subject specialists.</p>	<p>school</p>	<p>reported in learning forums that they were more resilient and their collaborative skills have improved.</p>	<p>Develop use of sports board to promote and celebrate monthly challenge winners (Sports Apprentice to be responsible for this)</p>
<p>Keep records so that all children are actively encouraged to take part in Daily Challenges such as skipping and walking</p>	<p>Children targeted to take part in daily activities/ Monthly Arena challenges, daily skipping and running challenges (daily mile).</p>	<p>Apprentice costs</p>	<p>Wide range of in school and across partnership winners celebrated and successes often for individuals with individual skills receiving kudos and recognition (skipping winners, star jump champions, shuttle run records broken by a boy and a girl in KS 1)</p>	<p>Children given additional opportunities to represent the school in swimming competitions</p>
<p>Swimming delivered to Year 3 cohort daily for three weeks First week basic and then additional extension and diving opportunities</p>	<p>High numbers of children attaining standard after first week of intensive sessions</p>	<p>300</p>	<p>High numbers of children leaving the school meeting National Curriculum swimming expectations. Other more competent swimmers were given opportunities to dive and to represent the school in a range of</p>	<p>Additional top up swimming sessions to continue</p>
<p>Other catch up sessions planned and delivered for those children not meeting end of Key Stage expectations, or needing stroke development</p>	<p>Additional children who had not attained the end of Key Stage 2 standard had time to do this with 97% of the cohort achieving the standard.</p>	<p>£234</p>	<p>across county and inter county competitions. Children joining diving club after additional opportunities</p>	<p>Zero Gravity bookings for Parkour and gymnastics to continue 2020-2021</p>
<p>More able and competent swimmers given sessions and opportunity to try diving.</p>	<p>Children developed skills and a love for diving that meant a number of the cohort attended additional sessions.</p>	<p>300</p>	<p>A number of children continued with sessions after school taster sessions.</p>	<p></p>
<p>Sessions booked at Zero Gravity Gymnastics centre to provide parkour sessions for pupils</p>	<p>Targeted children's body control and core balance improved</p>	<p>300</p>	<p></p>	<p></p>

		£300		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:
Subject specialists teaching across KS2 The regular promotion of physical opportunities through assemblies and newsletters Board in hall to promote School Games Captain Further Development of Sports Council through House Captains	Weekly PE sessions being run by subject specialist teachers with support from sport apprentices. Weekly sporting updates in the school newsletter. Successes and participation rewarded and celebrated both here and in class and whole school celebration assemblies. Celebrations also include children's outside sporting interests and successes. House captains and sports captains play a vital role in organising inter-house competitions. Deciding on focus and format of events, selecting teams and managing the events across year groups.	£7530	100% of children in KS 2 received high quality delivery of the PE curriculum led by experienced adults. Children's sporting achievements celebrated in every form both in and out of school raised the profile of school sport in the community and increased the wellbeing and confidence of those children highlighted. Our pupil voice has a direct impact on how we run intra-school sporting events. This ensures by-in from pupils and develops a sense of belonging and collaboration. Participation levels are 100% during these	Continue this throughout 2020 - 2021. Develop the sports board to show examples of recent newsletter sporting reports. Develop the children's own sports report writing Continue to grow the responsibilities of the sports captains and the sports council

<p>Prioritise physical exercise and well being promoted regularly</p>	<p>The school is an active school with physical education in all its forms being championed by staff and pupils. Designated teaching time ring-fenced with the use of in house and additional staff to ensure high quality delivery and provision.</p>	<p>Staff costs above</p>	<p>events. See above</p>	
<p>Organise and deliver our annual Health, Safety And Fitness Week</p>	<p>Our annual Health, Safety and Fitness week took place during June 2020. Which included those 110 children in school and those other children who were still home schooling taking part in the Cornwall Virtual Games.</p>	<p>Google meets and Phone calls to encourage those off site</p>	<p>Children had the opportunity to be physically active and compete against their peers and themselves during a week of school sporting challenges with a different focus each day (tennis, volleyball, bowls, dance, running, sports hall athletics events took place as part of the Cornwall Virtual School Games.</p>	
<p>Further develop activity in other curriculum areas so that children benefit from physical activity in maths, English etc</p>	<p>Physical activity carried out during curriculum time in addition to designed break, lunch and PE teaching sessions. For example; maths orienteering, times tables speed challenges involving running and problem solving.</p>		<p>The school is blessed with a huge amount of outside space (fields, paddocks, a fully functioning farm, growing areas, an orienteering course, nature trail, 2 wildlife ponds and a poly tunnel) Children have had the opportunity to use all these spaces to enhance their learning all year, but particularly during the past 2 months.</p>	<p>Areas to continue to be timetabled from September to ensure the best use of our wonderful school grounds to promote physical and mental wellbeing.</p>
<p>Use maths trails and courses on grounds</p>	<p>Maths trails used regularly by staff within the school grounds.</p>			
<p>Outdoor learning given a high priority since lockdown, with areas of the school designated for daily outdoor learning experiences##</p>	<p>The school has a wealth of outdoor spaces and these have been timetabled and used extensively since the start of lockdown and on our transition back to school during June & July</p>			

<p>Additional TIS (Trauma Informed Schools) sessions for every child on return from lockdown. The school employed an additional adult to release 2 TIS trained staff to hold sessions throughout the day for 8 weeks.</p>	<p>All children returning to school in June were given sessions on a regular basis with our 2 TIS trained members of staff to promote their physical and mental wellbeing. Children made a very positive return to school and anxieties were lessened due to this approach and support we were able to offer them.</p>	<p>£1000</p>	<p>Areas set up have benefitted all children's emotional wellbeing on their return to school. These areas will continue to be used into the next academic year.</p>	<p>Continue additional TIS provision during the Autumn term for those children who will be returning to school for the first time since March.</p>
<p>Development of outdoor TIS spaces from small group work. This helped to support staff and pupil welfare.</p>	<p>Our two TIS practitioners developed two outdoor areas to enable them to take groups of children and individuals on their return to school in June.</p>	<p>£250</p>	<p>See above</p>	
<p>Additional TIS support for those children during the height of lockdown via Zoom sessions. Resources purchased to support this.</p>	<p>TIS staff signposted parents and families in need of additional support during lockdown to outside services. Staff also available out of hours during lockdown for parent support</p>	<p>£100</p>	<p>See above</p>	
<p>Playpod used to promote creativity and physical activity on a daily basis.</p>	<p>Children encouraged to use the extensive playpod equipment to create their own physical and creative games. Staff actively encourage during these sessions.</p>	<p>£750</p>	<p>Children given the opportunity to be creative and their play is celebrated by staff during playtimes and this equipment is used extensively during outdoor learning sessions run by the subject specialist.</p>	<p>Continue to replenish equipment and ensure staff training is rolled out to new members of staff.</p>

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:
Sports Coaches to work with staff in school to develop their knowledge and confidence in delivery to improve pupil outcomes	External coaches from Plymouth Argyle, Plymouth Raiders, Cornwall Cricket, Zero Gravity Gymnastics work alongside teaching staff to deliver specific programmes. Upskilling staff and improving pupil outcomes.	Total £1780 Golf planned but not completed due to COVID £500	Children have benefitted from all of the above mentioned collaborations with outside coaches, as staff have been upskilled and equipment purchased to ensure this is sustainable going forward. This has also enabled the school to provide the extensive extra-curricular opportunities it has been able to sustain this year.	The school has already secured the services of a new sports apprentice for next year with a dance coaching background. This will enable the school to offer much more in-house dance for curriculum and extra-curricular sessions
Development of apprentice skills to support curriculum delivery and extend opportunities for pupils	Apprentices carry out training working alongside PE subject specialists, for PE. Apprentices attend Arena run development courses in dance/ ball skills/ gymnastics/ invasion games		Due to the COVID 19 pandemic further developments were shelved. These will be revisited during the next academic year.	
Train school direct students by working alongside Subject Specialist	Schools direct students shadow specialist teachers both in-house and external coaches to improve quality of delivery			
Use subject specialist teacher to teach across KS2 and look at ways to extend into KS1	PE subject specialists teach all KS 2 PE on a weekly basis.		See above	
Additional training for staff	Staff worked alongside outside		See above	

<p>undertaken for Outdoor Learning</p> <p>A sports coach was appointed by the school during the transition back to school to ensure children were taking part in physical activity each day.</p>	<p>providers during school residential</p> <p>Sports coach planned and delivered daily PE and physical activity sessions throughout the transition back to school in June. They worked with others in bubbles to extend skills</p>	<p>£1400</p>	<p>See above</p>	<p>Continue to extend</p>
<p>Outdoor ED team to work with staff extending skills and support year six during transition to school and preparation for 7</p>	<p>Full day in July to help closure and well being</p>	<p>£300</p>	<p>See above</p>	
<p>Sports apprentice trained to support daily physical lessons across both Key Stages.</p>	<p>Sports apprentice timetabled to support during every PE session within curriculum time and also during after school, break and lunchtime physical activity and enrichment afternoons</p>		<p>See above</p>	
<p>Staff worked alongside Outdoor Education providers to develop additional skills for use on the school site.</p>				
<p>Apprentices and Teaching assistants working alongside gymnastics providers to increase levels of confidence.</p>	<p>Staff upskilled by supporting specialist coaches brought in. Two teaching assistant apprentices ran Key Stage 1 and Key Stage 2 gymnastics clubs during enrichment and extra curricular clubs.</p>			
<p>Teaching staff working alongside Dance practitioners to upskill themselves in delivering dance.</p>	<p>Staff more confident to lead dance sessions. Children in school during the summer term benefitted from bespoke dance sessions during the</p>			

<p>Work with Chance to Sign Cricket Scheme so that two TAS are able to extend provision in summer-year 2</p>	<p>Cornwall Virtual School Games, and as a regular wake up shake up at the starts of days and individual sessions.</p> <p>Training occurred and year two children enjoyed the block of activities. Club not help in summer due to COVID but bubbles gained from modified activity</p>			
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements:</p> <p>Wide range of clubs to be planned use of Sports Council and Learning Forums to gain ideas. Intra-school</p> <p>Development of parkour to enthuse learners and extend range</p>	<p>The Sports Council planned inter-house events. Learning forums used to garner wider participation levels and shape the future development of intra-school competitions for the remainder of the year.</p> <p>Zero Gravity facilities used for extra sessions involving hard to reach children</p>	<p>Staffing and apprentice costs</p>	<p>First two term's events took place with 100% participation in inter-house festivals and competitions. All KS2 children had the opportunity to take part in these festivals and a feature of this was a real increase in the collaboration and teamwork shown by the sports council members in organising and supporting their teams.</p>	<p>Explore talents of schools direct students and additional adults in the school to further extend the extra-curricular offer available to all children. (Zumba, Yoga, etc)</p> <p>Continue to develop the great work started over the past two years in the Saltash schools PE cluster in organising a wide</p>

Further develop golf and bowling opportunities planned	Bowls and Golf sessions planned for the summer term 2020 (Due to COVID 19 - these were postponed)		Cancelled due to COVID 19 - however school pupils trialled the 'Just Bowl' materials during the summer term, leading to an increase in skill levels for those children in school during the lockdown period.	range of sporting opportunities across both Key Stages and a varied range of sports.
Extend table tennis through lunchtime clubs	Equipment purchased and children encouraged to participate during lunchtimes		Children signposted to local table tennis clubs through newsletter and links to Joola (a local table tennis club are well established)	
Development of girls football	Girls only football training sessions and girls team played a number of cup and friendly fixtures			
Look at Junior Ten Tor opportunities so that all year six experience	Junior Ten Tors experience planned for all year 6 (postponed due to COVID 19)		12 girls had the opportunity to represent the school at football during the year, 2 are now playing for local teams as a direct result of this.	Utilise the skills of a teaching assistant to run a specific weekly girls football training
Overnight Outdoor experience to develop collaboration and resilience of all pupils from YR3-6	Every pupil in Year 3-6 took part in a two day, one night residential experience.	£1000remainder parental contributions	All Key Stage 2 pupils took part in bush craft, abseiling and a kayaking expedition during Autumn term residentials.	Continue to work with external providers when the time is right, to enhance our residential experiences for children
Three night extension for Year 5 to include water based activities	Year 5 planned additional summer residential trip (postponed due to COVID 19)			
Give children opportunity to participate in Grass Track Cycling	Grass Track Cycling competitions took place during the Autumn term but additional days were booked for the end of the Spring Term. (Postponed due to British Cycling pulling funding from coaches)	Mini bus costs		
Rock climbing				

<p>Club Links are well established with many local clubs.</p> <p>Zumba and yoga sessions delivered by staff during lock down</p>	<p>The school entered teams into the annual rock climbing competition (Cancelled due to COVID 19)</p> <p>The school signposts children to many external providers. These include; Saltash rugby club, Saltash bowls club, Plymouth Diving, St Mellion Golf Club, Plymouth Leander / Caradon and Devonport Royal swimming clubs, Plymouth Raiders, Plymouth Argyle, Tideford Cricket Club, Zero Gravity gymnastics & parkour, Joola table tennis club. Plymouth Schools' Football Association</p> <p>Members of staff with experience teaching yoga and Zumba were delivered daily during the height of lockdown and during the transition phase in June - July.</p>		<p>Pupils are well aware of outside opportunities to take part in organised sport and how to go about contacting these clubs. The school has well established links with these clubs.</p>	<p>Continue to provide club links to those children keen to do so. Explore links with other local clubs; karate, judo, taekwondo.</p> <p>Employ dance specialist to extend dance provision including street dance in 2020-2021</p> <p>Use the videos made as part of google classroom provision</p>
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Key indicator 5: Increased participation in competitive sport				
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:
Work collaboratively with PE coordinators in locality to organise inter school competitions	Extensive range of extra curricular competitive sport involving all year groups across a wide range of sports planned and delivered (during Autumn & Spring terms)		From September 2019 to March 2020. The school has continued to enter teams into competitive competitions in the following sports; Netball Tournaments 5 Cross country league runs & the Landrake Run. 36 different children represented the school in these league runs with over 80 taking part in the Landrake Run.	In line with guidance ensure programme is built and extended to incorporate festivals and multi skills for KS1
Join Arena and participate in all available festivals and competitions	All available festivals, 1 off competitions and school games qualifiers entered.		Grass Track Cycling (Year 5 and Year 6 teams) Girls Football (league and cup competitions entered) Football (3 cups and local league entered A & B team played matches)	Employment of previous sports apprentice and new sports apprentice to add capacity and ensure all can represent school and participate
Encourage pupils to participate regularly in cross country so that as many KS2 children participate in Landrake run with other 500 children from locality	Over 60 weekly participants in cross country club (Y2 - y6) Between 80 and 100 children took part in school organised Landrake Run (took place in March 2020)		Sportsability Festival (Bronze Medalists) Basketball Saltash Cluster Festivals. Swimming Galas (3 separate events)	Use additional trained staff to extend further and to provide high quality practice for hard to reach and targeted groups to motivate and ensure participate
Use Sports Apprentice to support the preparation of children and supervision of additional teams at events so more children can participate	Sports apprentice accompanied teaching staff to events to enable more children to participate in inter school competitions (b & c teams entered in many competitions)		Sports Hall Athletics (Year 3&4 and	
Lease minibus so that the transport	Minibus used at least weekly for	£408 per month		

<p>barrier is removed and all events can be attended</p> <p>School organised Landrake Run</p> <p>Bowls and Golf training sessions planned to be delivered during the summer term.</p> <p>Children in school during lockdown had the opportunity to take part in in-house competitions in bowls.</p>	<p>children to participate in additional events.</p> <p>Over 600 children from schools across the whole of South East Cornwall and West Devon took part</p> <p>(These events were cancelled due to COVID 19)</p> <p>Children given the opportunity to trial 'Just Bowl' materials and feedback to its creator on their feelings about this.</p>	<p>Plus insurance</p>	<p>Year 5&6 teams both qualified for Cornwall Spring Games Finals) (Cancelled due to COVID 19)</p> <p>Hockey Festivals (1 took place, 1 postponed due to COVID 19)</p> <p>Tag Rugby Festivals A & B teams</p> <p>Orienteering Events (1 took place, 2nd postponed due to COVID 19)</p> <p>Badminton taster day aimed at Year 4 and further competition in Saltash Cluster.</p> <p>Cornwall Virtual Games - daily activities completed by children in school and those homeschooling. (Gold Medal Year 3 volleyball, Bronze Medal Year 4 volleyball)</p> <p>Teams (Year 3 & 4 and Year 5 & 6) had already qualified for the Sports Hall Athletics Cornwall Spring Games finals which were cancelled due to COVID 19.</p> <p>The school had already entered a wide range of cricket, orienteering, athletics, hockey and tag rugby events that were cancelled due to COVID 19</p>	<p>Look at opportunities to extend as before lockdown used very frequently</p>
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Head Teacher:	Julie Curtis
Date:	20/7/20
Subject Leader:	Richard Arundell
Date:	20/7/20
Governor:	Brian Hassel
Date:	20/7/20