

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.



Created by:  association for Physical Education  YOUTH SPORT TRUST

Supported by:  SPORT ENGLAND  Active Partnerships  
LOTTERY FUNDED Empowering Communities, Transforming Lives

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, including any under-spend from 2019/2020, 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 2021** 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 2021. To see an example of how to complete the table please click [HERE](#).

 association for Physical Education  YOUTH SPORT TRUST

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>❖ The school has been successful in its re-application for the AfPE accreditation award. The school was awarded a distinction in March 2021.</li> <li>❖ The school has maintained high participation levels in daily sport and well-being activities run and delivered in bubbles throughout the year, pre, post and during the January - March 2021 lockdown. Children took part in daily physical activity that was part-organised staffed through the additional staff the PE and Sport premium grant enabled us to do.</li> <li>❖ The school was extremely proactive in organising inter bubble events and posting daily online physical challenges and sporting workouts throughout the lockdown.</li> <li>❖ The school has continued, where Covid protocols were met, to engage the children in high quality delivery of PE and sporting opportunities - Project Touchline (6 week block of Rugby coaching) and 4 dedicated days of golf tuition from the St Mellion club's professional golf coach &amp; visits to Zero Gravity gymnastics for all year groups 1-6.</li> <li>❖ The Year 3 pupils also completed a 1 week intensive swimming block in May 2021.</li> <li>❖ Top Up week as well to boost non swimmers in year 3</li> <li>❖ The school has begun the 'Girls Active Programme' with a year 5 cohort of girls going through the training. The school has also carried</li> </ul>	<ul style="list-style-type: none"> <li>❖ The opportunity to carry out top up swimming for those children in our Year 6 cohort, who did not meet the National Curriculum standard was not possible during this academic year as pool time was unavailable to book.</li> <li>❖ Creative thinking to ensure opportunities for children to participate in competitive sporting events may need to continue into 2021-2022. The school has been proactive in ensuring inter bubble events took place throughout the year, as well as many opportunities to part in county-wide virtual challenges and competitions.</li> <li>❖ Continue to develop the role of the sports council - post pandemic</li> </ul>



<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 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 2021.</p> <p>Please see note above.</p>	97%
<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>	97%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	97 %
<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>	Yes (we planned to, but due to COVID and lockdown restrictions no additional top-up year 6 swimming sessions could be booked.

## 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

Academic Year: 2020/21	Total fund allocated: £	Date Updated:		
<b>Key indicator 1:</b> 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:	
			%	
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>❖ All children have the opportunity to participate in daily physical activity at playtimes and lunchtimes. The daily well-being slots have also targeted each class.</li> <li>❖ Less active children have been actively targeted to participate in physical activities at break and lunch times.</li> <li>❖ Make sure clubs are available for each bubble from Y1-Y6 on a daily basis.</li> <li>❖ Timetabling of spaces to</li> </ul>	<ul style="list-style-type: none"> <li>❖ Employment of a sports apprentice to lead activities. In addition to this a sports TA has also been appointed with a remit to lead PE based well-being slots on a daily basis.</li> <li>❖ Sports apprentice actively targets less active children both in break and lunchtimes and also in PE lessons.</li> <li>❖ Wide range of sports well-being slots available staffed by PE lead, sports apprentice, PE TA and also schools direct student teacher with sporting qualifications.</li> <li>❖ Weekly and daily PE</li> </ul>	£6429	<ul style="list-style-type: none"> <li>❖ Ratio of staff to pupils is reduced allowing skill development of those less active or less confident in their own abilities to take place.</li> <li>❖ All KS2 pupils continue to be assessed against basic skills showing that targeted children receive additional 1:1 and small group coaching and support</li> <li>❖ All children in all year group bubbles take part in well-being slots in dance &amp; a range of PE and games slots during 1pm - 1:40pm daily well-being slots.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Continuation of this form of delivery in 2021-2022. PE apprentice scheme to be continued and the retention of a specialist sports TA to support the coordinator so that staff/pupil ratios are maintained going forward.</li> <li>❖ Assessment data used to help identify areas of weakness and target those individuals with poor basic physical literacy to continue. Top up swimming sessions also to take place (if pool time can be</li> </ul>

<p>ensure best use of hall, field and playground space for delivery of PE.</p> <ul style="list-style-type: none"> <li>❖ Swimming delivered to the Year 3 cohort in an intensive block of five one hour long sessions at Saltash during the first half of the summer term. (it was not possible to book pool time due to COVID for additional catch up sessions this year)</li> <li>❖ Top up week for those non swimmers after initial block</li> <li>❖ More able and confident swimmers were taught rescue and life saving techniques.</li> <li>❖ Gymnastics sessions booked at Zero Gravity Centre to provide parkour and gymnastics coaching.</li> <li>❖ Coaches from Zero Gravity came into school from March to May to work with class bubbles (Y1-Y6)</li> </ul>	<p>timetables ensure space is best used throughout the week to support PE delivery and progressions.</p> <ul style="list-style-type: none"> <li>❖ High numbers of the children attaining the national curriculum 25 metre standard within the intensive swimming block.</li> <li>❖ Children's confidence in this aspect was given time to develop and improve.</li> <li>❖ Children who had been less active during lockdowns were given opportunities to develop their physical literacy through these sessions, along with their peers.</li> <li>❖ Gymnastics teaching was high quality and developed for each year group over a number of sessions. These sessions allowed less confident practitioners to observe high quality teaching</li> </ul>	<p>£1454</p>	<ul style="list-style-type: none"> <li>❖ Learning forum feedback and feedback from the Girls Active Survey of KS2 pupils suggests that children are more resilient and have a genuine love of PE in our school.</li> <li>❖ More confident swimmers were given additional opportunities resulting in them having pathways open to further swimming and surf life-saving clubs.</li> <li>❖ Children have been given opportunities to continue with Parkour and gymnastics sessions as pathways were made clear to them and many took up these opportunities in their own time.</li> <li>❖ Staff feel more confident in teaching blocks of gymnastics having worked alongside professional coaches.</li> </ul>	<p>secured)</p> <ul style="list-style-type: none"> <li>❖ No additional opportunities to represent the school in swimming competitions were possible due to COVID this year.</li> <li>❖ Additional top up swimming sessions to be booked next year (restrictions permitting)</li> <li>❖ Zero Gravity sessions will continue in 2021-2022 for both gymnastics and parkour</li> <li>❖ There are also bookings planned for gymnastics teachers to again come into school and work with staff and pupils.</li> <li>❖ Golf sessions booked in again for 2021-2022</li> </ul>
---	---	--------------	---	--



<ul style="list-style-type: none"> <li>❖ To offer additional sporting opportunities to all pupils. Golf Coaching was booked and delivered on site at school.</li> <li>❖ Improve the school's Forest School provision so that our dedicated outdoor learning time is supplemented with quality sessions for all year groups including a dedicated weekly session for our reception class throughout the year.</li> <li>❖ Carry out virtual competitions and challenges throughout the year.</li> </ul>	<p>and model this with their own children.</p> <ul style="list-style-type: none"> <li>❖ All children (y1-y6) took part in four days of Golf Coaching from the professional at St Mellion. (2 days in October and 2 days in May) Each class received between 45 minutes and 1 hour per day of specific skills-based golf coaching.</li> <li>❖ An external Forest School's Practitioner was employed 1 day a week from September 2020 to December 2021 and for 2 days a week from January until July to lead sessions across all year groups.</li> <li>❖ Maintained physical challenges and offered online opportunities for all during lockdowns and restricted times. The school sports team (PE lead, outdoor learning coordinator, PE apprentice, Sports TA and Schools Direct Student teacher) was very proactive in uploading daily physical challenges including sensory circuits, workouts, dance routines and physical skills based challenges.</li> <li>❖ A 6 week block of rugby coaching linked to our</li> </ul>	<p>£320</p> <p>£5130</p>	<ul style="list-style-type: none"> <li>❖ Children's skill levels visibly increased over these sessions. All children provided with a free voucher for a golf lesson at St Mellion and pathways into golf were explored. Many children took the opportunity to continue their golf after the taster sessions.</li> <li>❖ Children have had a wealth of different outdoor learning experiences throughout the year and this has benefited their emotional and physical well-being after what has been a disrupted year.</li> <li>❖ The uploading of online materials ensured that all children were given opportunities to be physically active whether they were in school or at home.</li> <li>❖ Children received 6 weeks</li> </ul>	<ul style="list-style-type: none"> <li>❖ Forest School provision to continue into 2021-2022 academic year.</li> <li>❖ Sports staff to maintain an online presence throughout 2021-2022.</li> <li>❖ Maintain the weekly prayer club as a link between sport and our school values.</li> </ul>
---	---	--------------------------	---	--

<ul style="list-style-type: none"> <li>❖ Project Touchline Rugby Sessions linked to Siams and the school's Christian values.</li>   <li>❖ Use Spirit of Adventure to lead in school outdoor education sessions and overnight residential stay for 120 pupils</li> </ul>	<p>school's Christian values was delivered from Project Touchline. This incorporated all classes from Y1-Y6 having a once weekly rugby session led by a Level 2 coach.</p> <ul style="list-style-type: none"> <li>❖ The Covid pandemic meant that the traditional Year 6 week long London residential trip could not take place. The school organised a two day experience' including an overnight camp on the school field and this was supplemented with the addition of 'Spirit of Adventure' outdoor education activities including bushcraft, wild cooking and whittling activities rock scrambling, river walk, challenge course, all linked to our health and well-being curriculum.</li> </ul>	<p>£1930</p>	<p>of high quality tag rugby coaching. Staff received inset and had the ability to model sessions shadowing the coach. A prayer club was also set up and has been maintained since the completion of the project in May 2021.</p> <ul style="list-style-type: none"> <li>❖ The KS2 pupils engaged well with these activities</li> <li>❖ with many pupils stating that it was the best 'trip' they'd ever been on.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Continue working with 'Spirit of Adventure' to deliver residential experiences for all children throughout 2021-2022.</li> </ul>
---	--	--------------	--	---

**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	Funding allocated:	Impact	Sustainability and suggested next steps:
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?:	

<ul style="list-style-type: none"> <li>❖ Subject specialist teaching across Key Stages 1 &amp; 2 (when lockdown restrictions were eased)</li> <li>❖ Regular sporting opportunities and promotion of healthy lifestyles both face to face and virtually throughout the year.</li> <li>❖ School Sports Board celebrates successes on in-house and wider sporting successes.</li> <li>❖ The school's weekly newsletter regularly features sporting successes both in and out of school. Develop the use of the school's Facebook page to convey sporting successes.</li> <li>❖ Proactive PE staff team (PE lead, Outdoor Learning coordinator, Sports TA, Sports Apprentice and salaried Schools Direct student teacher lead on making daily physical activity PE and school sport</li> </ul>	<ul style="list-style-type: none"> <li>❖ PE sessions run by PE lead and supported by sports apprentice, sports TA and schools direct student</li> <li>❖ The school entered all virtual games organised by Arena and daily and weekly in-house video challenges ensured high participation in sporting activity.</li> <li>❖ Revamped and bigger Sports notice board in a prominent place in the school building includes celebrated successes, sporting challenges, photos, examples of newsletter articles etc...</li> <li>❖ Sports successes are regularly featured in the school's newsletter and more recently on the school's facebook page and each class's Google Classroom. This has further raised the profile of school sport within the school community. National coverage of our 'AfPE Distinction' in the journal 'Physical Education Matters'</li> <li>❖ The school remains an active school with physical education in all its forms being championed by staff. Designated teaching time remains ring-fenced for daily physical activity, well-being</li> </ul>	<p>£6429 apprentice</p> <p>Sports TA £3439</p>	<ul style="list-style-type: none"> <li>❖ 100% of children across the school have received high quality delivery of the PE curriculum led by trained staff.</li> <li>❖ Children's sporting achievements have been celebrated in every way possible this year.</li> <li>❖ The school's sports board has enhanced enjoyment, with regular additions of children's successes added throughout the year.</li> <li>❖ The school's Facebook page and each class' Google Classroom have been additional ways in which children have received sporting kudos with their peers, their parents and the wider school community.</li> <li>❖ Our online sporting provision was exceptionally well received during lockdowns with parents and governors commenting on its impact. Children were also</li> </ul>	<ul style="list-style-type: none"> <li>❖ Maintain this throughout 2021-2022</li> <li>❖ Keep this updated and explore possibilities to share more online with pupils, parents and the community</li> <li>❖ See above</li> <li>❖ See above</li> <li>❖ Maintain an online presence during 2021-2022</li> </ul>
--	--	--	--	---

<p>high profile. Daily well-being sessions have run throughout the school year.</p> <ul style="list-style-type: none"> <li>❖ Our annual ‘Health, Safety &amp; Fitness Week’ was delivered</li> <li>❖ Year 3 - 6 pupils all took part in a short residential trip to Dartmoor during the summer term (1 night, 2 days)</li> <li>❖ Years 5 &amp; 6 took part in the River Lynher Expedition.</li> <li>❖ Year 6 took part in the ‘Junior Ten Tors Experience’</li> <li>❖ The school’s maths and orienteering trails were used extensively.</li> </ul>	<p>sessions and outdoor learning sessions for all.</p> <ul style="list-style-type: none"> <li>❖ The school’s ‘Health, Safety and Fitness Week’ took place in July 2021 with all pupils taking part in physical activities. The school also ran its annual sports day in June.</li> <li>❖ All Key Stage 2 pupils took part in a 2 day, 1 night residential experience to Dartmoor led by ‘Spirit of Adventure’</li> <li>❖ Years 5 &amp; 6 pupils spent a day on the River Lynher taking part in a host of outdoor and adventurous activities.</li> <li>❖ The whole of Year 6 took part in a two day expedition across Dartmoor including walking over 10 miles and an overnight stay under canvas.</li> <li>❖ The school has continued to make good use of its outside spaces as a vehicle for other curriculum areas.</li> </ul>	<p>Mini bus costs £4986</p> <p>£4896 minibus costs</p>	<p>encouraged to post their own dance videos, sensory circuits, sporting challenges and workouts throughout this time on their own Google Classrooms. This had a positive impact on their physical and emotional well-being linking those in school with those children home-schooling.</p> <ul style="list-style-type: none"> <li>❖ All children received bespoke workshops that were age specific in many aspects of health, safety and fitness throughout our dedicated ‘Health, Safety and Fitness’ week.</li> <li>❖ Children returned from their residential experiences with smiles on their faces and parental comments were tremendous as a result.</li> <li>❖ The school has prioritized learning outdoors all year, with a particular focus on learning outside during</li> </ul>	<ul style="list-style-type: none"> <li>❖ Continue to run this next year</li> <li>❖ Maintain this for 2021-2022</li> </ul>
--	--	--	---	---

<ul style="list-style-type: none"> <li>❖ Outdoor learning continued to be given high priority in the Key Stage 1 &amp; 2 curriculum - this has been extremely important during what has been a 'stop start' year through Covid lockdowns.</li>   <li>❖ Additional TIS (Trauma Informed Schools) sessions have been high priority all year with two members of staff released at times to give individuals and groups of children returning from lockdowns time to talk to trusted adults within the school.</li> </ul>	<ul style="list-style-type: none"> <li>❖ All children have benefitted from our outdoor spaces. This has been prioritized throughout the year.</li>   <li>❖ All children returning in September 2020, and those returning to school in March 2021 have received daily or weekly catch up or drop in sessions with our two TIS practitioners. Additional time has been allocated to children throughout the year who have needed additional support in what has been a testing year for all. TIS staff have continued to make referrals to outside agencies, to signpost parents and families in need of additional support and have continued to be available out of hours to support our community.</li> </ul>	<p>£4,565</p>	<p>daily well-being slots, after the return to school in September 2020 and more recently in March 2021. The school is blessed with a huge amount of outdoor space and all children have been able to access the opportunities linked to this throughout the year (outdoor drama sessions, RE lessons being delivered in the bible garden, weekly farm and grooming area well-being sessions to name but a few)</p> <ul style="list-style-type: none"> <li>❖ Being able to prioritize these children has been hugely beneficial.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Continue additional TIS provision within the school during the Autumn term 2021</li> </ul>
--	--	---------------	---	---

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>❖ Sports coaches continue to work with school staff to develop their knowledge and improve pupil outcomes</li> <li>❖ Sports Apprentice, Sports TA and the Schools Direct student teacher have enhanced sporting provision on offer this year.</li> <li>❖ The school's PE lead has taught PE across Key Stage 1 and Year 2 this year.</li> <li>❖ Intensive Swimming provision continued for Year 3 pupils.</li> </ul>	<ul style="list-style-type: none"> <li>❖ External coaches from Zero Gravity, Plymouth Argyle St Mellion Golf Club and Project Touchline have delivered sessions within school this year (despite the Covid 19 pandemic).</li> <li>❖ The Sports Apprentice, Sports TA and Schools Direct student teacher have all received training throughout the year, some face to face and some online. They have all had the ability to shadow and work alongside the school's PE lead. They have enhanced the offer we have been able to give the pupils this year, running daily well-being sessions in PE and dance all year.</li> <li>❖ Local pool used and an improved 1 hour long, two</li> </ul>	<p>£2875</p> <p>£ 6429</p>	<ul style="list-style-type: none"> <li>❖ This has upskilled staff and children have continued to benefit from collaborations with these organisations. Equipment has been purchased to enable the school to sustain this development.</li> <li>❖ The children have received high quality PE sessions from a dedicated team throughout the year with extensive opportunities on offer both face to face and virtually, in-house and against other local schools in Cornwall.</li> <li>❖ Daily 1 hour long sessions for an intensive two week</li> </ul>	<ul style="list-style-type: none"> <li>❖ The school's sports apprentice (a dance specialist) has been accepted onto the Schools Direct Programme for 2021-2022. A new sports apprentice has been interviewed for and this will continue next year.</li> <li>❖ Maintain this throughout 2021-2022</li> <li>❖ An intensive swimming block is already booked</li> </ul>

<ul style="list-style-type: none"> <li>❖ Staff have worked alongside outdoor education providers to develop their additional skills to support children's learning.</li> <li>❖ School staff have benefited from working alongside a qualified dance practitioner this year.</li> </ul>	<p>week intensive swimming programme.</p> <ul style="list-style-type: none"> <li>❖ Staff are now more confident in leading dance activities having supported our daily well-being dance sessions all year.</li> </ul>	<p>£500</p>	<p>period led to increased confidence from the children and accelerated progress from all pupils.</p> <ul style="list-style-type: none"> <li>❖ Increased confidence in teaching dance activities across the school</li> </ul>	<p>for 2021-2022 year. Book top-up sessions for those children not yet at the standard.</p> <ul style="list-style-type: none"> <li>❖ Dance practitioner now on this year's schools direct programme.</li> </ul>
<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: %</p>
Intent	Implementation		Impact	
<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> <ul style="list-style-type: none"> <li>❖ Daily well-being slots involving all pupils in their class bubbles.</li> <li>❖ Reapplied and was successful in gaining the AfPE Quality Mark with Distinction in March 2021.</li> </ul>	<ul style="list-style-type: none"> <li>❖ All classes took part in daily well-being slots including; games, dance, sports skills, drama, music, outdoor learning and farm based activities. These were run instead of our extensive after school provision which could not take place due to Covid restrictions.</li> <li>❖ Rigorous online accreditation day involving the Headteacher, staff from the PE team, past and present pupils and parents and school governors led to</li> </ul>	<p>£275</p>	<ul style="list-style-type: none"> <li>❖ 100% participation across the whole school in these daily well-being slots.</li> <li>❖ Children from Years 4 &amp; 6 spoke articulately about their love of school sport and physical activity in the accreditation process for our AfPE Quality Mark.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Monitor covid easing and further relaxing of restrictions, should enable us to return to some sort of normal extra curricular provision in 2021-2022</li> <li>❖ Award valid for 3 years.</li> </ul>

<ul style="list-style-type: none"> <li>❖ Retained some inter-school competitions this year through virtual events.</li> <li>❖ In-house competitions were maintained with regular and wide ranging sports chosen for weekly school challenges.</li> <li>❖ The development of the ‘Girls Active Programme’ was begun in the Summer term.</li> <li>❖ The school’s Year 6 Sports Captains and leaders played an important role in the school’s covid bubble compliant school sports day.</li> <li>❖ Junior Ten Tors Experience for the whole of Year 6 involving an overnight camp.</li> <li>❖ Residential experiences for all KS2 pupils took place</li> <li>❖ Clublinks are well established and maintained with many local providers</li> </ul>	<p style="text-align: center;">our award of a distinction.</p> <ul style="list-style-type: none"> <li>❖ Inter bubble house events took place throughout the year in many sports; basketball, benchball, hockey, tag rugby, sports hall athletics, skipping, tennis and fitness.</li> <li>❖ A group of 8 girls from Year 5 applied for and were accepted on the ‘Girls Active’ programme receiving online training sessions from their mentor, former professional tennis player, Jessica Weeks.</li> <li>❖ The Year 6 sports Captains and Year 6 leaders designed a covid compliant sports day involving children from the whole school.</li> <li>❖ The whole Year 6 class took part in a Junior Ten Tors Experience involving them staying away for a night under canvas and walking over 10 miles.</li> <li>❖ The school has continued to signpost children to local clubs and external providers. Many pupils from the school take part in extra sporting opportunities</li> </ul>		<ul style="list-style-type: none"> <li>❖ Inter bubble house events were keenly contested with certificates going to all for participation.</li> <li>❖ The impact of this will hopefully be felt during 2021 -2022 year when this group will be fully trained.</li> <li>❖ The impact of having some sort of ‘normality’ and a well planned and delivered sports day was incredibly important for the whole school family.</li> <li>❖ This experience led to children physically growing in their leadership skills, their collaborative skills and also their resilience.</li> <li>❖ See above.</li> <li>❖ The school prides itself in spotting talented pupils and signposting them to local clubs - this means club links are well established</li> </ul>	<ul style="list-style-type: none"> <li>❖ Maintain this approach throughout 2021-2022</li> <li>❖ Training of further pupils to maintain this initiative with current Year 4 pupils shadowing the Year 5 girls currently in training.</li> <li>❖ Maintain for 2021-2022</li> <li>❖ Explore links and make contact with other local clubs - including karate, judo, taekwondo and water based providers.</li> </ul>
--	---	--	--	--







this year.	swimming and all classes have benefited from being able to take part in visits where Covid restrictions have allowed.		Seaton Beach, Pentillie Castle, Junior Ten Tors, The River Lynher Expedition and others...	
------------	---	--	--	--

Signed off by	
Head Teacher:	Julie Curtis
Date:	July 2021
Subject Leader:	Richard Arundell
Date:	July 2021
Governor:	Ali Wills
Date:	July 2021