

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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 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](#)



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Details with regard to funding

Please complete the table below.

Total amount allocated for 2020/21	£19,592.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£527.79
Total amount allocated for 2021/22	£19,651.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,178.79

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>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</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>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 2021.</p> <p>Please see note above</p>	83%
<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>	65%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%
<p>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?</p>	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: 2020/21	Total fund allocated:	Date Updated:		
<p>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</p>			Percentage of total allocation:	
			56.2%	
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
Internal House based competitions and events	Release time to organise and run annual House competitions across the year including football, hockey, tag rugby, netball, skipping, Tar Barrels, Sports Day and Celebration of Dance		£11,360	<p>House competitions were able to go ahead but restricted to specific key events and held in bubbles. Sports days for both KS1 and KS2 were successfully carried out as a spectator event (family and friends) this year and were a real sporting highlight to finish the year.</p> <p>Whole school running house competition was a success and needs to be in the calendar again next year.</p> <p>Year group equipment boxes really supported play and lunchtime daily activity and encouraged children to be active during these times. These need to continue again next year and will support sports crew when they are trained up again.</p>
				<p>Sustainability and suggested next steps:</p> <p>Continue running programme of House based competitions leading into Sports Days.</p> <p>Ensure coverage for all year groups to participate across the school year.</p> <p>Release time to implement competitions and promote participation.</p>

Facilitation of daily playtime and lunchtime activities	Train Sports Leaders and Play Leaders to run daily activities during breaktimes. Ensure equipment boxes are replenished and maintained. Sports leaders have been a success again this year and really supported the provision at break and lunch.			Continue training for new Sports Leaders and Play Leaders and maintain equipment boxes.
Provision of targeted physical and sensory interventions	1:1 and small group Ball Therapy, Fun Fit and Sensory Break/Forest School activities to be run and delivered to targeted children across the school. These have been reintroduced slower after the pandemic			Target children for support and provide spaces for these activities to take place.
Provision of whole school swimming	Contribute to swimming pool maintenance and additional swimming tutor hours to allow all children to take part in swimming activities from EYFS up to Year 6 All year groups have successfully taken part in a full summer term of swimming sessions. Year 5 children have already been identified for extra support next year.			Maintain investment in running the pool to allow access for all children to participate in weekly swimming lessons in the summer term.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 3.5%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

<p>Increasing participation in sports activities</p>	<p>Children from targeted year groups to attend collapsed curriculum days at Exeter City FC.</p> <p>This was a real success and has been planned for next year.</p>	<p>£710</p>	<p>Exeter city targeted groups still went ahead but in a restricted capacity. Lunchtime sports clubs were targeted at year 2, 3 and 4 during different terms. CPD was also targeted at year 4 and 5 this year, which supported new staff with confidence and also minimised outside agencies crossing bubbles.</p> <p>Sports leaders (16) were trained in school and also through kings leaders to give them the skills to lead active lunchtime spotting sessions for KS1 and 2.</p> <p>At the beginning of the year we were able to liaise with Kings and provide the children with lots of in school sporting events which allowed opportunities for limited whole year group training and the chance for kings staff to work alongside the year 6 pupils ready for next year in high school.</p>	<p>Continue investing in ECFC support to promote sports and wellbeing alongside developing wider staff confidence and skills.</p> <p>Promote and participate in community events aimed at increasing physical activity and healthy attitudes.</p> <p>Promote Sports Leaders and Play Leaders to enable older children to develop leadership skills while supporting physical participation in the younger children.</p>
<p>Increasing the profile of sport and physical activity</p>	<p>Key staff to organise and hold promotion and celebration assemblies linked to planned sporting events across the school year</p> <p>Cycle Hill climb Devon school games success</p>			
<p>Ongoing training and provision of Sports Crew</p>	<p>Key staff to work with Year 6 children to maintain quality activities delivered by the Sports Crew</p> <p>Working alongside Kings lead and ECFC</p>			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14.1%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Supporting staff in developing skills and confidence in delivering PE and sports activities (see also Key Indicator 2)	Participate in Exeter City FC Coaching and Mentoring Programme - 72 hours of focused CPD for identified staff	£2850	Exeter city CPD was restricted due to covid but targeted year groups allowed us to focus on staff who would benefit most this year. RealPE was restricted due to space and social distancing this year but a benefit was that it allowed staff to adapt the approach to suit their lessons and the outdoor space. It also gave staff the freedom and confidence to try new things. RealPE hasn't had a full year of running yet so next year will be a key opportunity to monitor and see the impact of this approach.	Maintain investment in ECFC programme of staff development.
Implementation of Real PE programme	Supporting all staff to deliver high quality PE sessions through Real PE programm			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

<p>Provision of after school clubs to promote sport and physical activity</p>	<p>Key Stage 2 children to be given the opportunity to participate in after school clubs hosted by The King's School:</p> <ul style="list-style-type: none"> ● Hockey ● Active Autumn Club ● Active Spring Club ● Active Summer Club <p>This year we also adapted the kings club to cater for vulnerable and targeted groups within our school and promote being active for these pupils.</p>	<p>£2000</p>	<p>Extra-curricular activities took a real hit this year and are a priority to get back in the calendar next year. Giving pupils the opportunity to take part in a variety of sports during the school day and after is a priority for September and something we will be implanting as a staff and also as a community. A focus of this will be with kings and the running of 'this girl can' club. This was very popular in previous years and really helped to motivate and celebrate girls' involvement in sport.</p>	<p>Seek opportunities to widen the offer of extra-curricular sports clubs and activities</p>
<p>Increased participation of girls in sport</p>	<p>Key Stage 2 girls to be given opportunities to participate in sport and physical activity clubs hosted by The King's School:</p> <ul style="list-style-type: none"> ● Cheerleading ● This Girl Can Club - autumn ● This Girl Can Club - spring ● This Girl Can Club - summer 		<p>Sports crew will be closely linked to the above and will also be a priority to be up and running in September as this will give the year 6 pupils the opportunity to be leaders and take part in training as well as supporting other pupils to be active at play and lunchtimes.</p>	
<p>Additional achievements:</p>				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Participation in Local Learning Community Sports Partnership in association with The King's School	<p>All year groups to participate in inter-school festivals and tournaments:</p> <ul style="list-style-type: none"> • Year 3 Multi Skills Festival • Year 5/6 Ability Counts Festival (Indoor archery, boccia, sitting volleyball, indoor rowing) • Year 4 Orienteering Festival • Year 1/2 Multi Skills Festival • Year 5 Netball Tournament • Year 6 Sportshall Athletics Tournament • Year 5 Hockey Tournament • Year 3 Tag Rugby Tournament • Year 6 Quad Kids Tournament • Year4 Quad Kids Athletics Tournament • Year 5/6 Golf Tournament • Year 5/6 Mixed Cricket Tournament 	£2600	<p>Participation in local learning community sporting events has been reintroduced this year and something that took a lot of patience, timetabling and time. Liaising with the kings we were able to run some really good events in school and on most occasions improve levels and numbers of participation. Adapted and improved Kings events have given all year groups and pupils the opportunity to take part in competitive sporting events at their own level.</p> <p>Whole school participation events included cross country running: multi skills, athletics (sports hall athletics), cycling and other key skills events. These worked really well in school and continued to promote sport for all in our school and gave us events to celebrate and allowed us to continue to promote active participation and being healthy.</p> <p>Kings events were very successful again this year and both year 4 and 6 went on to the devoin school finals in athletics and won the whole event.</p>	Continue supporting and participating in Local Learning Community sports events and festivals including targeting clubs and activities at key groups.

Participation in extra-curricular school events and competitions	<p>Key Stage 2 children to be given opportunities to compete against local schools:</p> <ul style="list-style-type: none"> ● Cross-country (Years 3-6) ● Go Ride (Years 5-6) ● Top Ten - Mini Superstar Challenge ● Kings club (target groups) ● Sports crew training ● This child can kings club 		Some of these events and organisation would be good to continue next year but the opportunity for outside competition is something we will be looking to continue in the sporting calendar.	
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Signed off by	
Head Teacher:	Mark Gilronan
Date:	22/07/2022
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Date:	22/07/2022
Governor:	Amy Thornton
Date:	22/07/2022