

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> of how they spend this funding, including any <u>under-spend from</u> 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 <u>HERE</u>.

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Details with regard to funding

Please complete the table below.

| Total amount carried over from 2019/20 | £409.23 |
|---|-----------|
| Total amount allocated for 2020/21 | £18110.00 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £668.91 |
| Total amount allocated for 2021/22 | £18,020 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £17,800 |

Swimming Data

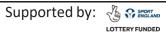
Please report on your Swimming Data below.

| 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 which you can then transfer to the pool when school swimming restarts. 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 | |
| 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 | 66% |
| at the end of the summer term 2020. Please see note above | |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | 46% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 46% |
| 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: 2021/22 | Total fund allocated: | Date Updated: | | |
|---|--|--------------------|--|---|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that | | | Percentage of total allocation: | |
| primary school pupils undertake at le | ast 30 minutes of physical activity a d | lay in school | | 29% |
| 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: |
| Active break and lunchtimes for all to improve overall well-being, fitness and engagement in physical activity. | New equipment provided to encourage active break times and sports leaders trained to support. | | amongst individuals. | Opportunity for more pupils to become playtime leaders. Review half termly to see how well the equipment is being used and if the pupils are using the equipment to its full potential. |
| Purchase new equipment for P.E lessons | P.E lead to order new equipment for new sports. Update and order new equipment, such as footballs, cones, high Five balls etc. | | · · · · · · · · · · · · · · · · · · · | Children will be able to learn new sports and will be able to take part in festivals and events in the local area. |
| Extra Curricular provision to increase daily PA and active lunches and break times. Utilising Sports leaders training to support the provision. | Sports coach set up activities to support physical activity and promote engagement within sports. Utilise the sports leaders when restrictions are lifted in school, to help increase the daily PA and engage the leaders to help support. | | enjoyment of PE. Increased participation in wider activities. | Ensure the less active and engage are attending, especially those who have been most effected e.g anxious, stressed, less confident and competent in PE |
| Encourage children to be active through the day. Children will develop fitness and engagement with physical activity through forest school. | Encourage children to be active through the day. Children will develop fitness and stamina post lockdowns | £1450 | physically active, resulting in more focus | Ensure the less active and engaged are attending, especially those who have been most effected e.g anxious, stressed, less confident and competent in PE |













| Key indicator 2: The profile of PESSPA | being raised across the school as a to | ool for whole sch | ool improvement | Percentage of total allocation: |
|---|---|--------------------|---|--|
| | | | | 21% |
| 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: |
| school with a focus on key concepts and questions to drive the learning of key skills. | • | PPE Cluster £4000 | The children will gain in confidence and will be able to talk about PE more widely and linked it to other areas of their curriculum. PE Lead attended YST CPD MyPB and Developing your Team. Creating change in the school, reflecting on the current curriculum. | The curriculum will be reviewed termly by the PE coordinator and PE lead governor through pupil conferencing and feedback from staff. To provide a broad and balanced curriculum, with a clear progression of skills. |
| | Development of physical literacy for KS1 and KS2 linking to the Maths AP. | | Creating strong links between different subject areas, including MOTD | Through staff support we can offer a wider variety of activities to the children. |
| | Celebrate PE, SS and PA on going, e.g. competitions, house events and daily PA. Some SEND children will be supported by a 1:1 during a club and registers will be taken to track attendance of FSM children and other focus groups. | | The children will be provided with the opportunity to learn new sports and skills and work with other children. This will develop their social skills. The children will be taken out of their comfort zones and will be learning new skills and developing social and emotional skills. Increased awareness amongst staff and pupils. The importance of PESSPA and ensuring it is part of the daily routine. | The subject leader will continue to update staff in; together with slots in professional development days to ensure all staff are kept up to date and that new staff are brought up to speed. Continue to include a variety of sports within our intra sport program, adapting the sports each year. Link to a house competition across the school. |
| (through their primary school time). | Development of fundamental skills will be developed from year 1-6. These can be monitored by the class teachers/ sports coach and PE lead. | £1000 | Children and adults will have an understanding of skills they are able to do and their next steps. | Continue to track children throughout their time in school and plan opportunities for development. |
| delivering active lessons | Encourage children to be active through the day. Children will develop fitness and stamina post lockdowns and develop physical literacy skills. | £800 | Creating strong links between different subject areas and ensuring children are developing active minutes through the day. | A commitment to keep the high profile of pe and physical activity across the school – linked through other subjects. |













| Provide new kit and sportswear to raise the profile of PESSPA across the school. | New sports kits provided for children and staff taking leading sports/lessons/clubs. | £1485.50 | the awareness of PESSPA across the school. | Ensure all events are shared in newsletter/ displays to ensure children are seeing the impact of their kits and how they are used. |
|--|--|----------|--|--|
| | | | | |

| Key indicator 3: Increased confidence, | knowledge and skills of all staff in t | eaching PE and s | oort | Percentage of total allocation: |
|---|--|---------------------------------|---|---|
| | | | | 11% |
| 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: |
| Continuing membership with the local PE cluster to allow access to CPD for staff. | Upskilling staff by working alongside sports coaches within local clubs. E.g gymnastics, Cornish Pirates, Shooting Stars, Balance Ability and Leadership | PPE Cluster Funding | Children have a better understanding of skills in other areas of sports. Quality of PE to be improved across the schoo with teachers feeling more confident in their delivery of P.E. | activities. Children taking part in more |
| Staff taking part in online training with Active maths. | Staff are providing more opportunity to move during lessons. | PPE cluster provision | Children will have greater opportunities to be physical outdoors and engage in life long healthy habits. Children will develop confidence, self-esteem, improve social wellbeing as well as fitness. | |
| Increase swimming opportunities and competence of pupils. | | Within PPE cluster provision | Children are more focused and active. Better ratio's in the water, enabling pupils competently, confidently and proficiently swim. Staff more confident in the delivery of swimming. | Continue to train up members of staff to support the swimming provision. |
| Offer a broad range of activities to the children. Potential to engage less active children. Develop more after school clubs / in house training | Pupil voice – what activities would they like to experience? School council discussion, sports leaders or class discussion. Upskilling staff by working alongside sports coaches within local clubs. E.g surfing, athletics etc. | | Increased activity and improved provision across the school. Developed confidence and wellbeing in all pupils. Children will have greater opportunities to be physical outdoors and engage in life long healthy habits. Children will develop confidence, self-esteem, improve social wellbeing as well as fitness. | Continue to evaluate the school offer and provision to pupils each academic year. |
| Staff will work alongside tennis sessions with | Staff will work alongside coaches, leading | | | |











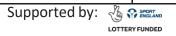


| Penzance Tennis Club. | sessions alongside the professional coaches, to upskill their tennis skills. | | Increased activity and improved provision across the school. Developed confidence and wellbeing in all pupils | Continue to evaluate the school offer and provision to pupils each academic year. Staff will feel supported in their professional development through CPD courses, support by the specialist leader and working with professional coaches. |
|--|--|----------------------|--|--|
| Key indicator 4: Broader experience o | f a range of sports and activities offe | ered to all pupils | | Percentage of total allocation: 27% |
| 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: |
| Being part of the local PE cluster (PPE). Utilising PPE offer to attend additional activities and opportunities in a variety of sports | • | | Children will get to take part in a variety of festivals and sporting competitions. Developing the children's confidence, experiences and social interaction. | To continue to be part of the cluster and upskill new members of staff. Continue to work with local partners and community setting. Continue to assess those that are less active and engage. |
| 2 x Surf safety days, developed for children to experience our local area and surroundings. Engaging them to continue to be active outside of the school setting. | Through the PE cluster Year 6 children will have the opportunity to take part in a surf day. | | Children will have gained confidence in the water and will have gained new knowledge about the sea/water safety and surfing. They will also gain social and emotional skills for life. | Continue to be part of the cluster to have at least one of these days each year. Continue to link to the local area and environment. |
| 2 x surf safety days for year 5 children | All year 5 children will have the opportunity to take part in a surf day | £820 | ille. | |
| Surf club – children will experience clubs that they may not normally have the opportunity to attend. | Children will have the opportunity to take part in a surf club and learn water safety skills. | £624 | Children can take part in a club they may not have otherwise had access to. | Continue to promote the club for future year groups. |
| Balance bikes offered to Y1, focus on developing balance, rather than the ability to pedal. Achieving this balance helps children make the transition to using a bike with pedals. | Balance ability helps learning of gross motor skills, which can accelerate other types of learning and improving early years' daily PA | PPE Cluster provided | Evidence shows that more children learn to cycle this way and much more quickly than by using bikes with stabilisers. | Progress into learn to ride programme and then bikeability offered via Penwith School Sport. |













| Sport coaches utilised to engage children in sports and physical activity and work alongside staff on activity mornings. Year 6 will have the opportunity to take part in activity days alongside professional coaches and Teachers. | experience a range of new sports. Development of fundamental skills will be | £1500 £738 | Children will have gained confidence in a variety of sports and will also gain social and emotional skills for life. Children will have gained confidence in a variety of sports and will also gain social and emotional skills for life and moving forward for their transition to secondary school. | Ensure that our children have access to these opportunities so that they are more active and try new sports and activities. Ensure that our children have access to these opportunities so that they are more active and try new sports and |
|---|---|---------------|--|--|
| Tennis Club - Children will experience tennis sessions with Penzance Tennis Club, allowing to participate in a sport alongside a professional coach and class teachers. | Development of fundamental skills will be developed from year 1-6. Children will experience a range of new sports. | £300 | Children will have gained confidence in a variety of sports and will also gain social and emotional skills for life. | activities. Children to build upon previous learnt skills and confidence so that they can take part in competitive sport and new sports when offered. |
| Extra swimming will be offered to a larger range of pupils, supported by a swimming instructor. This is it to help develop confidence post lockdowns and to provide top up sessions. | Children will attend top up sessions and access additional swimming opportunities to develop skills and confidence, following on from covid lockdowns where children were unable to swim. | £16/4.33 | Children will have gained confidence in swimming – an essential skill for livening in Cornwall. Children will have gained more confidence and skills post lockdowns. | Children to build upon previous learnt skills and confidence so that they can take part in swimming and have confidence in the water (sea) in Cornwall |











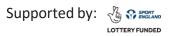


| Key indicator 5: Increased participation | n in competitive sport | | | Percentage of total allocation: |
|--|---|--|--|---|
| | | | | 10% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Continued participation in the School games with a wider selection of children taking part Taking part in CSG events, cluster festivals and County wide sporting competitions. Taking part in the PPE cluster events and selecting a wider variety of children to have the opportunity to compete in appropriate level of competition. | School Games and will be aiming to achieve the gold level Mark Award PE curriculum to work in line with the competition calendar, allowing a clear pathway. | Cornwall School Games Within cluster provision | outcomes, bronze to gold to evidence the success of schools competitions. This had a marked impact on participation levels and progress both in and beyond the curriculum. Children can still take part in sports competitions and will learn new skills through new activities and will gain an idea of how to | |
| Ensuring the school provides a wide range of competition across the year | Taking part in the NGB programme events with the various year groups Cricket Chance to Shine, Football League, | | adapt resources Children will be able to represent their school in sporting events and a register will be kept to ensure a cross section of pupils take part. | To continue to encourage children to be more active and try new sports and activities. To ensure well organised, appropriate |
| Providing surfing school days and clubs for our children. | Developing new skills and water safety and developing social and emotional development | Within the cluster provision +£1444 for further year groups. | Children will have the opportunity to take part in competition. The school will try to feed players towards sport outside of school | and enjoyable programme of competitions and festivals for students of all abilities at a local and county level |
| Continuing to develop our school intra sports events by adding different sports from previous years. Finalising with our School Sport Day in the summer term. | Continue to promote a variety of sports and competition in intra / inter sport events. | Teaching cover Transport | Increase in competition opportunities all children will be taking part, developing social skills, confidence and competence and physical skills. | If this program is successful within our school we would take part again in the future and offer it to more year groups. Continue to include a variety of sports within our intra sport program, adapting the sports each year. Link to a house competition across the school. |
| Provide new team kit so that children feel part of a team and proud to represent the school in competitions. | New sports kit brought for children across the school, to promote unity in competitions and a feeling of proudness. | £1485.50 | Children will be taking part, developing social skills, confidence and competence and physical skills, whilst feeling proud to represent the school. | To continue to encourage children to be try new sports and take part in competitions. |













| Signed off by | |
|-----------------|------------|
| Head Teacher: | |
| Date: | |
| Subject Leader: | L.Nicholls |
| Date: | 10.7.22 |
| Governor: | |
| Date: | |











