

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£18,110
How much (if any) do you intend to carry over from this total fund into 2021/22?	£10,600
Total amount allocated for 2021/22	£18,110
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£28,710

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 at the end of the summer term 2021. Please see note above	80%
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	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%

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?

No

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: 75%	
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:
Children have opportunities for regular physical activity in school as part of their learning on Wellbeing	<p>All YR1 – 6 pupils have 2 x 60 min PE lesson and access a broad and balanced curriculum. Monitored and training provided by specialist sports lead, B.Stevens.</p> <p>Coaching from Trust Sports Lead, working closely with school Sports Lead in an online working group, also comprising other sports leads from trust schools</p> <p>Daily Mile Circuit Set up. Sports Lead to set up regular lunch time running challenges, with specific guidance and support targeted at PP children</p> <p>Torquay United providing 2 x daily</p>	<p>£13,350 (% Sports Specialist Cost – B.Stevens)</p> <p>Trust-wide training, £100 admin/hourly costs</p>	<p>Pupils achieving expected and above. Those who were working towards, have been targeted to become expected. These target children invited to Torquay United ASC free of charge.</p> <p>Good numbers at clubs and children highly active during morning and lunch breaks. Both free and paid ASCs have been well-attended by children across the school. Football, Netball & multisports have been particularly popular with children.</p>	<p>Sustainability: Importance of activity established within ethos of school through consistent opportunities in PE and extra-curricular activities. Consistent staff CPD allows high quality teacher and PE provision to continue. Daily mile has become a daily expectation that children enjoy and see the benefit of.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Daily mile to continue- KS2 teachers to work on how to increase engagement. Teachers to watch

	<p>PE sessions plus lunch time club and two afterschool clubs. One club for PP children and those affected by lockdown.</p>	<p>Highly trained staff – clear progression and planning in developing skills in a wide range of activities. CPD completed to ensure staff are well-trained in planning and assessing PE. Observations completed by BS to ensure this. Open communication between BS and staff to offer support.</p> <p>BS planned and delivered multiple staff meetings to upskill teachers in planning and delivering effective & progressive units of PE and also in how to assess these accurately.</p> <p>Children running and walking regularly and for an extra 15 minutes daily on top of their current daily exercise.</p> <p>Daily Mile circuit used for termly competitions and high-profile charity events, such as the Great Ormond Street 5k Fun Run</p> <p>Children able to be physically</p>	<p>specialist teachers at least once a term for own CPD.</p>
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			active during lunch breaks, exercise breaks throughout school day and at lunch times.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 25%
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:
All pupils take part in a broad range of learning opportunities	<p>Commitment to high quality PE by developing expertise amongst current staff – appointment and training of a sports lead to take over this academic year, following the retirement of our previous sports specialist</p> <p>Accessing additional competitive and non-competitive opportunities through the SSP</p> <p>All classes to attend at least one Festival per year</p> <p>Children who attend clubs to be chosen to represent the school in SSP focus sport for that term – priority given to disadvantaged children</p> <p>Additional sports equipment for SEND and PP children during</p>	<p>SSP £4,750</p> <p>Sports Partnership Membership</p> <p>Cost</p> <p>Included in Sports Partnership</p>	<p>Children gain confidence in their abilities and recognise their strengths and weaknesses.</p> <p>Training attended by BS provided by sports partnership. This CPD was then passed on to teachers within the school to ensure they are confident in planning, leading and assessing PE lessons.</p> <p>Actions after CPD included implementing reflections into lessons to allow children to recognise their strengths and weaknesses, set themselves challenges, and recognise how their</p>	<p>Sustainability:</p> <p>Consistent staff CPD allows high quality teacher and PE provision to continue.</p> <p>Importance of activity established within ethos of school through consistent opportunities in PE and extra-curricular activities.</p> <p>PP and SEND more confident in accessing extra opportunities as shown by increased attendance at TU ASCs.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Think about how children can set their own targets in PE. • Teachers to watch

	<p>external exercise breaks/Outdoor Climbing Trail</p>	<p>£0 – Loan of equipment included in Sports Partnership</p>	<p>confidence and character have developed.</p> <p>Children motivated to challenge themselves.</p> <p>Children gain new skills and understanding, social skills, display our school values</p> <p>Excellence in sports – motivation and engagement from children. Every child is engaged in PE lessons twice weekly. Teachers are able to make lessons engaging and motivating due to CPD. Regular assessment shows all children are achieving expected outcomes or above in PE lessons.</p> <p>Opportunities for all children to enjoy competitive sports. Children in every class given the opportunity to partake in additional sports activities and competitions. Several activities focused on</p>	<p>specialist teachers at least once a term for own CPD.</p>
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			<p>confidence, self-esteem and increased participation in sport. School offer is that every child will have at least one opportunity to represent the school by the end of KS2. Work with DSSP has allowed PP/SEN children to access 'festival' days where children are given opportunities to explore new sports that they may not normally experience outside of school.</p> <p>Learning more effective – children also more active at break times. Children more engaged and active during break times; learning more focussed owing to regular exercise breaks. Pupils enjoy being active at school and take this activity into their break times & lunch times. This allows them to remain more focused within lessons, working towards wellbeing and physical health</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Inc. above
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:
Consistent high-quality learning across the school	<p>Regular CPD opportunities through the SSP for PE coordinator and staff.</p> <p>Premier Education providing lunch time clubs for PP children and those who are less active. 2 x 30 minute sessions every Wednesday.</p> <p>High quality multi-sports clubs afterschool, subsidised for PP children, and additional CPD opportunities for staff across school to observe and take part.</p> <p>Sports Lead working with Sports Partnership and MAT Sports Leads, developing the implementation of the ACE curriculum through modelling outstanding PE lessons.</p>	<p>Included in £13,350 already budgeted in section 1</p> <p>£42.50 per week X 30 weeks: £1,275</p> <p>Included in £13,350 already budgeted in section 1</p>	<p>High quality teaching in all aspects of the PE curriculum</p> <p>Pupils achieving expected and above in PE. CPD schedule set up for the year. BS has worked with curriculum expert to adapt the ACE PE curriculum to suit Shaldon Primary School. Common threads of assessment and sequencing lessons unpicked in staff PDM delivered by BS.</p> <p>Progression in PE skills and knowledge developed in line with year group curriculum expectations. ACE curriculum clearly maps out the progression in the three pillars of the PE curriculum. There is clear progress in skills, knowledge and concepts from EYFS –6.</p> <p>Confidence in developing their knowledge of the subject and how</p>	<p>Sustainability:</p> <p>Consistent staff CPD allows high quality teacher and PE provision to continue. Curriculum now fully established within lessons for staff to use and ensure progression. Culture of competitions across schools fully re-established post-covid so that these can continue.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Trust-wide competitions to be organised. Kinetics to be brought in as external PE coordinators, providing added staff CPD.

	<p>CPD in PE scheduled throughout the year.</p>		<p>to use curriculum manuals to plan a sequence of skill progression for their year group. Monitoring of lessons taught by staff and by TU from BS to evaluate quality of learning across the school. Feedback given to help improve quality of provision if, and when, required.</p> <p>BS (Sports Lead) already planned in 'Impact Days' with visiting sports leads, who will come into school and model outstanding practice. Impact days once a term delivered by SSP. Teachers observed each to observe best practise. All children engaged in these days- used to increase confidence and participation in sport.</p> <p>Trips to tournaments and events booked in throughout the year, exposing teaching staff across school to models of best practice. Competitions attended as evaluated above.</p> <p>Staff to complete personal development plans to track the</p>	
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			impact of these events upon their own practice.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
Inc. above

Intent	Implementation	Impact	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?:
Disadvantaged children have access to a wide range of outdoor education	<p>Forest School training to develop well-being and broader opportunities for disadvantaged children.</p> <p>Outdoor learning equipment</p>	<p>£1100</p> <p>£400</p>	<p>D.Rees completed Forest School Leader training August 2021. Forest School sessions to be available for PP children from Sept 21. Broader training opportunities for staff across school, to increase number of PP children who can take part in Forest School sessions. Forest school sessions weekly for PP children. This allows them greater access to outdoor education, focusing on increasing confidence and resilience. This has also increased fitness, as many sessions also involve walking to external sites. DR achieved Forest School qualification as well as paediatric first aid. B. Stevens has also received</p>
			<p>Sustainability and suggested next steps:</p> <p>Sustainability: Wider training of staff allowing access to outdoor education to continue.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Ensure access to outdoor education continues. • Try to increase amount of pupils who can participate in forest school activities.

			<p>outdoor education training alongside this. External adults have been trained by D.Rees to increase the number of children who can attend each week.</p> <p>Disadvantaged children access outdoor education – greater confidence and resilience. Improved attendance for PP persistent absentees. Attendance has improved for multiple PP students.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Inc above
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:
<p>More children gaining experience of the sport and developing character through competition. All children in the school will participate in at least one competitive event per term.</p> <p>More children achieving success at a higher level. Pupil surveys will track the increased motivation and desire to participate in competitive sport.</p> <p>Y6 children being supported by Sports Lead to set up and run sports groups at lunchtimes. Higher % of PP children in Y6. Therefore this role will enable children to become experts in specific sports, and therefore promote higher engagement in competitive sport</p>	<p>Multi-skills sports event at Stover on 28th September Impact days scheduled for November 2021</p> <p>Sports Survey to be completed by October 10th, and repeated again at end of November, following impact day</p> <p>D.Rees and B.Stevens have appointed Y6 'Sports Crew' and activities will take effect w/c 27th Sept. B.Stevens to oversee the running of Sports Crew and ensure that children's knowledge and skills are continuously developed through this initiative.</p>	As above	<p>Greater resilience</p> <p>Understanding of importance of healthy lifestyle and exercise to manage stress and anxiety during lockdown. Children enjoy their PE sessions (evidenced through pupil conferencing). Peer coaching, discussions around nutrition and physical & mental well-being are all incorporated into regular PE sessions.</p> <p>Greater sense of well-being and achievement through sport, which has been a motivating factor in completing remote learning during the pandemic.</p> <p>Sport and physical activity implemented into the school day to improve well-being and increase focus, for example the daily mile, as evaluated above. 'Sports crew' encouraged more</p>	<p>Sustainability: School ethos highlighting the importance of PE, sport and physical activity encouraged through these steps. Children are motivated to exercise, showing great progress in PE and observed having very active playtimes.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Continue to signpost children to community clubs, held both at school and elsewhere. Increased variety of school clubs- BS working on creating a dance/acrobatics club. Kinetics to run wider range of ASCs providing an extended range of sports.

		<p>children to engage with new activities at break & lunch time. Team Captains (Y6) were trained by BS in how to run events and support younger children in athletics during sports day.</p> <p>Children signposted to external clubs, such as those provided by Torquay United and Saints South West. Also signposted to Torquay United holiday clubs.</p> <p>Excellent attendance of PE sessions with children bringing kit to school for PE & swimming kit for swimming lessons.</p>	<ul style="list-style-type: none"> • Daily mile to continue- KS2 teachers to work on how to increase engagement. • Year 5 trained as new 'sports crew' as they move into Year 6.
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Head Teacher:	J.Stewart
Date:	13 th September 2021
Subject Leader:	Beth Stevens
Date:	13 th September 2021
Governor:	
Date:	