



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Overall Evaluation 2019-2020</p> <ul style="list-style-type: none"> School sustained a wide range of activities/competitions for all groups of pupils in key stage 2. For Key Stage 1 children, we offered football and multi-skills sports clubs. We also offered a games club for EYFS. HLTA support was used effectively to run additional clubs. Clubs that appeal to less active children were continued and extended. Dance and golf were popular again. We also ran a club for Y5/6 Pupil Premium children that involved 6 weekly visits to a local gym to build fitness and try new activities. Rising stars PE plans implemented throughout the school. Feedback from staff has been very positive and skill progression ensures that pupils are taught a broader range of PE activities. School achieved considerable success at local and county levels in a variety of sports: netball, athletics, football, swimming, cross country and tag rugby. Cycling, basketball, hockey competitions were entered and children enjoyed participating in these sports. PE staff ran leadership courses for Key Stage 2 during PPA sessions. Leadership afternoon for Year 5 and 6 children was very successful and enabled them to develop skills beyond the physical. Weekly yoga sessions Each week every child has the opportunity to join in with a Yoga session. These sessions focus on stretching, balancing and relaxation. This has had a positive impact on their mental well-being and flexibility 	<ul style="list-style-type: none"> Introduce regular activity in the form of daily mile/running. Monitoring and observing Rising stars PE lessons across the school. Assessing the children against NC criteria Introduce PE lessons in EYFS for Reception children. Sports HLTA to offer CPD to all teaching and support staff to continue to assist in PE lessons and afterschool clubs. Continue to introduce new clubs and target less active children. There will be a particular focus on KS1 in response to recent parental surveys. Current levels of competition are high and need to be maintained. New EYFS and Key Stage 1 playtime equipment to be introduced to improve activity levels. Swimming club (Aqua Seals) for less confident swimmers.

Meeting national curriculum requirements for swimming and water safety

Please complete all of the below:

What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	93%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	92%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	92%
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 students today and for the future.

Academic Year: 2019/2020		Total fund allocated: £21,050	Date Updated: June 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity - Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To introduce regular cardiovascular activity to all children in the form of a daily mile/run.	Timetable this for non-PE days and gradually build pupil confidence in running.	£2800	Children improve baseline fitness levels, run regularly and are more active overall while at school.	Arrange a fun run or running challenge in summer. Different running challenges.
To provide new play equipment for EYFS and Key Stage 1 children (climbing area, balance beams, ropes etc) to use at break and lunchtimes.	Review range of designs and arrange for construction.		Wider range of activities offered that help children develop FMS, muscle control and balance.	Budget to maintain equipment. Fun fit daily for children who need to practise their gross motor skills, balance and coordination

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Yoga at School Classes are highly structured and the general aims that run through the classes are:</p> <p>Self-control, Self-esteem, Teamwork, Taking turns, Speaking, Working to a time limit, Waiting, Concentrating, Sharing, Following rules of the game, Listening, Social skills, Independence, Participating, Leading the class, Looking, Decision making, Being assertive</p> <p>To monitor whole school teaching of Rising stars</p>	<p>Weekly yoga session taught by qualified instructor and supported by class teacher</p> <p>The Developmental stage of the class is the games which can be organised by age, qualities, skills and are carefully planned over the year so all ages receive as many different skills and qualities as possible.</p>	£4000	<p>Skills gained include balancing, concentration and focus, decision-making, listening, observational skills, relaxation, tactical skills, sitting quietly, teamwork skills, thinking and using maths. Qualities may include Assertiveness, awareness, calmness, creativity, perseverance, reacting quickly, self-control and taking responsibility</p> <p>Staff feel more confident using PE plans and can consider new activities or strategies if required.</p>	<p>Consider group CPD or demo lessons if required.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To offer PE CPD for new staff joining Lostwithiel, to support staff teachers, who will be teaching PE lessons and leading out door activities for the first time.</p> <p>To offer staff meetings and ongoing support in PE and its role within the wider curriculum.</p>	<p>PE leaders to offer CPD in EYFS and for new staff - demo lessons, planning support, team teaching as required.</p> <p>External CPD if appropriate and required (YST or Mid-Cornwall Network).</p>	<p>£800</p> <p>Sports HLTA time</p>	<p>EYFS teachers and new staff feel confident delivering PE and able to find support when needed.</p> <p>Pupils have high quality PE lessons across the school.</p> <p>Further evidence through lesson observations.</p>	<p>Confident staff deliver good quality PE lessons and use a wide range of teaching strategies. Potential to extend EYFS provision and resources.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				50%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To offer a wider range of clubs to Key Stage 1 pupils. These skills underpin sporting activities and enable our younger children to acquire these skills.</p> <p>To offer clubs that target specific groups of children, such as less active and non-swimmers.</p> <p>To employ a sports HLTA to assist with clubs, fixtures and lunchtime activities.</p> <p>To offer a wide range of extra-curricular clubs to Key Stage 2 children, including hockey, basketball, dance, Bikeability, golf and athletic activities. These sports would help to engage children who do not enjoy football, netball or rugby.</p>	<p>Continue with multi-skills club and extend to</p> <p>Sports HLTA to run AquaSeals for non-swimmers to develop water confidence. Scooters/bike club for those not involved in competitive sport.</p> <p>Appoint sports and support them during Autumn term</p> <p>Continue clubs already in place and continue to enter competitions. Staff to attend CPD as required to enhance their knowledge and confidence.</p>	<p>£1500 for equipment</p> <p>£2000 for staffing, hire of pool, purchase of equipment and minibus fees</p> <p>£5000</p> <p>£1000 staffing costs (overtime for HLTA)</p>	<p>More KS1 children attend extra-curricular clubs.</p> <p>Non-swimmers have targeted support and children are encouraged to try new physical activities. They will hopefully, enjoy the activities and gain confidence.</p> <p>Sports HLTA able to offer additional clubs afterschool, which teaching staff would be unable to offer due to time constraints. As a result, more children can take part in a wider range of extra-curricular activities</p>	<p>Children experience extra-curricular sporting activities at a younger age and master FMS by the end of KS1.</p> <p>TAs with outdoor education experience used to enhance PE and club provision.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To join Mid-Cornwall Sports Network to gain access to regular competitions and School Games events.</p> <p>To continue to be part of St Austell and District Football and Netball league, including the new cup competition.</p> <p>These offer regular, high quality competition for our pupils and foster values such as resilience, dealing with victory and defeat, tactical awareness, teamwork and motivation. To encourage children who are less active to take part in physical activity</p>	<p>Ensure that as many pupils as possible have opportunities to attend competitions (including pupil premium).</p> <p>Use League and cup fixtures, speed swimming and athletic competitions to extend gifted and talented pupils, enabling them to fulfil their potential.</p> <p>Use of local expertise such as badminton coaching to support pupils attending these competitions</p> <p>Gym sessions for Year 5 and 6 pupils who do not access sport regularly</p>	<p>£1700</p> <p>£1500 - transportation fees, entrance fees and purchase of new goals</p> <p>£750</p>	<p>Continued high numbers of children taking part in extra-curriculum clubs and competition.</p> <p>Pupil surveys during summer term.</p> <p>Children more likely to persevere and search to overcome obstacles in their learning.</p> <p>Friendships formed and strengthened through sporting activities.</p> <p>Pupils want to continue participating in sport beyond school.</p>	<p>Competition sustained.</p> <p>Ideas for clubs next year based on attendance and pupil surveys from summer term.</p> <p>Pupils want to continue participating in sport</p>