

# 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](http://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 carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£ 18,794
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 2,599
Total amount allocated for 2021/22	£ 19,200
Total amount of funding for 2021/22. To be spent and reported on by 31 <sup>st</sup> July 2022.	£ 21,799

## 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><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>	92% (46/49)
<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>	86% (43/49)
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	88% (44/49)
<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

## 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: July 2021	
<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: 48%
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?	
Develop active play opportunities during break times and lunch times	Purchase of 40 stunt scooters to enable all children to develop scooting skills whilst encouraging active play during breaktimes.		£2200	Scooters are used by children of all ages every day during breaktimes and lunchtimes, providing children with wider active play opportunities. Children have gained confidence in scooting and are keen to utilise these skills in their journeys to and from school – we have seen an increase in children scooting to school each day since the introduction of the scooters at breaktimes.	
	Purchase of additional playground equipment to ensure each class bubble has sufficient equipment to engage in active play during breaktimes and lunchtimes.		£750	Despite protective measures being in place throughout the academic year, children have been able to engage in active play every day. We have seen a marked increase in the activity	
					Continue to develop active play by: <ul style="list-style-type: none"> <li>• Developing scooting area of playground to add interest and maintain enthusiasm.</li> <li>• Identifying further active play opportunities, purchasing active play equipment and enabling productive active play through the use of Sports Leaders.</li> </ul>
					Continue to provide children with a range of equipment to encourage active play during breaktimes.  In the new academic year,

<p>Ensure all children are actively engaged in two hours of high quality, inclusive PE each week.</p>	<p>Real PE training delivered for whole staff in Autumn 2020 (2 x twilight sessions). Online Real PE training for PESSPA lead (3 days)</p> <p>Real PE annual subscription</p> <p>Deployment of a teaching assistant to support off-site Key Stage 2 PE lessons throughout the 2020/21 academic year (6 hours per week)</p>	<p>Cost allocated in 19/20</p> <p>Cost attributed in third section</p> <p>£495</p> <p>£2250</p>	<p>levels of children, as playground activities such as football and basketball have become more whole-class activities rather than activities enjoyed by smaller groups.</p> <p>Real PE training has resulted in staff having greater confidence in their ability to deliver high quality, inclusive PE sessions. Staff have a better understanding of how to deliver the scheme effectively and this has resulted in greater engagement and success amongst pupils.</p> <p>Due to Covid-19 restrictions and space limitation on the school site, Key Stage 2 PE lessons took place on a public field throughout the 2020/21 academic year. This required additional staffing, but children were able to access at least two hours of PE each week throughout the year, which was identified as a school priority following the lockdowns of Summer 2020 and again in Spring 2021.</p>	<p>survey all pupils to identify opportunities to encourage greater levels of activity during breaktimes, particularly amongst those who are typically less active.</p> <p>Ongoing CPD will be required to ensure that staff continue to further their understanding of how to deliver the Real PE scheme effectively and ensure that all aspects of the programme (i.e. Learning Nutrition and Fundamentals)</p> <p>This action will only need to be repeated in the event of class bubbles being reintroduced in the future.</p>
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<p>Increase children's level of activity during the school day.</p>	<p>Introduce additional afternoon break for children in Key Stage 2.</p>	<p>No cost</p>	<p>Following the Summer 2020 lockdown, children needed additional opportunities to be active throughout the day. During the 2020/21 academic year, an afternoon break was formally introduced for children. The daily additional breaktime was important in raising activity levels and positively impacted on children's health and wellbeing.</p>	<p>In the 2021/22 academic year, the school will replace the afternoon breaks with structured active break times that focus on developing fundamental skills and enhancing children's fitness.</p>
<p>Raise attainment in primary school swimming to meet requirements of the national curriculum before the end of Key Stage 2</p>	<p>Provide children who are not on track to meet the requirements of the National Curriculum for swimming with an enhanced programme to support their progress towards the required standard.</p>	<p>£1750</p>	<p>As a result of the additional swimming sessions, the percentage of children meeting each criteria rose from 77% to 92% (25m confidently) and 69% to 86% (range of strokes).</p>	<p>Covid-19 has impacted hugely on children's access to high quality swimming lessons. In 2021/22, the school will look to not only provide additional support for children at risk of not reaching the swimming National Curriculum standard, but also provide opportunities for children. The PESSPA lead will also be completing the Level 2 Swimming Teacher award in the next academic year.</p>
<p>Increase extra-curricular sports opportunities for children across the school.</p>	<p>Employ teaching assistants to deliver extra-curricular sports clubs or to support teachers in delivering clubs to a greater number of children (at no cost to pupils).</p>	<p>£750</p>	<p>Not possible to offer extra-curricular activity in the Autumn 2020 or Spring 2021 terms, but teaching assistants lead or supported six different clubs in the Summer 2021 term, creating an additional 90 extra-curricular places each week.</p>	<p>School to continue employing support staff to create additional extra-curricular opportunities at no cost to pupils.</p>

	Investment in additional PE equipment to aid delivery of high-quality PE, school sport and physical activity.	£750	Investment in equipment, specifically athletics resources led to very high levels of engagement in lessons and extra-curricular sessions. Some equipment, i.e. hurdles and vortex howlers, used during breaktimes to promote physical activity during play – very popular activity amongst pupils.	Continue to identify equipment needs and invest in equipment that enhances the school's PESSPA offer.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 2%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Actively encourage pupils to take on leadership roles that support the delivery of sport and physical activity within the school.</p>	<p>Year 6 children to receive Sports Leader training from Penair School in the Autumn 2020 term and then support the delivery of extra-curricular activities.</p>	<p>No cost</p>	<p>Sports Leader training was not possible due to Covid-19 protective measures in Autumn 2020. Year 6 children were able to assume Sports Leader roles in the Summer 2021 term and assist the running of a number of extra-curricular sports activities, as well as sporting events during the school day such as sports days.</p>	<p>Ensure children in Year 6 are able to train as Sports Leaders in Autumn 2021 and have a range of opportunities to support the delivery of sports and physical activity.</p>
<p>Encourage children to engage in Active Travel to and from school.</p>	<p>Year 5 children to be trained as Playtime Pals and then support children in engaging in positive play at breaktimes and lunchtimes.</p> <p>Work in partnership with Sustrans to promote active travel amongst school community. This will include:</p> <ul style="list-style-type: none"> <li>• Active Travel Weeks</li> <li>• Scooter Skills sessions</li> <li>• Dr Bike activities</li> <li>• Hands-Up Surveys</li> </ul> <p>All Year 6 children to have the opportunity to complete Bikeability training at Levels 1 and 2.</p>	<p>No cost</p> <p>£150 for prizes relating to Active Travel initiatives</p> <p>£300 for servicing school bikes</p> <p>Funded by Cornwall Sports Partnership</p>	<p>Unfortunately, Covid-19 protective measures made it unfeasible to deliver the Playtime Pals scheme, so this has been deferred to Autumn 2021.</p> <p>Active Travel activities limited due to Covid-19 impact, but pupils in Year 2 and Year 4 were able to access Scooter Skills sessions, which raised children's confidence and increased participation in scooting activities. Dr Bike session ran in Summer 2021, promoting cycling both as an out-of-school activity and as a means of travel to and from school.</p> <p>Bikeability training delivered in Autumn and Summer terms, enabling all children who wanted</p>	<p>Children in Year 5 to have the opportunity to become Playtime Pals in the 2021/22 academic year with a focus on supporting younger children in engaging in healthy, active play.</p> <p>School to engage in Active Travel promotion again in 2021/22 academic year.</p> <p>School needs to develop a cycling strategy that builds on the success of our EYFS Learn</p>



			<p>to complete Bikeability to have the opportunity to.</p> <p>Approximately 30% of children in Year 6 did not complete Bikeability due to not having developed sufficient cycling skills.</p>	<p>to Ride sessions, so that children can cycle with confidence by the end of Key Stage 1 and are therefore ready to cycle on public roads by Year 5/6. This would require investment in 14" and 16" bikes to capitalise on the work done on balance bikes.</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:
				%22
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:
Providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils.	PESSPA lead supporting teachers in delivery of Real PE sessions - twice a week during implementation stage (Autumn 20) and once a week during Summer 21 term.  Real PE training delivered for whole staff in Autumn 2020 (2 x twilight sessions). Online Real PE training for PESSPA lead (3 days)	£3500  £600	Team teaching opportunities supported teachers in Key Stage 2 in developing a secure understanding of how to use the Real PE planning format and how to adapt this to suit the needs of each class.  Real PE training has resulted in staff having greater confidence in their ability to deliver high quality, inclusive PE sessions. Staff have a better understanding of how to deliver the scheme effectively and this has resulted in greater engagement and success amongst pupils.	PESSPA lead should continue to support delivery of Real PE by working alongside teachers in 2021/22.  Ongoing CPD will be required to ensure that staff continue to further their understanding of how to deliver the Real PE scheme effectively and ensure that all aspects of the programme (i.e. Learning Nutrition and Fundamentals)

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
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:
Introduce a new range of sports and physical activities to encourage more pupils to take up sport and physical activities.	Provide all children with the opportunity to learn to surf, whilst also gaining a better appreciation of beach/sea safety.	£750	All Year 6 pupils participated in surf session with Eskinzo Surf School. Very high levels of enjoyment and evidence of increased water confidence.	Whilst this initiative was successful, children need further opportunities to build their confidence and skills and in the future it would be more effective if there were a minimum of three surf session so that children could achieve a greater sense of accomplishment and confidence.
	Six-week programme working with Cornwall Cricket.	No cost as funded through Chance to Shine	Excellent engagement in lessons provided for all classes in Years 1 to 4. High quality teaching provided by coaches supported by teachers had strong CPD benefits for school staff. Many more Bosvigo children went on to access local cricket initiatives (Dynamos Cricket and All Stars Cricket).	Utilise Future Sport Premium funding to secure further coaching with Cornwall Cricket to provide further CPD and high quality PE.

	<p>Three-week programme working with Truro LTC to promote school-clubs links and offer children high quality tennis sessions.</p>	<p>£250</p>	<p>Excellent engagement in sessions and very good opportunity for teachers to develop a better understanding of how to deliver high-quality tennis sessions for whole classes. Would be better in the future to buy in six-week programme to enable children and teachers to work with professional coaches through an entire series of lessons.</p>	<p>School will look to purchase six-week block of lessons in the future, whilst also actively promoting links to local clubs and facilities.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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>Provide opportunities for all children to challenge themselves through both intra- and inter-school sport.</p> <p>Increased participation in School Games competition.</p> <p>Increased opportunities for children with SEND, the least active and least confident to attend competitions and events.</p>	Continue to engage in Penair SSP cluster activities (competitions, festivals and training)	<p>£1500 (membership cost)</p> <p>£200 (supply costs)</p>	<p>Inter-school competition hugely impacted by Covid-19. Penair School provided regular virtual competitions, but engagement in this was low when compared to participation numbers at physical events in previous years.</p> <p>Return of events in the final half-term of the year enabled older children to engage in some competition, although this was not directly against other school.</p> <p>Intra-school competitive opportunities limited due to Covid-19, but Sports Days delivered for EYFS and KS1 and intra-school running event successfully delivered in KS2.</p>	<p>School to commit to complete engagement in inter-school competitions and festivals upon their return in 2021/22.</p> <p>School to ensure all children in all years have opportunities to participate in intra-school competitions and festivals in 2021/22. Programme of events to be devised in Autumn 2021 and planned into the year.</p>

Signed off by	
Head Teacher:	Chris Wallis

Date:	22/07/21
Subject Leader:	Chris Wallis
Date:	22/07/21
Governor:	K Tucker
Date:	22/07/21