

# 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](#).



## 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 31st 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>	80%
<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>	74%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	74%
<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.

<b>Academic Year: 2021/22</b>		<b>Total fund allocated: £19,200</b>		<b>Date Updated: July 22<sup>nd</sup> 2022</b>	
<b>Key indicator 1: The engagement of all 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</b>					Percentage of total allocation: 33%
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?:
<ul style="list-style-type: none"> <li>To provide all children with high quality PE and sport provision in line with the National Curriculum.</li> <li>To enable children in Years 5 and 6 to develop the leadership skills to enable them to support the provision of physical activity outside of lessons (lunchtimes and extra-curricular clubs).</li> <li>To encourage children to be physically active during breaktimes and lunchtimes.</li> <li>To enhance learning and engagement in physical activity with the provision of high quality equipment and resources.</li> </ul>		<ul style="list-style-type: none"> <li>All children to participate in two PE lessons each week.</li> <li>PE lead to support teachers in the planning and delivery of high quality lessons.</li> <li>PE lead to redesign PE curriculum for EYFS/KS1/KS2 focusing on developing high levels of engagement and enthusiasm for PE, as well as a clear progression of knowledge and skills.</li> <li>Provide training for Sports Leaders and Playtime Pals and ensure Young Leaders have opportunities to support the aim of increasing the level of physical activity at the school.</li> <li>Provide a range of equipment to encourage children to engage in</li> </ul>		£6250	<ul style="list-style-type: none"> <li>Subscription to Real PE and associated training has enabled teachers to deliver PE lessons with greater confidence whilst also building a deeper understanding of how to deliver inclusive PE.</li> <li>Investment in high quality resources have significantly contributed to very high levels of engagement in sports such as athletics, football and cricket and has led to children being enthused about new sports such as orienteering and volleyball.</li> <li>Sports Leaders have had a real impact on the delivery of</li> </ul>
				Sustainability and suggested next steps:	
				<ul style="list-style-type: none"> <li>Provide staff with further resource and training with regards to the delivery of dance and gymnastics.</li> <li>Provide teachers who deliver swimming lessons with further professional development opportunities.</li> <li>Continue to develop Young Leaders as facilitators of semi-structured playground activity.</li> <li>Continue to invest in equipment to support the delivery of high quality PE and sport at Bosvigo.</li> </ul>	

Created by:



Supported by:



	active playtimes.		extra-curricular provision, supporting a number of clubs in Key Stage 1 (Karate, Boing Club, Multiskills) and some in Key Stage 2 (Table Tennis, Football). <ul style="list-style-type: none"> <li>• Playtime Pals have supported positive and purposeful play in Key Stage 1 and EYFS, introducing children to a number of physically active games.</li> </ul>	
--	-------------------	--	---	--

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:  
2% (some funding already accounted for in KI1)

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:
<ul style="list-style-type: none"> <li>• To support children in becoming effective Sports Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training for children in Year 6 to become Sports Leaders. Ensure Sports Leaders have opportunities to engage in the delivery of physical activity across the school day, including lunchtime and after-school activity and intra-school events. Raise profile of Sports Leaders by presenting them with a Sports Leader top once they have completed training and have begun to contribute to the delivery of physical activity (e.g.</li> </ul>	£300	<ul style="list-style-type: none"> <li>• Sports Leaders have supported the delivery of after-school activity throughout the year and enabled the school to increase the capacity and success of certain clubs. Sports Leaders have also contributed to the running of intra-school events such as the KS2 swimming gala, EYFS and KS1 Sports Days and the FOBSA Football Festival.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise Sports Leaders to a greater extent to support the promotion of physical activity during lunchtimes (this has been predominantly the role of Playtime Pals).</li> </ul>

<ul style="list-style-type: none"> <li>• To support children in becoming effective Playtime Pals</li> <li>• To raise awareness of PE and Sport taking place in the school</li> </ul>	<p>supporting the running of a club).</p> <ul style="list-style-type: none"> <li>• Provide training and mentoring for Playtime Pals to ensure they understand their role and are able to contribute to promoting positive play and physical activity. Provide Playtime Pals with a tracksuit top to ensure they have a high profile and are easily identifiable for younger children.</li> <li>• PE and Sport to be given a high profile through regular updates on school blog and weekly newsletter. Share successes with children in assemblies and through sports displays in the school. Recognise children's sporting achievements outside of school.</li> </ul>		<ul style="list-style-type: none"> <li>• Playtime Pals contribute to a positive playground environment. There are fewer lunchtime injuries and behaviour incidents as a result of the Playtime Pals scheme. Children who struggle to engage in physical activity are consciously supported by Playtime Pals and this has helped to build their physical confidence and competence.</li> <li>• PE and sport enjoys a high profile in the school with children displaying very positive attitudes to physical activity. Engagement in extra-curricular physical activity is high (70%+ of children in KS2 attending clubs regularly). High proportion of children in KS2 have participated in inter-school sports events this year (65%).</li> </ul>	<ul style="list-style-type: none"> <li>• Grow Playtime Pals scheme in 22/23 to enable more children to actively participate on a daily basis.</li> <li>• Identify more opportunities for children to engage in extra-curricular physical activity. Survey pupils to identify sports they are keen to engage in and to explore reasons why least active pupils do not participate. Identify more inter-school sports events for children to participate in, including broader range of activities.</li> </ul>
--	--	--	--	--



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				28%
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:
<ul style="list-style-type: none"> <li>Continue to identify opportunities to work with external providers to support the delivery of specific sports and to provide staff with expert modelling.</li> <li>Continue to work in partnership with the Penair SSP to provide children with a range of sports opportunities.</li> <li>To increase staff confidence in the delivery of the PE curriculum and extra-curricular sport.</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to work with local sports organisations to identify coaches who can work with teachers to support the delivery of high quality PE lessons.</li> <li>PE lead to meet with other PE leads from Penair SSP. School to engage fully in SSP events, providing children with a range of competitive and inclusive sports activities.</li> <li>Regular ongoing training for staff. PE lead to provide ongoing support for staff via team teaching, demo lessons and collaborative planning.</li> </ul>	£5300	<ul style="list-style-type: none"> <li>In 2021/22, the school worked with Cornish Pirates, Cornwall Cricket and Active Cornwall to support the delivery of high quality PE and sport. Each partnership was highly successful in developing increased enthusiasm for the sports delivered and in providing important CPD for staff across the school.</li> <li>All children in Key Stage 2 have had opportunities to participate in inter-school sports events in 2021/22. Children's enthusiasm for sport and confidence has been greatly enhanced by these opportunities.</li> <li>Staff confidence and experience has grown over the course of the year through regular dialogue with PE lead and training.</li> </ul>	<ul style="list-style-type: none"> <li>Identify further opportunities for professional coaches to work with the school to support staff CPD, inspire children and to strengthen school-club links.</li> <li>Continue to be an active member of the Penair SSP.</li> <li>Further opportunities for staff to focus on the delivery of aspects of PE in staff training time.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23%
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:
<ul style="list-style-type: none"> <li>Continue to offer a broad range of extra-curricular physical activities to children across the school.</li> <li>Introduce children to a wider range of sports and physical activities both within and beyond</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to plan extra-curricular delivery each term to ensure opportunities are available to children across the school. Identify external providers to compliment in-house provision.</li> <li>PE lead to identify opportunities for children to engage in wider sporting</li> </ul>	£4450	<ul style="list-style-type: none"> <li>Sports activities offered to children across the school. Many opportunities for children in Key Stage 2, which has led to high levels of engagement in physical activity. Demand for extra-curricular activity in Key Stage 1 outweighed the provision available, so further work needed to cater for this. Attendance registers demonstrate that clubs that are provided free of charge are always oversubscribed whilst those with a cost experience varied demand. School should consider subsidising club costs further in 22/23 to encourage maximum uptake. All staff-led clubs free of charge and have high levels of attendance.</li> <li>All children in Year 6 engaged in a fully-funded surfing programme with Eskinzo Surf</li> </ul>	<ul style="list-style-type: none"> <li>Identify further extra-curricular opportunities for children in Key Stage 1 over the course of the year.</li> <li>Consider subsidising clubs that have a cost involved to encourage maximum uptake.</li> <li>Encourage more support staff to run extra-curricular activities, as this is most cost-effective approach.</li> </ul>



<p>the curriculum.</p>	<p>activities.</p>		<p>School in the Autumn 2021 term. All children had three sessions, resulting in greater awareness of how to enjoy the sea safely and greater confidence in the water.</p> <ul style="list-style-type: none"> <li>• All children in Year 5 had the opportunity to participate in a fully-funded sailing programme with Roseland Paddle and Sail. This equated to approximately 10 hours of sailing instruction per child. 90% of children in Year 5 participated. Children showed greater confidence in water and developed completely new set of skills.</li> <li>• The school has provided children with identified needs with the opportunity to engage in weekly funded yoga sessions at Kids Yoga Cornwall. The impact of this on the children has been profound, with children showing real enthusiasm for sessions, which in turn are benefiting their physical and emotional wellbeing.</li> <li>• As a result of investment in new resources, the school has</li> </ul>	
------------------------	--------------------	--	--	--

			<p>introduced new sports to the curriculum and revitalised some existing ones. This has had a demonstrable impact on the children in terms of engagement. Orienteering in particular was successful in engaging children who can be inactive, whilst activities such as high jump and hammer throwing really enhanced the children's already-high engagement with athletics.</p> <ul style="list-style-type: none"> <li>• Booster swimming sessions for Year 6 were very successful in building confidence and engagement in swimming amongst children whose experience of swimming was seriously hindered by covid restrictions. Whilst children in this group didn't all reach the 25m standard, they made significant progress that will hopefully continue in the future. Moving forwards, booster sessions need to start at a much earlier stage for children who show a difficulty in progressing their swimming skills.</li> </ul>	
--	--	--	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				24%
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:
<ul style="list-style-type: none"> <li>All children to experience competitive sport within the school.</li> <li>Increase the number of children in Key Stage 2 having opportunities to compete in inter-school sports events.</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to ensure that children have opportunities across the year to experience intra-school events that prioritise fun and engagement.</li> <li>PE lead to ensure that children across Key Stage 2 have opportunities to represent the school in a range of inter-school events. PE lead to ensure a balance of inclusive and competitive events.</li> </ul>	£4700	<ul style="list-style-type: none"> <li>Increased number of intra-school sports events in 2021/22 due to building some events into PE curriculum lessons. All children in Key Stage 2 had a number of opportunities to engage in intra-school sports. The frequency was less in Key Stage 1 and EYFS, with sports days being the main opportunity.</li> <li>Children in Key Stage 2 had vastly more opportunities to participate in inter-school events in 2021/22 compared to the previous year. This was achieved by full engagement in the School Games programme, as well as participation in a number of competitions and festivals run by local sports organisations. Engagement in inter-school sport was hugely beneficial for children of all</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build a programme of intra-school competition across the school, with half-termly events taking place between classes in each phase team and, where appropriate, across teams.</li> <li>Continue to strive for high levels of engagement in inter-school sports events by equipping children with the confidence and skills to participate in competitions and festivals. Ensure school's main objective continues to be opportunities for all children.</li> </ul>

			abilities and many have increased and widened their sporting engagement as a result.	
--	--	--	--	--

Signed off by	
Head Teacher:	Chris Wallis
Date:	22/07/2022
Subject Leader:	Chris Wallis
Date:	22/07/2022
Governor:	Kyle Brown
Date:	22/07/2022