

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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SPORT
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

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 2020. 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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
Upskilling of new P.E Lead Acquisition of new resources after GB Athlete visit Virtual Sports Day Engagement of pupils in extracurricular clubs Sports leaders development training for pupils Participation in competitions and results in these Gifted and Talented programme External specialist providing quality PE and CPD for staff Profile of PESS	Curriculum map redesigned with objectives for each year clear (Due to School closures) Implement plan for children who missed swimming Addition of bike track

Meeting national curriculum requirements for swimming and water safety.	
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 2020.	52%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	26%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%

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/ No (School closure)
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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: 2019/20	Total fund allocated: £	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
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>All pupils are engaged in regular physical activity.</p> <p>All children undertake at least 30mins of physical activity a day.</p>	<p>All pupils receive two hours of timetabled PE. This is a structured and varied curriculum</p> <p>A physical break is taken daily by each pupil in addition to their scheduled break times.</p> <p>Playground leaders have been trained under the Playmakers Award scheme. They target disengaged pupils and help to support activities at break times and lunchtimes.</p> <p>Active literacy activities have been developed and the active learning approach has been delivered to all teaching staff.</p> <p>Positive attitudes towards healthy and active lifestyles are encouraged among pupils and staff, and is extended to parents and carers.</p> <p>Active travel plan promoting walking, scooting and cycling to school. Walk to school week - (walking bus)</p> <p>Sport 4 More sessions with the children promote the moral and emotional aspects of team sports and provide opportunities to upskill teachers.</p> <p>Bike track initiative to promote</p>	<p>N/A</p> <p>N/A</p> <p>CSIA Alliance Membership</p> <p>N/A</p> <p>N/A</p> <p>£5,212.50 (£3,475.00) spent due to lockdown cancelling final term's use)</p>	<p>Pupils understand how they are progressing and what they need to do to improve.</p> <p>PE and healthy life styles is linked throughout the curriculum.</p> <p>All pupils are engaged in daily physical activity for 60 mins</p> <p>Greater links with other subjects that contribute to pupils' overall achievement and their social, spiritual, moral and cultural skills.</p> <p>Physical activity is embedded into the school day and ethos of the school.</p> <p>Staff promote health and wellbeing through modelling active lifestyles.</p> <p>Greater links with other subjects that contribute to pupils' overall achievement and their social, spiritual, moral and cultural skills.</p>	<p>PE provision will be audited and reviewed annually.</p> <p>A designated member of staff will oversee this area of work to ensure a consistent approach and gaps filled.</p> <p>To monitor the attainment of swimming across year 5 and 6.</p> <p>To continue to identify the children unable to swim 25 metres by the end of year 6 Spring term and offer additional top up sessions.</p>
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	<p>healthy lifestyles and to contribute to a varied 15 minutes (at least) of physical activity for all students.</p> <p>Fun fit offered to group of children</p> <p>GT children sent to Secondary school for specialised workshops.</p> <p>Moki Wristbands - planned to purchase (pre-lockdown)</p>	<p>TA overtime</p> <p>Part of CSIA Alliance Membership (£3300)</p>		
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation:
%

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:
Profile of Physical education, school sport and physical activity being raised across school.	<p>Membership of Camborne Sports and International Academy Sports Alliance.</p> <p>Member of the Youth Sports Trust.</p> <p>Engage with local club/coach to deliver extra-curricular/after school clubs e.g. Football</p> <p>Support given to pupils to join community clubs outside of school.</p> <p>Displays around school are informative and inspiring to students</p>	<p>As above</p> <p>Part of CSIA Alliance Membership</p> <p>Travel/ cover costs</p>	<p>Access to competition and resources.</p> <p>Increased number of children attend one or more afterschool activities.</p> <p>Pupils are celebrated and encouraged for their achievements</p>	<p>Continue to ensure a diverse curriculum and provide an opportunity for all pupils to develop their leadership, coaching and officiating skills.</p> <p>The secondary school is aware of the leadership programme and will continue training and providing opportunities.</p> <p>The leaders are recognised in an awards presentation at the end of the year.</p>

	<p>and staff to lead a healthy lifestyle.</p> <p>PE is celebrated regularly in whole school assemblies to make student aware of the importance of PE and Sport.</p> <p>Notice boards are regularly maintained with fresh new displays to raise the profile of PE and aspire and inform.</p> <p>Cross MAT events to raise profile across all schools.</p> <p>There is a Sports Council which meets regularly to discuss Sports and PE in our school and the community.</p> <p>PE pupil conferencing</p> <p>Virtual Sports Day</p> <p>GB athlete visit</p> <p>Sport Leaders training and given roles within the school setting</p>	<p>Funds for incentives</p> <p>N/A</p> <p>Travel costs</p> <p>Fundraiser</p> <p>Part of CSIA Alliance Membership</p>	<p>in school, social media and in the media to inspire others.</p> <p>Students are engaged in the planning and development of school sports activity through student voice.</p> <p>Transitions into new schools are eased by attending sporting events at other schools and sports leaders supporting the younger years throughout the MAT.</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:
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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 staff feel confident, knowledgeable and have the relevant skills to teach PE and sport.	<p>Qualified sports coaches come in to work alongside & upskilling teachers.</p> <p>A range of CPD activities available to staff through the CSIA cluster - supply/ cover costs</p> <p>Regular training/CPD events for PE Lead</p> <p>PE Lead meetings regularly attended</p> <p>PE Staff meetings</p> <p>Arena Scheme of work</p> <p>Cornish Pirates Rugby Specialist, working with class teachers to improve skill set - didn't happen due to lockdown</p>	<p>See above</p> <p>CSIA Alliance Membership</p> <p>CSIA Alliance Membership</p> <p>CSIA Alliance Membership</p>	<p>Partnership work on physical education with other schools and other local partners.</p> <p>More confident and competent staff with enhanced quality of teaching and learning.</p> <p>Children have the opportunity to professional and experienced teaching of dance and movement. They can collaborate with other schools in the MAT to perform rehearsed and polished dance and gymnastics routines in front of an audience.</p>	<p>All additional activities/sports will be sustained by upskilled staff and volunteers.</p> <p>Continue to use coaches and instructors to enhance the level of skills and knowledge given to gifted and talented students.</p> <p>Continue to audit staff skills regularly.</p> <p>PE knowledge and CPD is shared across the whole school.</p> <p>Continue to use pupil conferencing on sport in the school to feedback about targets and to inform planning.</p>

			The scheme of work ensures the pupils obtain the same high standard of teaching throughout the school years and progression is developed within each sport.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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 children have opportunities to access a wide range of sports.	<p>Develop school sports day to reflect the physical literacy framework.</p> <p>Work with other local primary schools to develop local primary festivals.</p> <p>Intra school sports have been introduced to encourage participation.</p> <p>School sports and achievements are celebrated in school assemblies, on the website, facebook and newsletter. Events and achievements are often celebrated in the local media</p> <p>Surveys are undertaken in order to engage more students (asking the student voice what clubs/sports</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Funds for incentives</p> <p>N/A</p>	<p>A more inclusive PE curriculum which can be accessed by all pupils.</p> <p>Our school Football team has represented our Cluster in the South west Finals of a football competition, taken part in county wide football cups and won the League in our area.</p> <p>Use of the School Games formats to provide the opportunity for both boys and girls to take part in age and stage appropriate level of competition.</p> <p>Children are encouraged to try new and exciting sporting activities.</p>	<p>To update the resources available regularly to support the delivery of specific activities.</p> <p>To offer a range of clubs during school time to overcome barriers to participation.</p> <p>To continue to identify young people with SEND and have interventions in place to support learning.</p> <p>Continue to attend the 'Trevictus games' and try to have all of our SEND pupils taking part in the competition.</p>

	<p>they wish to see).</p> <p>Resources bought</p>	<p>Paid through GB Athlete scheme</p>	<p>SEND opportunities are supported by the Primary Sports Alliance which builds confidence and positive attitudes towards sports and competition.</p> <p>SEND have taken part in a number of new and modified sports and are able to compete against other schools in the MAT.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Increase the number of children taking part in competitive sports.	<p>Transport to participate in additional School Games qualifying events.</p> <p>A record of children who have taken part in competitive sports is kept.</p> <p>Medals, trophies, stickers and rewards bought for sporting competitions.</p> <p>Regular Inter-MAT sporting events have taken place throughout the year such as Cricket tournaments and fund-raising events.</p> <p>Entering of a variety of festivals, competitions and tournaments for a wide range of sports (netball, football, rugby, cricket, swimming, athletics.)</p>	<p>N/A</p> <p>CSIA Alliance Membership</p> <p>CSIA Alliance Membership</p>	<p>Access to competition and resources.</p> <p>Participation in sport has greatly increased with the addition of A, B and C teams.</p> <p>Children have represented our school at local, national and regional level.</p> <p>Use of the School Games formats to provide the opportunity for both boys and girls to take part in age and stage appropriate level of competition.</p>	<p>Continue the opportunities for competition across our school MAT.</p> <p>Continue to fill girl teams for competitions</p>

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Signed off by	
Head Teacher:	B. Anderson
Date:	31.7.2020
Subject Leader:	Jamie Lovelock
Date:	20.7.2020

Governor:	Kelly Caplin
Date:	Oct 2020