

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

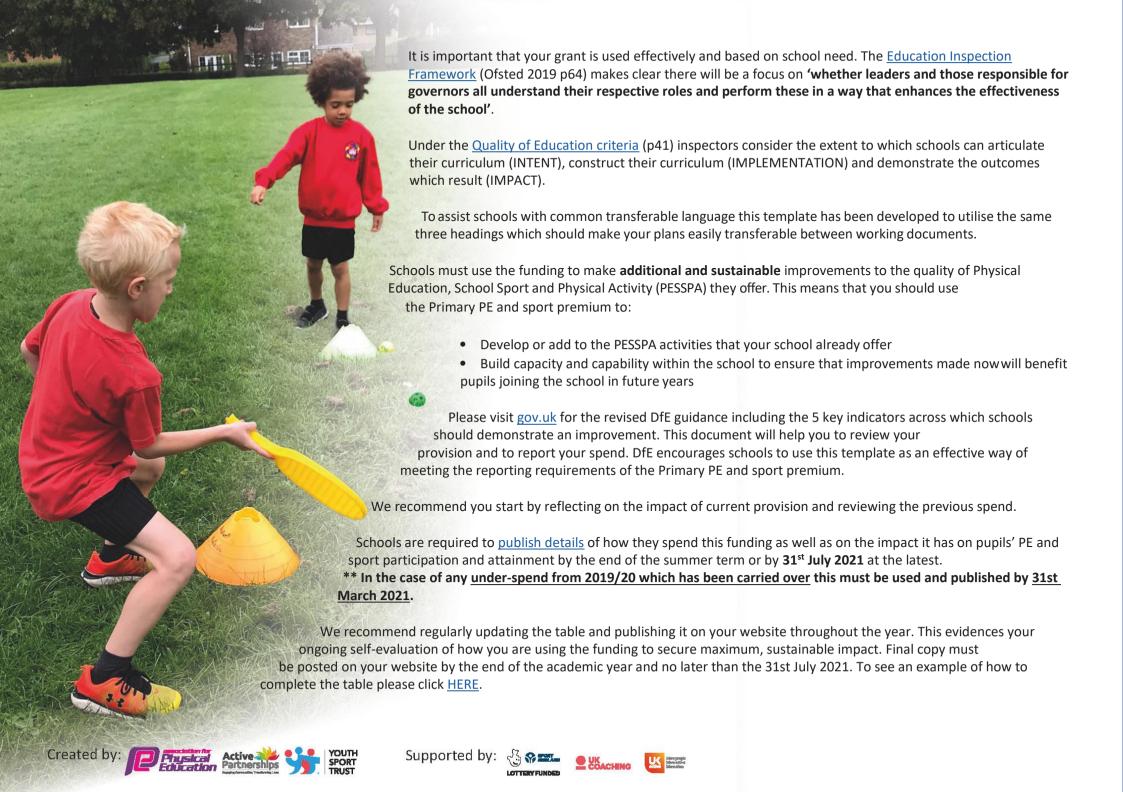


Department for Education

Created by







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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
The use of external agencies has proven to be highly effective in ensuring that all the children in the school are accessing high quality PE. We have used Andrew Baylis and Matt Upston. Both are highly experienced PE specialists. They have been used for team teaching to support the CPD of the teachers.	, , , , , , , , , , , , , , , , , , , ,
Forest School was a key aspect to this academic year as we spent more time outside due to COVID 19. Forest school was therefore a key focus and time and money were spent on this.	Forest school will continue to be a focus and new staff that have joined will get the support from trained members of the team to help deliver an excellent outdoor experience.
More PE equipment was purchased and utilised throughout the school. During COVID times, each bubble had a PE book distributed to them.	More PE equipment will need to be purchased as the school continues to grow. There needs to be an increased opportunity for extracurricular activities post COVID through after school activities and inter sports across the RELP.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO * Delete as applicable

If YES you $\underline{\text{must}}$ complete the following section

If NO, the following section is <u>not</u> applicable to you













If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £ 0	Date Updated:		
What Key indicator(s) are you going to	focus on?	•		Total Carry Over Funding:
				£
Intent	Impleme	ntation	Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:













Meeting national curriculum requirements for swimming and water safety.	NR
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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.	NR (not relevant as we do not have Year 6 children)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	NR
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NR
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











Action Plan and Budget Tracking

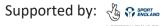
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £16,490	Date Updated: February 2021		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary			Percentage of total allocation:	
school pupils undertake at least 30 minu	tes of physical activity a day in school			%
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:
To encourage more physical activity during break times and lunchtimes as well as within lesson time. This will include regular 'brain breaks'	1)Purchase of playground equipment as well as sports equipment related to PE lessons.	£4,441		PE equipment has been purchased and organised in the PE shed, both indoor and outdoor.
	to encourage participation in fitness during lessons and break times.	£2000 (from the PTA?) rest to be fund raised? So not from the grant. 4	Cost too high at the present time – Approx £25,000. Signs can be put up instead at a fraction of the cost which will still be beneficial for the children.	
Key indicator 2: The profile of PESSPA be	eing raised across the school as a tool for	whole school imp	provement	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:













	T			
Children are taught in a variety of ways	1) Delivery of lessons and support by	£2,500 OPAL	OPAL project has begun to take off	OPAL to be continued to be
to engage their focus and to ensure	experienced staff with OPAL and Forest	money	with SH leading. OPAL staff have	developed. Tyres tunnels and
quality outcomes.	school training, this will support and	£1,000 Forest	visited the school to discuss ways to	many other aspects begin to be
	encourage a cross-curricular approach	school purchases	move forward and OPAL equipment	built at the end of the summer
	to outdoor learning.		and focussed areas at lunchtime is	term.
			beginning to impact upon the	Continue to develop this – what
			wellbeing of children, during their	else is going to be available?
			lunchbreak.	













Key indicator 3: Increased confidence, kn	owledge and skills of all staff in teachin	g PE and sport		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	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:
consolidate through practice: Teaching and learning in curriculum areas is high quality	Football Club, SportyStars, Andrew Baylis to aid in planning and delivery of PE in school. Be explicit that this is team teaching. Use a new PE scheme (Leap into life)	£8,500	The children and staff have benefitted greatly from having specialist PE sessions. Sessions are more focused and continue to upskill the teachers and children alike.	Next year the new PE scheme (Cambridgeshire) has been purchased, as this is best for the whole school as we grow. Teachers and external support to follow the scheme where possible. The teachers will video sections of the lessons to help reflect with the children and look at the specialists.
Key indicator 4: Broader experience of a	range of sports and activities offered to	all pupils		Percentage of total allocation:
Intent	Implementation		Impact	/0
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:













				The summer term saw the
Enable a broader range of sports to be	Introduce more sporting clubs for KS1	Allocated in the	This has been majorly affected this	introduction of sports clubs.
offered	(lunchtime and afterschool) to even	funding for sports	year due to COVID restrictions and	These were popular and will
	the experience and opportunity	specialists.	therefore sporting clubs have been	continue next year.
Offer a range of cross-curricular activities	across the school. Football club to be		put on hold for the majority of	
to encourage active participation outside	run by specialist		children in the Spring term.	
of school.		In PE equipment		
	Buy equipment that allows a range of	budget above.		
	extra-curricular activities to be taught			













Key indicator 5: Increased participation in	n competitive sport			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:
To enable more pupils to participate in school competitions and fixtures across a broader range of sports	1) P.E specialist running after school clubs in the week – AB and LR . Develop links with the St Luke's School Sports Partnership to access the School Games programme.	funding for sports specialists.	Children who haven't participated in after school clubs before, are now taking part. Registers have shown that running is an activity of interest. Football club is also proving to be very popular and more girls are getting involved.	How can we add extra sporting clubs next year? This can be used to begin to develop the golden mile next year. This is to be pushed further next year – Dom from Exeter City to focus on this.

Signed off by	
Head Teacher:	O Wilder
Date:	25/07/21
Subject Leader:	S Newell
Date:	25/07/21
Governor:	
Date:	











