

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by





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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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:
<p>During Covid-19, children at home and in the hub took part in the virtual Cornwall school games which allowed them to keep physically fit during lockdown. Children were also given challenges by the PE coordinator via the school website to keep them active.</p> <p>RealPE scheme bought in and staff attended day one of training. This scheme has enabled PE teaching to be much more consistent throughout school and will continue to improve.</p> <p>More equipment bought for the school to enable children to have access to a wide variety of sport and physical activity during their time at school.</p>	<p>Utilising online and virtual events more will benefit children both at school and at home, raising the profile of PESSPA and creating a stronger connection between school life and home life.</p> <p>Alongside this, bring into school a way that children can compete with each other (intra school) that is sustainable and works in line both with restrictions and without.</p> <p>Staff confidence needs to improve further following the introduction of RealPE and all staff need to be taking</p> <p>Ensuring that children have access to lots of different activities during their break and lunch times to give them opportunities to meet the 60 minutes of physical activity per week. More equipment and opportunities for different activity will extend to after school clubs with children.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

If YES you **must** complete the following section

If NO, the following section is **not** 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: £10,033	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				£10,033
Intent	Implementation		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?:
Key indicator 1: The use of break time and lunchtimes to be reviewed and evaluated to ensure that children are able during this time to be engaged in physical activity.	Using Caloo, invest in an outdoor fitness area to be installed by the MUGA. These changes will allow break and lunch times to be more centred on what activities children want to do. This will ensure that they are all physical for at least 45 minutes of the day in school.	£10,495	Send out a pupil voice survey before new equipment arrives – ask children what they enjoy most about break and lunch times and what they would like to see more of. (March '21) pupil voice survey results show that children would really like a range of equipment and things to do outside.	Assess how well the equipment is being used and how durable the equipment is for future years. Begin clubs using the equipment so that children can use it both during and after school. Involve the community in using the equipment if possible to further engage parents.

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	This has been completed using children's judgements as we have been unable to go swimming for the past two years.
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.	61%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	61%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%
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?	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: £18,550		Date Updated: 08.05.21	
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					Percentage of total allocation:
					11%
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?:
Children to spend break times and lunch times being active. A choice of physical activities given at break and lunch to ensure all children are taking part in activity.		Create a bag of break time equipment for each class containing lots of different balls, Frisbees etc so that children can choose how they spend their active break time. Update June 2021 – equipment has been incredibly popular and well-used, more equipment sought and purchased for use next year.		£1673 £506.60	In each year group, children can be seen using a range of the equipment bought for them. In year 6, it has increased their activity levels in break and lunch as everyone has something that they want to play with. Coordination and ball skills have also been improving, especially kicking.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					0%

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:
The profile of PESSPA raised by bringing home and school closer together and forging great relationships between parents, carers, teachers and children in regard to PESSPA.	<p>Physical challenges sent home each week through MME – videos of PE coordinator so that children begin to have an association.</p> <p>During lockdown children who were at home and at school both had access to the home learning section of our scheme, RealPE.</p> <p>PE offer document created outlining the school's core PE offer and the broader offer for the school including mental health links, PSHE links and community links. Raising the profile by linking PE to other aspects of school life.</p>		Number of children engaged in realPE at home over lockdown was high (approximately 1/3 of children, with another 1/3 in school).	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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: £1000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All teaching staff feel prepared and confident in teaching high quality PE lessons every week.	<p>RealPE scheme of work bought to ensure a consistent and clear approach to teaching PE throughout the school.</p> <p>All teaching staff completed day 2 of RealPE training.</p> <p>RealPE employee to come to school and help deliver modelled lessons to the children.</p> <p>This was unable to happen due to Covid – Planned in for autumn term 2021.</p>	£788	Staff are taking enjoyment in RealPE: "I'm getting on really well with it and the children absolutely love it."	Further training delivered by RealPE would benefit staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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: £5020	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Children need to be confident in applying skills that they learn during their PE lessons into any sport that they may encounter.	Chance2Shine Cricket in school working with year 6 from September – December. Working with years 2, 3 and 4 in the summer term.	£780	(Year 6) Pupils' eye to hand contact has dramatically improved and children have been empowered to play cricket based and throw and catch based games during break and lunch times following on from Chance2Shine coaching.	Develop positive relations between Pennoweth and Chance2Shine to enable us to work together more often in the future and for children to see where their skills can take them.
	Cornish Pirates rugby to work with year 5/6 children for a half term	£240	All children in years 3, 4, 5 and 6 will have had the opportunity to be taught a different sport run by professionals.	Develop positive relations between Pennoweth and Cornish Pirates. As part of our 'PESSPA offer' to children, ensure that children in all years always have access to sport in school run by professionals.
	Eight table tennis tables bought which can be used inside and outside. To be used during break and lunch, for clubs in the summer terms and also for PE teaching as there are enough tables for all children in one class to be playing on.	£3197.91	Linked to Key Indicator 1: Children have expressed a lot of interest in table tennis – having access to two tables will engage them further in PESSPA.	Begin clubs using the equipment so that children can use it both during and after school. Involve the community in using the equipment if possible to further engage parents.
	Set of yoga mats bought to ensure that children have access to a range of activity to support both their mind and body. Trained yoga teacher in school.	£259.60		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
Children need to have an understanding of what competition means, including winning and losing. Children have an increased number of chances to take part in healthy competition both within and outside of school.	<p>Crofty Gold membership</p> <p>New 'tribes' have been created in school to promote intra competition. A different fitness/sport competition is set each half term, e.g. football competition, fitness competition, gymnastics competition.</p> <p>Sustainable equipment bought to ensure that 'tribal warfare' games can go ahead in the summer term and in coming years.</p> <p>Alongside the implementation of tribal competitions, a class set of fitness trackers will be bought to bring more competition into school.</p> <p>With a class set, the competitions can be within the class but also expanded to include the whole</p>	<p>£550</p> <p>£733.03</p> <p>£539.70</p>	<p>Children are engaged and interested in the leadership board for our tribes.</p> <p>After each tribal competition, the leadership board is updated and posted on the newsletter and our twitter.</p> <p>Evidence of healthy competition is being seen in a lot of classes.</p> <p>Tribal sports events in the summer term proved to be very successful with medals and certificates being given to winning tribes. Events promoted on the school website and twitter.</p>	<p>Tribal competitions to be consistent across each half term – ensure all classes are taking part and they are organised well.</p> <p>Successful tribal sports ensure that children remember the events and look forward to more tribal warfare competitions in the coming year.</p> <p>Depending on success, more fitness trackers could be bought so that there is enough for a year group/the whole school.</p>

	<p>school through tribal competition events that stretch across weeks, e.g. one class wears the trackers for one week, the data is then stored and uploaded, and the trackers are passed on. This could work as class or tribal competitions.</p> <p>Trackers bought but activities not implemented due to Covid.</p>			
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Signed off by	
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Date:	21.07.21
Governor:	
Date:	