

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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](#) 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](https://www.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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## Pebblebed Hub of the Jubilee with Pebblebed Federation

Littleham Church of England Primary School  
Woodbury Salterton Church of England Primary School

### Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£32, 815.94
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£33, 692.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£33, 692.00 (Additional spend £10, 005.91)

### Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts.

**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**

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<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>	83% LCEPS 100% WS
<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>	72% LCEPS 85% WS
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100% LCEPS 100% WS
<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>	<p>LCEPS - Yes – All cohorts have a minimum of 1 terms worth of swimming each academic year</p> <p>WS - No</p>

## 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: 2021/22		Total fund allocated: Total: £33, 692.00		Date Updated: July 2022	
Key indicator 1: 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:
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:		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 increase engagement of all pupils in regular physical activity.</li></ul>		<ul style="list-style-type: none"><li>Class resource boxes to be created for lunchtimes to encourage active play.</li><li>DPA included on medium term planning document.</li></ul>		£2000.00	
<ul style="list-style-type: none"><li>To train play leaders to support and deliver lunchtime games.</li></ul>		<ul style="list-style-type: none"><li>Play leaders to be trained to support and deliver lunch time games.</li></ul>		£2000.00	

<ul style="list-style-type: none"> <li>To inspire pupils to be active for 60 minutes per day with at least 30 minutes in school.</li> </ul>	<ul style="list-style-type: none"> <li>L &amp; F Sports to continue with lunch and after school provision.</li> <li>Premier Sport to continue with after school provision.</li> <li>All classes have regular PE sessions (1 hour) twice weekly and daily physical activity.</li> <li>Using the pupil PE tracker, keep track of extra curricular engagement with sport.</li> <li>Make suggestions to children about local sporting clubs.</li> </ul>	£10,360.46	<ul style="list-style-type: none"> <li>All children continue to take part in 2 x 1 hour PE lessons. LCEPS/WSP</li> <li>Years R-6 completed a session with PE specialist and pupil feedback indicated they enjoyed the sessions and that they would repeat activities.</li> <li>Years 2,3,4 focused on playground games and increasing active play at lunch time. MTA feedback to HOL included improvements to behaviour and an increase in play.</li> </ul>	<p>PE impact day 3- competitive sport focus. WS</p> <p>Take part in new sporting challenge such as Dartmoor 3ball</p> <p>Take part in Run to the sun fun run July 2022.</p> <p>PE impact day 5- Targeted support in each cohort, athletics, core stability, stamina.</p> <p>Summative assessment and planning for next steps across all cohorts.</p>
<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:
				%
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 organise PE focus days that will be led by Sports specialist and ensure the following events.</li> </ul>	<ul style="list-style-type: none"> <li>PE focus day's ½ termly e.g. Focus 1-Day of Dance. Focus 2-Gymnastics Focus 3- Athletics Events: Netball Football Dartmoor 3ball Y1/2 Multi skills- sports day prep. SEND festival Aesthetics festival</li> </ul>	£8681.97	<ul style="list-style-type: none"> <li>All children have participated in PE focus days.</li> </ul>	Continued links with Exmouth Learning community and DSSP.

<ul style="list-style-type: none"> <li>To teach pupils playground games and health related fitness.</li> </ul>	<ul style="list-style-type: none"> <li>Children have used their knowledge from SEND festival to play new games in the playground.</li> <li>PE lead has shared ideas from the PE conference with staff and pupils on mini games that can be played in the playground.</li> </ul>	£66.88	<ul style="list-style-type: none"> <li>Children are keen to play games and involve other children from different classes.</li> <li>Children are taking a lead in organising and participating in active games.</li> </ul>	Continue to look for more ideas for mini games that can be learned and played next year.
<ul style="list-style-type: none"> <li>To increase engagement and enjoyment by children competing in the "Santa run", Easter fun run "Chicken run" and summer "Chase the sun".</li> </ul>	<ul style="list-style-type: none"> <li>Children have been encouraged through PE lessons and classes taking additional time to practise running.</li> </ul>	£100.00	<ul style="list-style-type: none"> <li>Pupil stamina on the whole has improved in termly fun runs with children improving on their personal best distance. All children increased the distance they were able to run throughout the year.</li> </ul>	Involvement in more sports competitions and celebrate these via school website, celebrations assemblies and newsletter.
<ul style="list-style-type: none"> <li>To ensure subject leader curriculum development by PE lead attending CPD and subject leader meetings.</li> </ul>	<ul style="list-style-type: none"> <li>PE subject leads to attend training and CPD events throughout the year.</li> <li>Teachers working alongside Premier sport for CPD.</li> <li>Exeter City Fitness and football skills.</li> <li>Devon cricket (DCB) engagement day.</li> </ul>	£1200.00	<ul style="list-style-type: none"> <li>Subject leaders have good knowledge of the national agenda for PE and sport and its place in the curriculum.</li> <li>Staff confidence, knowledge and competency has much improved as a result of team teaching with the sports specialist. End of unit assessment notes pupil progress to be positive.</li> </ul>	Subject leaders to continue with CPD meetings to keep up to date with subject developments. Involvement in more sports competitions and celebrate these via school website and celebration assemblies.  Develop further links between physical activity and positive mental health.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:



and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<ul style="list-style-type: none"> <li>To ensure teachers are confident to deliver PE specifically gymnastics and dance.</li> <li>To ensure support staff know how best to support those who find it harder to participate in PE sessions (Funfit initiative)</li> </ul>	<ul style="list-style-type: none"> <li>Coaches and 'experts from following sports to work with pupils and model best practice. Cricket (DCB), swimming (LED leisure)</li> <li>School sports specialist to deliver impact focus days to whole school.</li> <li>Teachers working alongside Premier sport for CPD.</li> <li>MTA and learning hub staff take a lead on physical activities during lunch hour.</li> </ul>	£3396.81	<ul style="list-style-type: none"> <li>Subject leader is up to date with developments in subject. LCEPS/WSP and ensured the focus for EYFS is on core stability as per the national trend.</li> <li>PE impact days have ensured all pupils have taken part in a range of activities and that staff have improved their PE knowledge including the use of PEDPASS.</li> <li>Support staff are more confident in supporting pupils in PE sessions and through physical intervention sessions and know what next steps need to be therefore children are being challenged and identified as those needing support.</li> <li>MTA's are more focused and confident in leading and supporting active lunch times, ensuring all children have the opportunity to be active and use equipment appropriately.</li> </ul>	<p>Subject leader to attend School sports conference.</p> <p>Monitor impact of CPD and write action plan for the next year detailing further CPD opportunities and areas for pupil development.</p> <p>Any new MTAs appointed to complete basic induction and training with the PE lead/J Glover to ensure active play at lunchtime.</p>

**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	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
			Sustainability and suggested next steps:

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what they need to learn and to consolidate through practice:			changed?:	
<ul style="list-style-type: none"> <li>To provide broader experience of activities via Y5/6 residential.</li> </ul>	<ul style="list-style-type: none"> <li>Children are offered wider opportunities both in and outside of school helping them to build healthy lifestyles.</li> </ul>	£942.60	<ul style="list-style-type: none"> <li>Pupils are getting a broad range of activities.</li> </ul>	<p>To explore wider sports opportunities for pupils, accessing external coaches/clubs where required. LCEPS/WSP</p> <p>To explore wider outdoor education opportunities. LCEPS/WSP.</p> <p>To develop relationship with Cycling club/ charity "Ride on" to develop cycling as a sport across the school.</p>
<ul style="list-style-type: none"> <li>To promote revised version of Netball (Bee Netball) as an alternative to traditional High 5 Netball.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the new game during PE and after school sessions.</li> </ul>	£709.19	<ul style="list-style-type: none"> <li>Pupils have an experience of a new team game.</li> </ul>	To continue to introduce more team games for lunchtimes and after school provision.
<ul style="list-style-type: none"> <li>To provide a wide range of athletic activities linked to 2022 Commonwealth Games.</li> </ul>	<ul style="list-style-type: none"> <li>Children have tried a range of athletic activities and have developed their skills in throwing, jumping and running.</li> </ul>	£240.00	<ul style="list-style-type: none"> <li>Children have developed an understanding of the ethos of the Commonwealth Games and the joining of nations- for sporting success.</li> </ul>	Continue to use national and global sporting events as inspiration for school PE and sport.

Key indicator 5: Increased participation in 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:
<ul style="list-style-type: none"> <li>To support children to compete within learning community sports calendar.</li> </ul>	<ul style="list-style-type: none"> <li>School partnership with Dartmoor school sports to be maintained.</li> <li>Events such as sports day to include participation and competitive events.</li> </ul>	£7800.00	<ul style="list-style-type: none"> <li>Children have competed in a significant number of live competitive sports externally e.g Netball (Exmouth &amp; East Devon), Dartmoor 3ball, Football (Local world cup).</li> <li>Children have taken part in sporting festivals e.g. SEND PE festival, aesthetics and multi-sports.</li> <li>Children did compete as part of whole school sports day in various races and rewarded with stickers and medals. The winning house team also received a cup.</li> <li>All children took part in the termly fun run and felt proud of their resilience and stamina.</li> </ul>	To continue to take part in DSSP local events and remain on the pathways for regional competitions.

Signed off by	
Head Teacher:	K. Gray
Date:	5/7/22

Subject Leader:	S Padbury & E Tout
Date:	04/07/22
Governor:	J. Poslett
Date:	4/7/22