

Evidencing the impact of the Primary PE and sport premium



Commissioned by



Department
for Education

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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](#) 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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Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19580
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19580

Academic Year: 2021/22	Total fund allocated: £19800	Date Updated:31.01.22	
Key indicator 1: The engagement of <u>all pupils in regular physical activity</u> – 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:
			20%
Intent	Implementation		Impact
Increase the opportunities for pupils to participate in competitive activities.	-Participation in Paignton School Sports Partnership -Play leader and Sport Leader Training -School Sports Days for all Phases across the school. -Ensure that transport is available for pupils to participate in sports competitions and festivals	Funding Allocated: £3916-Sports partnership	Sport leader training completed for 7 Year 6 children- Children have developed leadership skills and are supporting younger years through structured play activities leading to a greater level of engagement in physical activity during break times as well as a reduction in behaviour incidence. Sport leaders have been integral in the planning
			Sustainability and suggested next steps: Re accreditation for the platinum award scheme. To continue to develop and build our relationship with PCSA. Monitor and reflect on sports day successes to develop and construct another one next year. Sports leader feedback

		<p>and delivery of sports day for Phase 2. They have further developed their leadership skills through planning and facilitating activities.</p> <p>Sports leaders regularly meeting secondary school PE leads developing their responsibilities.</p> <p>The school's partnership (through festivals) have allowed all children the opportunities to engage with physical activity. Linking to our school roadmap where our younger children have chance to develop their motor skills and fundamentals, middle years allow for greater understanding on the rules and strategies of a wider range of team sports and upper key stage 2 children to use these fundamentals and strategies to compete in more competitive games (same ability) so enjoyment and participation are high.</p> <p>100% of participation across the whole school on sports day with</p>	<p>from the children so we can evolve this process.</p> <p>Children have been able to re-join and participate in district football competitive games. Look at starting up a netball league next year for % girls. KAA basketball league.</p> <p>Swimming gala to be set up to reinforce the swimming done over the year and for more able swimmers.</p>
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			activities accessible and friendly for everyone.	
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	
<p>Create a love of physical activity through maintaining the high profile of PE and sport throughout the school.</p> <p>Children understand the benefits of a balanced diet and the importance of sport in a balanced lifestyle</p>	<p>Greater awareness of promoting balanced lifestyles through PE teaching.</p> <p>Unit overviews for PE teaching reflecting approaches to wider PE curriculum and promotion of wellbeing.</p> <p>Participation in school wide events (walk to school week)</p>	<p>Funding Allocated:0</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Unit overviews have helped with the PSHE curriculum and wider health and well being curriculum which has allowed adults to focus on the wider and cross curricular aspects whilst teaching PE.</p> <p>Walk to school week has been another success with the majority of the school walking in from home for this week. This has helped to build a more social, healthier community whilst allowing the children to continue their learning of sustaining</p>	<p>Sustainability and suggested next steps:</p> <p>Sports assistant to re-launch the 'Change for Life' initiative.</p> <p>Continue with walk to school week and half marathon.</p> <p>Continue to reflect and assess the curriculum around the wider balanced lifestyle.</p>

			<p>their environments which is a whole school big idea.</p> <p>PE lessons work collaboratively alongside the PSHE and DT curriculums where children look more in depth to a balanced diet and the planning and making of healthier snacks.</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:
				10%
Intent	Implementation		Impact	
Upskill all staff in their teaching of PE and sport	<p>Introduction of Complete PE- Purchase and roll out complete PE scheme to provide more consistency in planning and teaching of the PE curriculum.</p> <p>Provide training to PE subject leader, sports coach(es) to support development of curriculum.</p> <p>Staff to work alongside secondary PE teachers</p>	Funding Allocated: £2000	<p>Complete PE scheme- staff feedback has been highly positive sharing that the lesson plans are effective and easy to follow with differentiation to meet the needs of all learners.</p> <p>Children have feedback and expressed their enjoyment with these lessons and have overcome barriers to share their sequences.</p>	<p>Sustainability and suggested next steps:</p> <p>Staff meeting in Autumn Term to secondary roll out of scheme due to staff turn over.</p> <p>Sports staff to use the assessment tool and use this effectively to sign post children to outside clubs and change for life etc for children who would benefit from more</p>

	for pedagogical development particularly around dance and gymnastics.		<p>Scheme helped children to gain a greater understanding of the wider world, fairness, respect, collaboration which links into the British values.</p> <p>Videos are used to show correct movements (and safe) to allow for teacher CPD and allowed inspiration for the</p> <p>Secondary school dance specialist came in and worked with Year 6.</p>	<p>knowledge on healthy lifestyles.</p> <p>CPD for teachers on gymnastics from a specialist from partner school.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
Intent	Implementation		Impact	10%
A wider range of sports offered to all pupils to promote increased participation.	<p>Order equipment and training to make additional sports and activities more accessible.</p> <p>Provide transport to extra-curricular opportunities off site</p>	<p>£1200-general equipment- Replacing equipment identified through H&S inspection</p> <p>£800-Transport</p>	<p>All equipment repaired and extra curricular activities brought in to allow children the participation of a wider range of physical activities.</p> <p>Transport provided for children to engage and participate in competitive fixtures and outdoor learning opportunities.</p> <p>Active play equipment has been replaced and replenished as necessary to maintain</p>	<p>Audit equipment focusing on gymnastics equipment.</p> <p>Swimming and balance ability reflected on to allow for student successes. Balance ability to be implemented into the curriculum.</p> <p>Play equipment audited and more brought in for next year.</p>

			<p>engagement in active play.</p> <p>Yoga and mindfulness workshop for EYFS children to develop the understanding of their own bodies and more about the wider world.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				60%
Intent	Implementation		Impact	
More pupils to be engaged in competitive sport and extra-curricular activities	Sports coaches to offer a range of after school clubs and activities	£11566- Sports coaches after school and lunchtime salary allocation	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>After school clubs have allowed for children to express themselves in a wider range of disciplines- archery/balance bikes etc.</p> <p>Children signposted to outside clubs with great success with a Year 6 child going on to compete in athletics at south west regional standard.</p> <p>Sports coaches to monitor</p>	<p>Sustainability and suggested next steps:</p> <p>Monitor the engagement with clubs with breakdowns for targeting specific groups (re-introduce after Covid).</p> <p>Lunchtime support for upskilling support staff/ sports leaders on the spaces and resources we have.</p> <p>Continue with bike ability next year looking at a provision for years 3 and</p>

			and work collaboratively with Year 6 sports leaders to allow for participation in physical activity on the playground.	4 as well as year 5 and 6.
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Signed off by	
Head of School:	Victoria Carter
Date:	13/6/2022
Subject Leader:	Jack Akery
Date:	11/6/22
Trustee:	Debbie Hands
Date:	13/6/22