

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
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:

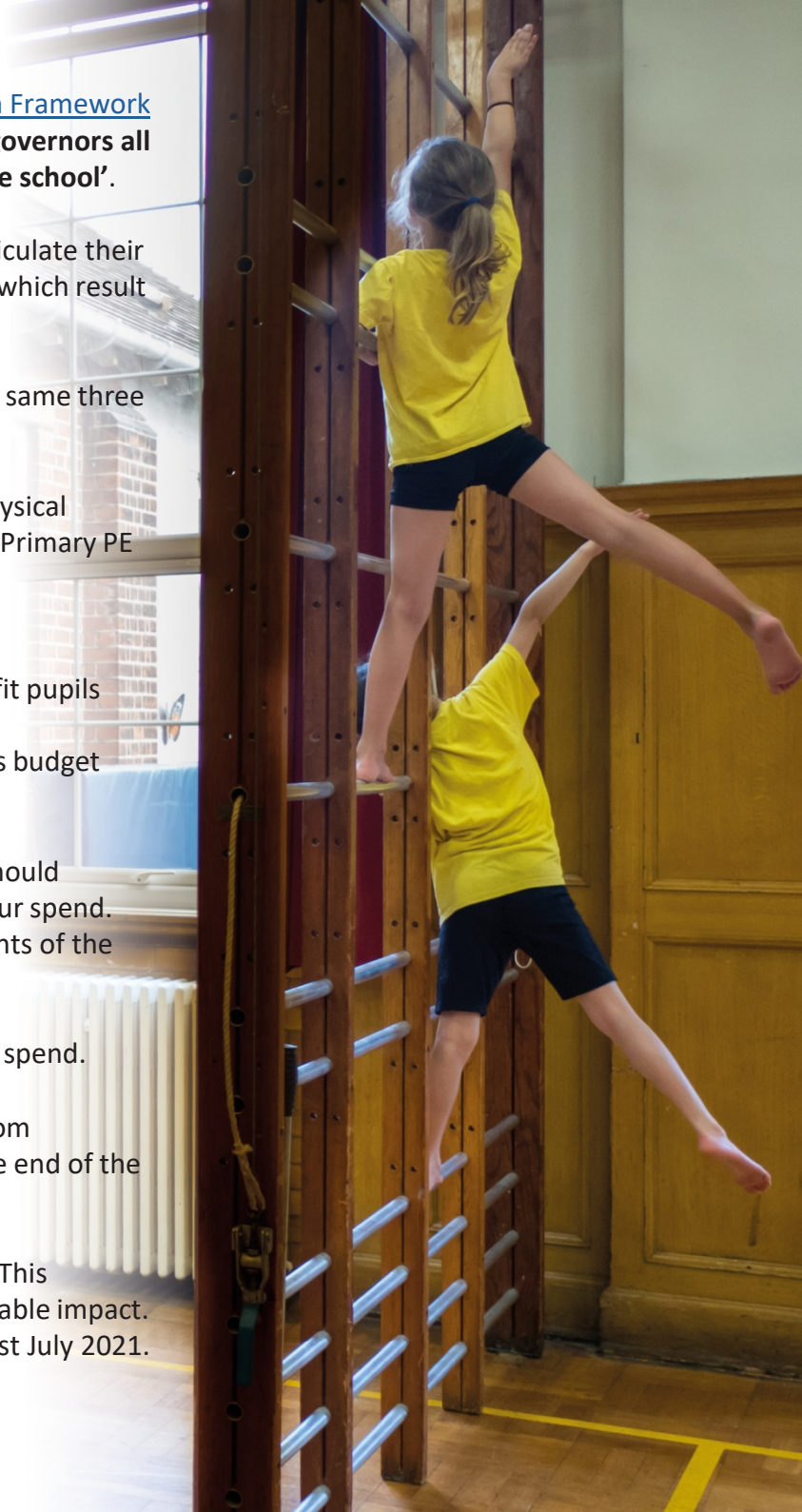
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** 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 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>The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</p> <ul style="list-style-type: none"> • Commitment to 2 hours of PE across the school • Daily Physical exercise is embedded within our daily routine • Mental health is an ongoing topic that is embedded within our RSE sessions throughout KS1 and KS2. • Funfit for identified children (PP/ Focused groups) • Active Travel Scheme launched September 2020 • Outdoor Gym Equipment purchased to encourage active break and lunchtimes <p>The profile of PE and sport is being raised across the school as a tool for whole-school improvement</p> <ul style="list-style-type: none"> • PE and participation is a focus on School Development Plan • Monitoring and assessment has been updated and revised • Planning has been scrutinised to make sure progressions throughout the year groups is clear. <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport Online support from South Dartmoor Academy Leads aiding planning, deliverance and assessment / monitoring</p> <p>Broader experience of a range of sports and activities offered to all pupils Watersports club Sailing</p> <p>Increased participation in competitive sport East Devon Finals</p> <ul style="list-style-type: none"> * Cross country * Sport hall athletics | <p>The progress in relation to the 5 key indicators has been significantly affected by disruption to education in relation to Covid-19. It has been decided by Withycombe Primary School that the broad intentions of the 2019-2020 plan are carried over to 2020-2021.</p> |

Virtual Competitions' were a success

- Dance/ Gym
- Skipping
- Cross Country

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

YES/NO * Delete as applicable

| | |
|--|----------------|
| Total amount carried forward from 2019/2020 | £2,546 |
| + Total amount for this academic year 2020/2021 | £21,340 |
| = Total to be spent by 31st July 2021 | £23,886 |

| | |
|---|--------|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p>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.</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above.</p> | % |
| <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> | % |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | % |
| <p>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?</p> | 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: £ | Date Updated: | | |
|---|---|--------------------|--|---|
| 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: | 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>For all children to participate in daily exercise. Yoga/ Running/ Funfit</p> <p>Pupils are able to articulate/describe healthy lifestyle choices and the impact on their health and wellbeing. Pupils are able to specifically comment on the role of sugar in terms of health. This reasoning is underpinned by scientific understanding. Pupils make healthy lifestyle choices inside and outside of school. These choices are supported by parents who have engaged in the Healthy Eating agenda.</p> <p>Teachers to model healthy and active choices, including celebrating when teachers are active. Pupils are regularly active, including active in high intensity activities. Pupils openly discuss mental health and wellbeing and articulate/describe strategies to manage mental health and wellbeing, including good sleep habits.</p> | <p>Pupils participate in subsequent PSHCE, Science and PE linked lessons in order to develop a connected understanding of physical activity, health and wellbeing, including sleep.</p> <p>Pupils participate in daily miles/Go Noodle/ Funfit.</p> <p>Regular celebration of healthy and active lifestyles across the school (i.e. within classes).</p> <p>Active travel scheme in order to boost active travel to/from school and/or active travel outside of school.</p> <p>Year 5/Year 6 pupils participate in Bikeability in order to boost active travel to/from school and/or active travel outside of school. Pupils regularly participate in</p> | £3050 | <p>Classes have been engaging in daily runs or Go Noodle</p> <p>Funfit for specific children.</p> <p>Investment in break time equipment has been positively received by pupils. Pupils bring in a wide variety of trophies which are celebrated during the Friday Collective Worship/ online and weekly newsletters.</p> | <p>The progress in relation to the 5 key indicators has been significantly affected by disruption to education in relation to Covid-19. It has been decided by Withycombe that the broad intentions of the 2019-2020 plan are carried over to 2020-2021</p> |

| | | | | |
|---|---|--|--|--|
| | high intensity DPA alongside PE lessons in order to promote healthy lifestyle. Provision of equipment, resources and support for active periods within and between lessons. Development of Lunchtime MTA staff, including MTA leaders, to develop and promote regular physical activity throughout the academic year. FunFit provision identified children. Developing Young Sport Leaders | | | |
| 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: |
| Pupils are regularly active, This includes, but is not limited to, increased activity within lessons. This successful learning leads to improved academic outcomes. Pupils are all engaged and enjoy their learning. Pupils express links between being active and successful learning. This successful learning leads to improved academic outcomes. Daily Miles Active lunchtimes Funfit Active Travel Outdoor Gym Equipment | Early Years and Key Stage 1 to deliver 1.5 hours of PE each week. Key Stage 2 to have two hours of PE each week by the summer term. Ongoing development of curriculum – Wild Tribe Development of lunchtime provision results in fewer after lunch ‘problems’ impacting negatively on learning. Indeed, pupils return in a positive mind and make good progress in the afternoon. Regular celebration of achievements/ newsletters and virtual collective worship. | £2175 (SDD) £7000 (Gym Equipment) | Teachers demonstrating positive attitudes to PE with CPD and also within their own classes. Teachers have modelled wearing the correct PE kit and shown support for the subject – has helped raise the profile. Teachers have asked for advice from PE Lead and Coaches when delivering certain sessions. Audit carried out asking teachers to identify areas of strength/ weakness and how these can be supported by SLT/ LEAD. Active Travel Scheme has increased Active travel from 50% to approx. 80% | The progress in relation to the 5 key indicators has been significantly affected by disruption to education in relation to Covid-19. It has been decided by Withycombe that the broad intentions of the 2019-2020 plan are carried over to 2020-2021 |

| | | | | |
|--|--|--|--------------------|--|
| | | | on a regular basis | |
|--|--|--|--------------------|--|

| | |
|--|---------------------------------|
| 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 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?: |
| Improved teacher subject knowledge leads to pupils accessing high quality PE teaching and make a good or better level of progress. This will lead to consistently good or better than good pupil progress across all phases. For staff to have up to date training and chance to watch specialist coaches to deliver curriculum content that they feel under confident/ unsure of. Due to a turn over to staff, (mat leaves) We wanted all staff to have this opportunity and could work alongside those who have expertise. Online training (due to C19) – Inclusion training South Dartmoor partnership continued to work with Withycombe leads/ staff. Impact days | Audit to assess where teachers feel they still have areas to focus on. Specialist coaches used for certain sports in PE. (L&F) Online inclusion training to remind teachers of how to include all children. (Training in Tennis) Postponed until after Covid restrictions Impact days with South Dartmoor | £2175.00 | Teachers now feel more secure in certain areas of PE that they struggled to teach or manage before. Planning looked over with year groups and PE leads to make sure delivery and content is covered. KS2 classes have all been given the main rules and steps for every core sport in school. |

| | |
|--|---------------------------------|
| 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: |
|--|--|---|--|---|
| <p>Additional achievements: Pupil engagement with clubs and festivals and competitions increases within each Year group. Pupils who were previously less active increase their activity levels. Ensuring that clubs and school sports are offered and accessible to all pupils. Broadening of clubs offer to include TAG Rugby, Cross Country Redevelopment of the curriculum to ensure that there is a balance between the different elements of PE (for example striking and fielding, dance, gymnastics,</p> | <p>Involvement in festivals and clubs are monitored with a view to encouraging the least active pupil to be active. Involvement in festivals and clubs are monitored with a view to encouraging key groups e.g. SEND, PP etc to be active Parental involvement of clubs offered and what they would like to see survey completed.</p> | <p>£714.00 (Equipment for athletics club)</p> | | <p>The progress in relation to the 5 key indicators has been significantly affected by disruption to education in relation to Covid-19. It has been decided by Withycombe that the broad intentions of the 2019-2020 plan are carried over to 2020-2021</p> |

| 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: |
| Pupils are offered competition pathways to represent Withycombe at EALC events and East Devon Events. Pupils know how to find out about further competitive and development opportunities i.e. local clubs, courses etc. Pupils are offered access to development opportunities (festivals, SEND events) and develop their skills when representing Withycombe Primary School at EALC events. Initerhouse Competetions run every term. Netball/ Cross country/ Benchball/ Sportsday | Children to have access to virtual competitions as well as inter house contests. Active Devon. Competitions entered: Dance Gym Sports hall Quad kids Skipping challenge Cross-Country | £2175.00 | A range of children entered across year groups for various competitions (see tracking sheets for individuals) | The progress in relation to the 5 key indicators has been significantly affected by disruption to education in relation to Covid-19. It has been decided by Withycombe that the broad intentions of the 2019-2020 plan are carried over to 2020-2021 |

| | |
|-----------------|--|
| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |