





Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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** improvementsto 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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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Details with regard to funding
Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£ 16920
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2,500
Total amount allocated for 2021/22	£ 19,363
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 19,363 £19925.63 Total Spend

Key achievements to date: Up until July 22	Areas for further improvement and baseline evidence of need:
• Achievement of the Silver Games Mark which acknowledges greater physical activity across the curriculum • Increased participation in school sport, particularly in making school sport accessible to all. • A wider offer of Health and Being support for all pupils post lockdown and as an ongoing programme of support • Increased physical activity across the wider curriculum areas • Improve fitness for Pupils after COVID Lockdowns • Clear PE and PSHE plans across the curriculum • Introduction of Active Monitors at lunchtime to promote school Sport and Activity on Monday and Thursday lunchtimes • New Mental Health Lead across the federation	Working towards the Gold Schools Games Mark Continued opportunities for Girls in Sport Continue to identify inclusive opportunities for pupils earlier and guiding them to clubs and wider opportunities Developing active playtimes in school with new playground marking to promote fitness Developing active playtime boxes to support Continue to engage SEND pupils in Sport through PP and clubs Develop a health and wellbeing area inside and outside the school so pupils can have reflective areas that can be accessed by everyone during the school day. We have identified three areas and a Governor will be working with the children to promote this. We have successfully bid for an external grant of £1500 and we have also allocated some of our capital grant for the internal area. Our SBM is also going to investigate potential funding stream for an inclusion/health and wellbeing space by remodelling some of our ICT space. We are currently in the process of getting quotes for this. Continue to firm up Assessment criteria across External Providers and School Staff. A return to swimming for all pupils in school

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**	The ongoing Covid situation meant accessing Swimming Provision was difficult and the school had a severe Covid outbreak in Spring 22, but we did manage to book swimming lessons in Exmouth in Summer 22. We prioritised our Year 5/6 group because of the situation and lack of time
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. Please see note above	83% of our Year 6 pupils could swim at the end of Summer 22
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	83%
What percentage of your current Year 6 cohort perform had achieved basic Safety in the water requirements?	94%
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?	We usually do this but due to COVID then our normal facilities were

	unavailable. We usually take all pupils from Year 1 to 6. This is planned for the whole school in Summer 23

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: 19,363**	**Date Updated: July 22**	
Key indicator 1: The engagement of all pupils in regular physical activity			Percentage of total allocation: %
Intent	**Implementation**		**Impact**	£5720.63
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 continue to increase and promote active lunchtimes, playtimes and clubs To continue to promote a range of active sports clubs including an active week in July	• New equipment out at breaks and lunchtime to replace 'Bubble' equipment purchased through covid • Build on the variety of Clubs on offer at lunchtime and after school • School lunchtime inclusive club • Purchase target boards for more active playtimes and replace active playground equipment highlighted on the PE survey • Canvas opinion of pupils (by PE lead) • New active lunchtimes led by active leaders through Premier Sport • Training of active leaders in year 5 and 6 through St Lukes Sports Partnership • To purchase new playground markings that promote an active playtime.	£3200 for Playground markings (Now being paid out of the 22/23 budget) Sports Coaches £2500 £500 general resources	The pupils are more active at lunchtimes, but the pupils need training for active leadership earlier in the academic year. Covid prevented this last year.	As the playground markings company were unable to complete the work in the summer term then they were scheduled to do this in the Autumn Term, and we have allocated some money against this in our next budget.

	• To place new balance rope on playground equipment • To purchase new gyn equipment • Sports Week including Sporty Starts, Bens Soccer School and other providers	£541.63 PE Mats £926 for playground equipment		
To provide swimming for Year 5 and 6 in the Summer Term	• To provide expert coaching in small groups to enable accelerated progress.	£1253 Swimming coaching x 3 instructors and contribution to transport. Parents charged £3 per session but transport was expensive as we had to travel to Exmouth Pool	The impact of the swimming was that the majority of Year 6 pupils could swim at the end of the year despite the impact of Covid. It was fortunate that we didn't manage to restart until Summer 22 as this term was less disrupted by illness so most pupils took part.	Next year we intend to take the whole school and we are looking at a more local swimming pool now restrictions have eased a little.
Key indicator 2: to increase the range of activity across the curriculum and as vehicle for School Improvement				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	1675

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 achieve the criteria for the Silver Games Mark as a vehicle for School Improvement	Meet criteria of the Games Mark Award on website	£1675 for St Lukes Partnership Subscription	Despite Covid we looked at way we could increase physical activity in school and looked at greater ways to include pupils in self-evaluation of events.	Look at criteria and meet Gold arts Mark Criteria.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	£3000
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:
External Coaches to support enrichment for pupils and staff and clubs	Specialist coaches are used for enrichment sessions and for staff training so staff can work alongside less experienced staff.	£1500	The impact is that we get a greater variety of sports and sporting expertise with staff improving PE skills.	Premier Sport provision is embedded in the school and we work with them to make sure that we have quality coaches who have the right experience for our needs in school.
Increased confidence in leading PE across the school for Sports Leader	Mentoring for PE lead through Sports Partnership-Virtual and face to face on a termly basis Attending Sports Conference Support for Schools Games Mark Programme	£1000 in supply for PE lead	The mentoring for PE was excellent for our PE lead as she was inexperienced in this area	The mentoring was ideal and we will look to getting our ECT supported via Premier Sport and the St Lukes Partnership. We now have a more experienced PE lead going forward. This is more sustainable as it is across the

				two schools.
Real PE training for PE lead to be cascaded out to all staff in Key Stage 1starting with Pre-School sessions with Reception	Cascade of Knowledge to Pre-School to support the Physical Development in the EYFS	No cost to this but shared sessions in PE	The Real PE programme was excellent for our PE lead and increased her knowledge for that year group but we felt that to take on the whole programme as this time would have quite a financial impact on the school and it might be something we need discuss across the federation	Our PE lead moved to a new position in Feb 22. We now have leadership of PE across the federation including health and wellbeing. Our PE lead at Clyst St Mary has been instrumental in CSM gaining the Gold Active Mark and for improving PE provision at CSM. She has already gained the Silver Games Mark.
Curriculum Sessions to promote activity in the wider curriculum at Key Stage 2	Active learning sessions linked to topics like the Romans Support for teaching staff and increasing knowledge in active learning/planning active sessions.	Part of the St Lukes Subscription of Costed above	Teachers are more aware of active learning and how to adapt their planning to this approach.	We intend to build on this and give more teachers the opportunity to do this training.
Focus on Physical Development in the EYFS curriculum Focus on developing the PE skills overview for the whole school	Support for looking at EYFS Physical development, resources and finding out best practice.	£300 for supply to look at SIP priorities, monitor school improvement £200 Resources	Impact was we had a clear plan with SMART targets that were clearly measurable for staff and Governors.	All pupils in reception met ARE in Physical development at EYFS. Pre-School target pupils made good progress.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils including activities to support health and wellbeing.				Percentage of total allocation:
Intent	**Implementation**		**Impact**	6830
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
One to one physical activity and mentor sessions to support inclusion. (Target SEND, vulnerable and PP)	Through Sports Partnership we had a specialist who came once a term to work on a one to one basis with vulnerable pupils and pupils we have identified as being less active	£1000	This had a positive impact and some of the pupils who took part have since joined clubs in school.	We need to look at transport and pupils who access PP being able to access clubs.
Introduction of New Joint PE lead and Health and Wellbeing Lead	We have decided to fund a new role across the federation to lead PE and Health and Wellbeing. The Covid pandemic has meant an increase in anxiety and we have seen an increase need for more specialist support for pupils. We feel the need to tackle this at all levels is very important so we have introduced this role. Mrs Allen has has completed her Senior Mental Health Training and is now looking at supporting all the pupils in school.	£4,600 (Paid from the 21/22 Budget and carry forward)	It is early days to measure the impact, but the expertise of our new PE lead supported us towards our Silver Games Mark and we will be working towards Gold level next year. She is now looking at playtimes to further support	Our next steps are to refine our policy so there are clear strategies at each stage to support staff and pupils in school.
To give all pupils at Key Stage 2 the opportunity to take part in Health and Wellbeing activities	Health and Wellbeing Conference at Buckfast Abbey- Whole day of activities based on Health and Wellbeing	Cost of £5 per head met by the school. Cost was £260 plus coach £500	The children reported that they really enjoyed the day and it improved their wellbeing. Teachers reported that they bought back new ideas to do with classes. Some children with SEND found some parts challenging and needed shorter activities but teachers took them for sensory breaks to make it more inclusive.	This is an annual event but we have chosen to do this every other year as the activities were similar this year. Instead we plan a whole school pilgrimage when we will walk as a school to a neighbouring village.

Introduction of Health and Wellbeing Workshop sessions through PSHE provider called SCARF	SCARF provider completed workshops for Pre-School to Year 6 with a focus on health and wellbeing	£470	These were successful as it gives another opportunity for pupils to discuss worries etc in groups with professionals who are trained appropriately. Staff found the sessions beneficial and it gave pupils sensible strategies	The workshops were a success so we intend to repeat these Spring 23

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	2700
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:
Specialist Dance Provision to be included for all pupils at Key Stage 2.	We had specialist dance provision in the Autumn Term in the curriculum and as a club. This gave the pupils the opportunity to take part in a 'Dance Showdown' and despite Covid it still went ahead	£1700	We children loved taking part in the event and we had excellent feedback from parents who came to support it.	Due to the popularity, we are going to continue this during 22/23 and Year 5/6 will have dance provision in Autumn 22
Football Provision for competitive Sport through Exeter Schools Partnership with focus on Girls and Boys playing in a mixed team	We have been part of the Exeter League for many years and we have found that taking pupils have enjoyed playing schools all over Exeter	No cost as supported by staff in school	This was severely disrupted due to Covid as many schools had covid outbreaks in the Autumn and Spring Term so we couldn't play as many fixtures unfortunately, but the children did enjoy competing	We feel going forward that a better model would be to pay someone to set up a small school's league as pupils will have greater opportunities to play other local schools and experience a sense of achievement and success. We also feel that we could do different sports per term. We are going to approach St Lukes to see if they would be happy to support this.
Inter-School Tournaments run by Specialist from St Lukes for all of Key Stage 2	In-house Sports Tournaments for pupils as limited activities externally due to Covid.	Part of St Lukes Partnership Provision.	The pupils benefitted from the tournaments and were very excited to use their Sports leader skills.	This will continue as part of the support from St Lukes partnership

Continued partnership with Clyst Vale who is our feeder school in an annual cycle of Sporting Events	The school continued to attend sporting events run by our feeder secondary school. These included a fun run, tag rugby and high five events.	£1000 for coaches to Clyst Vale	Good transition opportunity for older pupils and increased facilities/specialists.	This was disrupted due to Covid but is due to take place this year. We feel we need to have an initial meeting to maximise this opportunity and to be involved in the planning

Signed off by Louise Herbert and Governing Body	
Head Teacher:	Louise Herbert
Date:	July 22
Subject Leader:	Claire Davey until Feb 22/ Louise Herbert from Feb 22 to July 22
Date:	July 22
Governor:	Lucy Topliss
Date:	July 22