

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Updated July 2023



Commissioned by



Department
for Education

Created by



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Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2020/2021 as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

Background - The primary school sport premium investment goes direct to primary school Head Teachers and is designed to support improvements in the quality and depth of PE and school sport. Since 2017-18, the amount of funding that has come into schools to support development in sports has significantly increased. The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils. In the 2022 to 2023 academic year, there is a further focus on encouraging the development of healthy, active lifestyles.

Key Indicators - The Department for Education vision is that all pupils leaving primary school are physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport. The objective is to achieve self-sustaining improvement in the quality of PE and sport that delivers high quality provision of a balanced and holistic PE and school sport offer. There are 5 key indicators that schools should expect to see improvement across:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
2. the profile of PE and sport is raised across the school as a tool for whole school improvement.
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils.
5. increased participation in competitive sport

Funding - Individual schools will receive circa £16000 + £10 per pupil (depending on the number of pupils recorded on the Autumn census) which they can use to support these outcomes through various options including staff CPD, employing specialists to work alongside teachers, cluster work with other schools and partnerships, transport, equipment, hall and pool hire etc.

Accountability & Impact - Schools are required to keep parents informed and publish plans for deployment of premium funding on their website by April of each academic year. Schools will be expected to track pupils to be able to show what improvements have been made and [evidence the impact](#) of the sport premium. From September 2013, [Ofsted](#) inspectors will assess and report on how effectively this new funding is being used when making the judgement on the quality of the school's leadership and management. These plans must include:

- The amount of premium received.
- A full breakdown of how it has been spent or will be spent.
- What impact the school has seen on pupils/ PE and sport participation and attainment?
- How the improvements will be sustainable in the future

The percentage of pupils within the Year6 cohort for the academic year 2020-2021 that can do the swimming competencies outlined below.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021 /2022?	£0
Total amount allocated for 2022/23	£20,780
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£20,780/ £20,780

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
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 2022.	83%
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	74%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
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: 2022/23		Total fund allocated: £20,780		Date Updated: July 2023		
<p>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.</p>					Percentage of total allocation: 96%	
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 you know now and what can they now do? What has changed?	
<p>The PE leader ensures all staff can access a well-constructed a curriculum that is ambitious and ensures that all pupils, particularly disadvantaged pupils and pupils with SEND, are engaged in regular physical activity.</p> <p>Provide high quality modelling of lesson planning and delivery.</p> <p>Ensure all children are competent in meeting age related expectations through experiencing a well sequenced curriculum by staff with deep subject knowledge.</p> <p>Ensure pupils have access to wider sporting opportunities.</p>		<p>Continue to employ an outstanding PE specialist to:</p> <ul style="list-style-type: none"> design a broad and ambitious curriculum that has clear composites and components, implement and monitor our PE curriculum to ensure that all pupils are engaged in regular timetabled physical activity. Use a coaching model to support non specialists in the implementation and delivery of the PE curriculum especially in terms of meeting a diverse range of abilities and needs in lessons. Ensure staff prioritise PE by constantly raising the profile of PE. Model correct dress for PE lessons by staff Utilise staff questionnaires to identify areas for further training. <p>Zone and equip playgrounds to ensure:</p>		£20,050	<p>Target We aim to ensure 100% of pupils are active for a part of every day.</p> <p>Outcome of this spending Monitoring shows us that us 100% of our pupils are active for at least 30 minutes a day through:</p> <ul style="list-style-type: none"> Zone playtime and lunchtime provision After school provision Carefully timetabled provision of PE lessons. <p>Target: All pupils have access to a wider sporting opportunity.</p> <p>Outcome of this spending: Across last year the academy ran 60 after school clubs. Of these 35 were sport-based clubs that were available to all age groups. This included 2 clubs offered by external Providers.</p> <p>All Year 6 pupils had the opportunity to</p>	<p>Sustainability: Sustainable until funding stops. If funding stops, all staff will already be trained to deliver high quality PE through the coaching model.</p> <p>Next steps: Continue to embed the PE curriculum so it reflects the needs of our pupils – especially when there are new staff.</p> <p>Continue with the coaching model to ensure improved provision for our disadvantaged pupils and pupils with SEND through adaptive teaching practices in PE lessons.</p> <p>Consider effective assessment strategies in PE to ensure all</p>

	<ul style="list-style-type: none"> • Active morning play and lunchtime provision • Equitable access to sports equipment by all year groups through timetabling of zones <p>Implement opportunities to partake in regular physical activity:</p> <ul style="list-style-type: none"> • After school provision with a wide range of sports offered • Access to sporting competitions through the Newquay Sports network and the Cornwall School Games. • All pupils participating in the school based 'London Marathon' with a competitive race and a fun race provided. • Encouragement of pupils to walk, cycle and scoot to school – well maintained shelters to 'house' children's vehicles. • Participation in national and local initiatives throughout the year i.e., bikeability, walk to school, sport relief etc. 	£500 - equipment	<p>participate in the Bikeability programme:</p> <ul style="list-style-type: none"> • 55 pupils participated • 55 pupils gained Level 1 • 50 pupils gained Level 2 <p>All pupils took part in the school-based London Marathon. The introduction of 'tiered races' enabled elite runners to run competitively and all children to participate in the 'fun race'.</p> <p>Every NSN event was entered last year with outstanding successes achieved in indoor athletics, basketball and football.</p> <p>The % of children cycling and scooting to school has seen a marked increase as evidenced by the number of vehicles in the bike shelter each morning.</p>	<p>pupils progress within and between lessons. Consider how to target pupils who are not working at 'age expected' in PE and provide targeted teaching/ opportunities to further support these pupils.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
96% (already allocated in key indicator 1)

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>The PE leader has designed a curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.</p> <p>The PE curriculum exemplifies, supports and promotes the school values of: respect, resilience, collaboration, curiosity and equity.</p> <p>Support pupils to enjoy a wide curriculum offer.</p>	<p>Continue to employ an outstanding PE specialist to embed the implementation of the PE curriculum that includes:</p> <ul style="list-style-type: none"> The development of gross and fine motor skills The application of the school values as part of the personal development programme in school The application of the school's pedagogical approach to teaching and learning within PE to develop oracy and problem solving skills <p>Raise the overall profile of school PE and sport by:</p> <ul style="list-style-type: none"> Ensuring the hall display board is regularly updated Informing parents of pathways in the community through a 'local directory'. Monthly articles in the school briefing magazine for parents that celebrate children's achievements in PE and that inform and engage about physical activity. 	<p>£20,050</p> <p>(as indicated above)</p>	<p>Target PE planning evidences sequences of learning that build skill development across each key stage</p> <p>Outcome of this spending Monitoring evidences that 75% of observed lessons have clear skill development at the heart of a lesson within a carefully constructed lesson. Teachers are using the school's pedagogical approach to teaching and learning to ensure HQFT is evident within PE.</p> <p>Target More children are accessing community pathways.</p> <p>Outcome of this spending We have direct pathways into community dance, football, basketball, rugby, karate and athletics. The number of children taking up these pathways is slowly increasing, and we have children being selected for further sports development in the community across all disciplines.</p>	<p>Sustainability: Sustainable until funding stops. If funding stops, all staff will already be trained to plan and deliver high quality PE through the coaching model.</p> <p>Next steps: Create a 'non negotiables' list for PE lesson expectations in line with other non-negotiables in the school behaviour policy to support high quality engagement.</p> <p>Make use of the 'Equipping Educators' resource to build an approach to assessment that measures what matters and has impact to improve learning.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 114% (96% already allocated in key indicator 1)</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Teachers have good knowledge of the physical education because leaders (especially the PE specialist) provide effective support with planning and delivery.</p> <p>Teachers present PE subject matter clearly, promoting appropriate discussion about the PE subject matter being taught.</p> <p>Teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary.</p> <p>Teachers are able to adapt lessons to meet the needs of all pupils using a wide range of resources</p>	<p>Continue to employ an outstanding PE specialist to increase the percentage of PE lessons that are of a high quality within a broad and balanced curriculum. This is achieved through:</p> <ul style="list-style-type: none"> • collaboratively planning, delivering and assessing high quality lessons to provide CPD to non - specialist PE teachers. • Provide training for teachers so that they can check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. • Provide training on adapting the teaching through the practice area, equipment and technicality of skills to extend provision for able pupils and enable less confident and less able pupils to achieve full participation. • Provide training so that teachers use assessment well to help pupils embed and use knowledge fluently, and to check understanding and inform teaching. • Ensure a thorough audit of equipment is carried out to identify where resources need to be updated to ensure high quality provision 	<p>£20, 050 (as indicated above)</p> <p>£3.777</p>	<p>Target Ensure all observed PE lessons to be judged as at least good.</p> <p>Outcome of this spending The coaching model that we use to support ECT's, and less confident staff has been very positively received with 100% of staff reporting that they feel more confident to plan and teach well-constructed PE lessons as a result of the coaching support.</p> <p>Follow up observations evidence that 80% of the observed lessons were at least good with marked improvements in skill development and teacher modelling.</p> <p>Target: Lessons and opportunities to be active are well resourced</p> <p>Outcome of this spending Dedicated equipment for playtime zones/ front field have supported increased physical activity and team play at playtimes and lunchtimes that is equitable.</p> <p>Lessons are well resourced to ensure maximum participation and activity by all pupils.</p>	<p>Sustainability: Sustainable until funding stops. If funding stops, all staff will already be trained to plan and deliver high quality PE through the coaching model.</p> <p>Next steps: Use questionnaires annually to identify focus for targeted support for teaching staff.</p> <p>Ensure all staff are using adaptive teaching to ensure ALL pupils make progress – linked to school improvement plan</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

Percentage of total allocation:
114% (96% already allocated in key indicator 1)

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>The PE leader constructs a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the widest sports experiences possible.</p> <p>Our pupils follow a full PE curriculum that is not narrowed.</p> <p>Provide pathways into community sport that may not have ordinarily been available to SEND and disadvantaged pupils.</p> <p>Further develop leadership skills through school sport.</p>	<p>Continue to employ an outstanding PE specialist to ensure implementation of a broad curriculum offer (wide range of sports) across all year groups that develops knowledge, skills and personal development.</p> <p>The PE leader will:</p> <ul style="list-style-type: none"> • Ensure local sports clubs are delivering activities in both curriculum and extra-curricular time i.e., dance, karate, athletics. • Promote pathways to local clubs within the academy and on our social media platforms through a 'local directory' of sport. • Ensure specialist coaches work alongside our teachers to deliver PE through sport specific activities that link to cross curricular themes. • Use the leadership framework both within and beyond curriculum lessons 	<p>£20,050 (as indicated above)</p>	<p>Target 75% of disadvantaged pupils to participate in afterschool clubs or competitions.</p> <p>Outcome of this spending (percentage of disadvantaged pupils participating in after school clubs or competition) Autumn Term: 41% - clubs + 20% comps = 61% Spring term: 45% clubs + 22% comps = 67% Summer Term: 35% clubs + 20% comps = 55%</p> <p>Target More pupils will attend community sports clubs.</p> <p>Outcome of this spending</p> <ul style="list-style-type: none"> • A list of community clubs and contact details has been created and families are regularly signposted to this. • A measure will be created to monitor this. 	<p>Sustainability: Sustainable until funding stops. If funding stops, all staff will already be trained to plan and deliver high quality PE through the coaching model.</p> <p>Next steps: Ensure all staff are using adaptive teaching to ensure ALL pupils make progress.</p> <p>Further develop leadership opportunities beyond the classroom through use of the Leadership framework.</p> <p>Ensure pupils have opportunities to experience a wide range of sports and activities throughout the year through equitable access to after school clubs.</p> <p>Actively target the DA children that are not signed up for club provision.</p> <p>Establish further relationships with local clubs and activity providers.</p> <p>Facilitate external coaches coming into the academy to deliver specialist sessions e.g.: Pirates rugby club and Plymouth Argyle</p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			126% of total allocation (96% allocated in key indicator 1)	
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>100% of our pupils will participate in competitive sport either within the school setting or through the school sports partnership. (in school competitions to be tiered to include competition at pupil chosen levels)</p> <p>Effective use is made of the Sports partnership to ensure all SEND/DA pupils have access to competition.</p>	<p>To be part of the local schools' network (Newquay Sports Network) and attend all of the sporting competitions and events that are hosted.</p> <p>Attend all local and county sports events.</p> <p>Ensure all pupils participate in whole school sporting events such as:</p> <ul style="list-style-type: none"> Sports day School based 'London Marathon' School based x-country competition for Y3 – 6 <p>Adaptations are made where needed to school based competitions to ensure all children engage in a level of 'healthy competition'.</p>	£2500	<p>Target All pupils will participate in competitive sport.</p> <p>Outcome of this spending</p> <ul style="list-style-type: none"> All NSN meetings and sports events were attended which included 35 fixtures and competitions, hosted by the Newquay Sports Network, Cornwall School Games and local schools. 100% of pupils participated in the school sports days. 90% of KS2 pupils participated in the school's mini marathon 	<p>Sustainability: Sustainable through continued involvement in the Newquay Sports network (includes PE lead attending training/ meetings)</p> <p>Next steps: Continue to attend all NSN events. Attend CSG events when possible. Continue to participate in primary leagues outside of the partnership in cricket and football. Further widen lettings to include more community groups such that children have pathways into competition e.g.: Newquay and Par athletics club.</p>

Signed off by	
Head Teacher:	Nikki Cotterill
Date:	15.9.22
Subject Leader:	Felicity Payne

Date:	15.9.22
Governor:	Carol Wint
Date:	15.9.22
End of year spending analysis	
Head Teacher:	Nikki Cotterill
Date:	20.7.23
Subject Leader:	Georgia Hepworth
Date:	20.7.23
Governor:	Carol Wint
Date:	20.7.23