

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



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** 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](http://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 2023.**

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 2022. 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 2022/23	£ 4,340
Total amount allocated for 2023/24	£ 17,310
How much (if any) do you intend to carry over from this total fund into 2024/25?	£ 0
Total amount allocated for 2023/24	£ 17,580
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 21,920

## Swimming Data

Please report on your Swimming Data below.

<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 then transfer to the pool when school swimming restarts.</p> <p><b>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</b></p>	<p>All children practised:</p> <p>The heat escape lessening position.</p> <p>Treading water for an age-related specified duration.</p> <p>Straddle jump</p> <p>Floating on water-Star position.</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><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 2023.</p> <p>Please see note above</p>	78%
<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>	75%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	75%
<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>	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: 2022/23		Total fund allocated:		Date Updated: 18/07/2023	
<b>Key indicator 1:</b> 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: 31%
Intent	Implementation		Impact		
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>		<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	
Training children as Sports Leaders (YSL) teaching them to have greater independence and learn leadership skills.	Contact Jackie Jarvis/Mhairi McCall for training for year 6.  Training provided to pupils/leaders.		incl. in OCRA partnership  See Key indicator 4 for price package	Sports leaders felt more empowered to engage with pupils of different ages across the school as they have a reason to do so through organised games.  Training for the new year 6s to be sports leaders. The sports leaders lost interest towards the end of the year due to reduced participation and repetition of the games being too frequent. So next year the sports leaders will lead playground games for 2 days of the week and assist the sports lead refereeing and organising inter house sports matches. Alongside this they will be expected to lead at least one orienteering session every half term. If we have a similar level of interest in the role of sports leader, they will be on a fortnightly rota instead of a weekly rota. This will hopefully keep the leaders motivated.	

To provide a greater number and frequency of clubs and opportunities, so that all children can engage in a more active and healthier lifestyle	Offer sports clubs as extra-curricular items.	<p>Multiskills provided by Saints Southwest (see Key indicator 2 for price package)</p> <p>Football – run by Craig Shepherd (Volunteer)</p> <p>Dance – Run by Jessica Squire (<b>£336.00</b>)</p> <p>Netball - run by staff</p> <p>Lunch clubs run by PE lead.</p> <p>OCRA- <b>£400</b></p>	<p>Chagford has offered different after school sports clubs throughout the year:</p> <p>Afterschool:</p> <ul style="list-style-type: none"> <li>-Multiskills-</li> <li>-Football – run by Craig Sheppherd</li> <li>-Netball</li> </ul> <p>Run by OCRA as part of our package:</p> <ul style="list-style-type: none"> <li>-Tennis</li> <li>-Rounders</li> <li>-Rugby</li> <li>-Hockey</li> </ul> <p>-Dance – Run by Jessica squire</p> <p>Lunchtime:</p> <ul style="list-style-type: none"> <li>Hockey</li> <li>Handball</li> <li>Cricket</li> </ul> <p>The impact of these clubs has seen an increased in sporting participation across the school ranging from reception to Y3.</p>	<p>Next year we plan to run lunchtime clubs as before but end each block with a tournament to help foster a love of competition and encourage greater participation.</p> <p>This was planned for this year but due to lunchtime duty timetabling it couldn't happen this will be the aim again for 2023/24</p>
To ensure that all children starting secondary school can confidently and safely ride a bike.	Offer Bikeability to the whole year 6 cohort.	???	20% of the pupils rode to school on their own the week after they took part in Bikeability.	Children learning a life skill.

<p>To ensure we have all the equipment we need to offer a broad range of sports to all pupils.</p>	<p>Enough equipment to ensure maximum engagement. E.g one ball between two as a minimum Ball bag Cricket balls skipping rope Stop watches</p>	<p><b>£107.41</b></p>	<p>All pupils were give the opportunity to skip.  All pupils participated in cricket during lunch clubs and in their PE lessons.</p>	<p>We took a record number of children to a cricket tournament. Two full teams.  Next year we will make better links with the cricket club.</p>
<p>To give every child the opportunity to become a competent swimmer by the end of year 6 and give them greater water confidence as they start their summer holiday.</p>	<p>Hire of local swimming pool and two experienced instructors to work alongside the PE lead, offer CPD and ensure maximum participation for all pupils- with three instructors more children could be in the pool at one time- cutting down on waiting time.</p>	<p>Pool Hire: <b>£840.00</b> <b>£700.00</b> Instructors: <b>£1050.00</b></p>	<p>See swimming data above</p>	<p>PE lead to be trained as an instructor to make smaller teaching groups and cut down on waiting time all together.  To spend a longer time on the water safety element of the block. Two sessions on water safety instead of one.</p>
<p>To provide our KS2 children with outdoor and adventurous activities.</p>	<p>Each year group spent two days walking on the moor with experienced and skilled moor leaders – Encompass.  Years 3 and 4 went to Meeth Quarry for watersport activities.</p>	<p><b>£2,730</b>  Transport: <b>£195.00</b></p>	<p>It was a wholly positive experience for all pupils involved. Many children commented on how they overcame fears and felt a great sense of achievement after the days.</p>	<p>To book a similar programme for next year. 4 days out for each class. 2 days of moorland walking navigating and challenging themselves whilst negotiating natural features. We will make links to year 4 geography and walk from the source of a river.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				49%
Intent	Implementation		Impact	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
<p>Saints FC Coaches provide specialist coaching across a range of sports for all classes across the school. Teachers to observe throughout the year as part of their PE CPD.</p> <p>Purchase of RealPE membership to increase the quality and standard of PE teaching across school. Real PE is designed to be fully inclusive taking away some of the stigmatism associated with certain sports.</p>	<p>Discuss planning with teachers, and the sports, they would like taught throughout the year. Create timetable for each half term – rotating classes.</p> <p>Purchase resource and train teachers in its use. Ensure resources match need of the curriculum. PE Lead to monitor the impact across school.</p> <p>Two consultancy sessions provided by Real PE. First session focused on lesson timings and positive reinforcement.</p> <p>Second session introduced the staff to the real gym element of the platform.</p>	<p><b>£5025.60</b></p> <p><b>£4,995</b></p>	<p>Range of sports taught across the school. Feedback from Saints FC coaches and children. Staff observe and participate in high quality PE lessons and begin applying skills to their own lessons.</p> <p>Staff feedback has indicated that Real PE has been a very successful purchase; staff have commented on its efficiency and simplicity – with clear planning and structure which has resulted in high quality PE lessons.</p> <p>Pupil voice has indicated that Real PE has been an enjoyable teaching experience. Pupils are beginning to develop their PE vocabulary and are beginning to evaluate theirs and others performance.</p>	<p>Continue with Real PE training with all staff, using example lessons for new users.</p> <p>Implement Real dance as a module in the spring term</p> <p>Begin to implement the assessment tool.</p>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				49%
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:
Purchase of RealPE membership to increase the quality and standard of PE teaching across school.	Purchase resource and train teachers in its use. Ensure resources match need of the curriculum. PE Lead to monitor the impact across school.	See key indicator 2	Staff feedback has indicated that Real PE has been a very successful purchase; staff have commented on its efficiency and simplicity – with clear planning and structure which has resulted in high quality PE lessons.	Sports lead to continue to promote and use Real PE and provide continued training for staff.  Introduce the assessment tool.
Saints FC Coaches provide specialist coaching across a range of sports for all classes across the school. Teachers to observe throughout the year as part of their PE CPD.	Discuss planning with teachers, and the sports, they would like taught throughout the year. Create timetable for each half term – rotating classes.	See key indicator 2	Range of sports taught across the school. Feedback from Saints FC coaches and children. Staff observe and participate in high quality PE lessons and begin applying skills to their own lessons.	



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 19%
Intent	Implementation		Impact	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
OCRA membership to provide various sporting festivals and competitions across the school	PE Lead to liaise with OCRA to ensure full participation of opportunities available. Monitor participation in events	<b>£1,750</b>  <b>Transport: £2107.50</b>	Chagford has worked closely with OCRA throughout the year to provide a greater variety of sporting opportunity. Despite COVID restrictions, children have participated in multi-skills events, relay events, quad games, athletics, football and summer sport games.	Participate in a wider variety of sporting events across the trust schools. Liaise with other PE leads across the trust schools and create a calendar of sporting events – this will give PE leads time to prepare for the events, as well as allocate staff.
Give every pupil the opportunity to experience a wide range of sports.  Offering non-traditional sports such as handball and golf with the aim to expose chn to unfamiliar sports.	Additional lunchtime sports clubs put on by PE lead.		Pupil voice revealed children enjoyed learning different sports and asked to play them again.	Continue to provide a range of lunch sports clubs and begin to introduce a competition at the end of a series of sessions.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
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:
Sports day to help cultivate a sense of fun and enjoyment with competitive sport.	PE lead to organise, plan and deliver a whole school sports day.		PE lead planned and delivered a high quality sports day for all children aged from YR – Y6 Pupil voice showed that children had great levels of enjoyment from participating in competitive sport. Staff feedback highlighted the importance of increased participation in competitive sport.	Next steps: Increase the amount of competitive sporting events offered by introducing an in school termly sports tournament – this will allow children to experience competitive sport more frequently, sharing success and admiring participation in such events. Target key children to increase their own participation in competitive sport – provide information for key children about competitive sport taking place in the wider community
OCRA membership to provide various sporting festivals and competitions across the school	PE Lead to liaise with OCRA to ensure full participation of opportunities available. Monitor participation in events	<b>£1,750</b>  <b>Transport:</b> <b>£2107.50</b>	Chagford has worked closely with OCRA throughout the year to provide a greater variety of sporting opportunity. Children have participated in multi-skills events, rugby, football, relay events, cross country and summer sport games.	Next steps: Participate in a wider variety of sporting events across the trust schools. Liaise with other PE leads across the trust schools and create a calendar of sporting events – this will give PE leads time to prepare for the events, as well as allocate staff.
		<b>Total spend:</b> <b>£20,386.51</b>		

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